Central Yorke School and Point Pearce Child Parent Centre

2018 annual report to the community

Central Yorke School Number: 761

Point Pearce Child Parent Centre Number: 1612

Partnership: Southern Yorke

Name of school principal: Grant Keleher

Name of school principal: Endorsed 19/02/2019

Name of governing council chair: Chris Rowe

Date of endorsement:

Site context and highlights

Central Yorke School is centrally located on the Yorke Peninsula and consists of two campuses, which are Maitland and Pt Pearce Aboriginal. Each Campus has their own onsite Kindergarten with pre kindy care. The student population includes Occasional and Rural Care, Kindergartens, Primary, Secondary and FLO students. The school is classified as a rural and isolated school with a Level 2 Index of Disadvantage.

Central Yorke School had an increase in enrolments. The current cohort consists of 32% ATSI and 9% FLO students.

The year commenced with genuine celebration in the achievements of the Class of 2017. The Year 12 results showed increased achievement in the ATAR and over all of the cohort seeking a place at university achieved a place – a remarkable achievement that speaks well of the relationship our students have with their teachers and of the maturity they brought to their academic program. Together with their excellent results, students in Senior School at Central Yorke were awarded more VET certificates than most other schools. NAPLAN results showed that the improvement or "growth in achievement" between Year 7 and Year 9 was well above that achieved by students at "like schools" around Australia. The school is excited that the revised numeracy program and targeted classes are showing considerable improvement in the area of National testing.

On reflection, students have arrived at this point in their development not merely as a result of the work of the year just passed. It is a culmination of the social interaction and a sound approach to work developed both at home and at school over the last few years. There have been many activities that students have been involved in the year, there are too many to name, but here are a few of the highlights that have happened last year.

Our Point Pearce Kindy achieved exceeding ranking. That means we have two kindys at our school that have this status.
Our Maitland Early Learning Centre is seen as one of the best on the peninsula and we had record enrolments. This trend will continue in 2019 with many parents from different towns and communities looking to enrol.
We won multiple sporting accolades. These include:
      Our Primary and Secondary interschool athletics wins.
      We were state champions in SAPSASA netball.
      We were 2nd in the state for SAPSASA Cricket.
      We had multiple students represent the state, who you will see later.
      Our SAASTA academy again won the Power Cup
      Overall our students participated in more sport than has been seen here before.
Our teachers again featured prominently in the South Australian Public Education Award nominations.
We again had a very successful musical production with Yeti Hunt.
We once again had soloists for the Adelaide Festival of Music Choir
We reintroduced a Led Steer program to the Adelaide Show and our Goats again took out many of the prizes on offer.
Our Agriculture Committee have set up our farm so that we can create a profitable enterprise from the rotation of our crops and raising of livestock.
Cosmetically we have upgraded classrooms, the grounds and have a new look front office. Our school is starting to reflect a place where 21st Century learning can occur.
Our wellbeing team reviewed our bullying and harassment policy and made changes which included a streamlined approach that clearly defined bullying and the different consequences to the different levels. We also created an online reporting platform which has been embraced by students. This has been highly successful as data reflected a 56% decrease in bullying at the school.

Our highest ATAR was in the 90's with two more joining it after bonus points. 25% of our student cohort achieved A grades and our SACE results were the 3rd best on the Yorke Peninsula and best of the small schools.

Most importantly our NAPLAN and SACE results improved yet again and our school is classified by the Department for Education as a "Maintaining Momentum" school. Only 10% of schools in the state get this ranking for their improvement. While this is great we are working towards the Inspire category.

As we look towards 2019 we are focusing on SACE improvement as well as comprehension, oral language and number as the cornerstone of our Site Improvement plan. The culture of our school has reached the point where staff are having rich conversations around pedagogy as opposed to process. This is exciting as we are expecting lift due to the different interaction and collaboration between staff.

Governing council report

Hi there to the Central Yorke Schools Community

This is my first report as your Governing Council Chairman and it has been quite an enjoyable first year in this position. We have been busy all over the schools with upgrades and trying to make them fresher and more inviting to the students and parents that visit the school.

We have tidied up down at the Ag Block with trimming up the trees and opening it up so you can see what is going on down there, it's not hidden behind needle pines anymore. The Ag committee have also implemented a Farm Cropping Program so the block can be better used between our livestock and cropping. We have also upgraded some machinery there as well to keep it up to tip top condition.

You also would have noticed the upgrade to the staff carpark/bus bay garden beds and along with the bus bay roundabout which has now been lawned to give our school a more street appeal which I believe is long overdue. We have more plans to do along the front of the school and at the early learning centre, I will talk about those as we complete them. There are also significant works going on internally as well.

Point Pearce has had its windows upgraded and is looking fantastic as well.

Talking of Point Pearce, big congratulations must go to Dave Love and staff at this campus what they have achieved with the NQIS assessment was a fantastic result. The environment and culture they have at this school is great with more and more students wanting to be in school is an excellent achievement well done. I must also congratulate the Point Pearce Community on their 150 years' celebration this year in September by all reports a wonderful event.

Melissa Richards and her staff at the Early Learning Centre have had a busy year as well, with lots to deal with and enrolments growing all the time. As mentioned before we will be aiming to tidy up the garden beds and grounds down there soon. Thanks for all your time and effort in creating such a warm and inviting environment for the kids to grow.

We have also had an excellent year in our school canteen Victoria Johns and Michelle Geater-Johnson have done a great job keeping our menu full of healthy options and a huge selection. This coupled with our QKR app has made not only it easier to order our students meals but also turned our canteen into a popular choice for parents. We are making a profit from here which makes it easier to keep the canteen running. Well done to you both.

I must thank Karen Crawford and the P + F committee for all the help this year in fund raising and their constant volunteering in all assets of the schools. One of the fundraising ideas this year was the Father's Day breakfast which was a great success with over 50 fathers/grandparents coming in and looking through the classrooms and Ag Block. It was an eye opener for some parents as they had no idea of what was on offer at the Ag Block. Well Done. A big thankyou also for the help in the garden bed upgrades your help is always much appreciated.

To Grant Keleher the Principal of our school and the huge amount of staff we have. What a wonderful job these people do for our children/students. With their constant effort to get the best out of the students and trying to give them every opportunity to be the best they can be. Congratulations must go the teachers for their results in all area of the education of our students.

Grant, the Governing Council and myself would like to thank you for your tireless effort you put into the schools. The amount of time taking to move the schools in a forward direction to strive to make them better and give our students all that we can offer is nothing short of inspiring. As you know you have the full support of the Governing Council in the direction we are going as we strive to improve day by day, year by year. It has been a pleasure working with you and look forward to the future with all the plans we have in place.

Last but not least I I'd like to thanks the Governing Council members for all their support and effort during the year and their help as I found my feet in this role for the first time this year. Looking forward to working together in the future.

Quality improvement planning (preschool)

Quality Areas in 2018 saw the following strategies employed by staff to measure many successes.
We firstly reviewed our Philosophy to ensure that it reflected what our priorities were with a major focus on Play and Relationships, and ensuring that these were culturally relevant and understood by the community.
Critical Reflection conversations saw the major priority be 'For educators to create spaces inside and out that promote curiosity, wonder, problem solving, oral language, imagination and creativity for children'.

Areas were set up both inside and out to attract children to the spaces to make them curious and creative, the Story Table being one such successful space.

More loose parts both natural and manufactured were purchased and collected for children to be creative with outside. The actual area of space to play within was extended with a fence being moved.

Staff were observed more being down at the children's level, engaging with the children, listening, asking open ended questions to increase oral language, thinking and conversation.

Staff continually implemented physical games and activities for children of different ages and capabilities to participate in. Children's Learning Stories and observations depicted development in their fine and gross motor skills. Staff continued to discuss the strengths of their children.

Staff continued to meet on a regular basis three times per week to plan sessions and activities, and discuss the health, safety, wellbeing and development of each child.

A huge success achieved by the staff and leaders of the Point Pearce Pre School was the achievement of it being Accredited overall as Exceeding in 4 out of the 7 Areas.

Improvement planning and outcomes (school)

....Literacy
To increase Reading and Writing results through the explicit development of Oral Language and Vocabulary

90% of Year 1 students will at least reach a Running Record of 13 before the end of the year.
86% of Year 2 students will at least reach a Running Record of 21 before the end of the year.

Increase to 50% of students being retained in the higher bands for Years 5,7,9 in both literacy and numeracy in NAPLAN.

Numeracy
To improve student results through extending student number sense to accelerate learning.

By the end of 2018 every student will have a data profile that represents their current and previous achievement in running records, literacy, numeracy, PAT, AC and SACE

Increase in number of A and B grades in all SACE subjects
15% of Year 12 grades will be in the A-band
45% of Year 11 grades will be in the B-band

In 2018 all students with disabilities/GOMs and ATSI students will have one-plans developed focusing on differentiated approaches to help them to be successful.

Parent Satisfaction Survey Indicates a growth in the following responses
• Teachers at this school expect my child to do its best (71% 2016)
• My child is making good progress at this school. (71% 2016)

All results in the 2018 -19 wellbeing survey show improvement in student sense of belonging, confidence and perseverance

Student Satisfaction Survey Indicates a growth in the following responses
• Teachers at this school motivate me to learn. (67% 2017)
• Student behaviour is well managed at this school. (61% 2017)
• Bullying is well managed at this school. (42% 2016)

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.
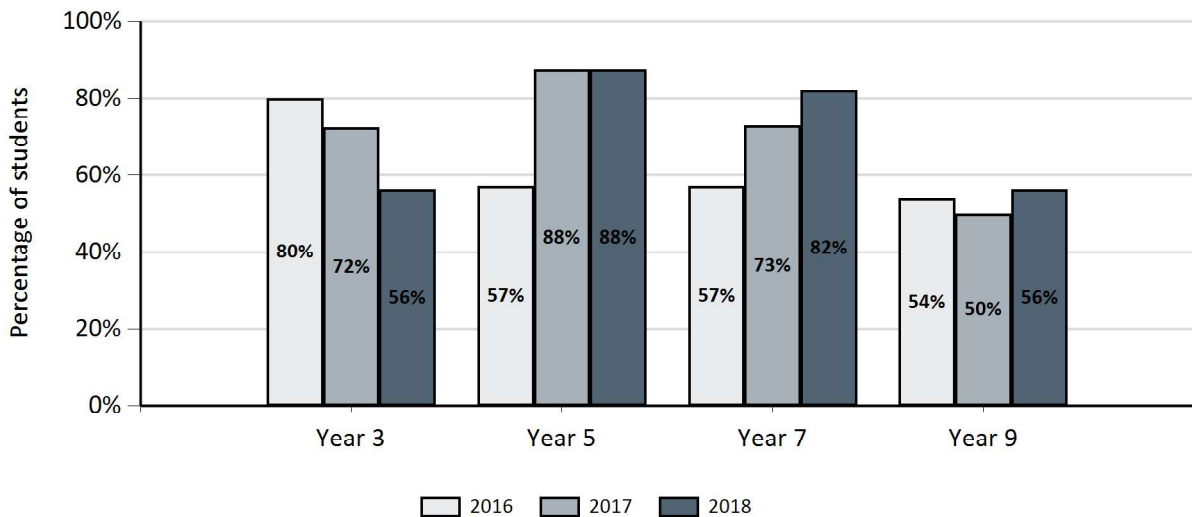
Reading
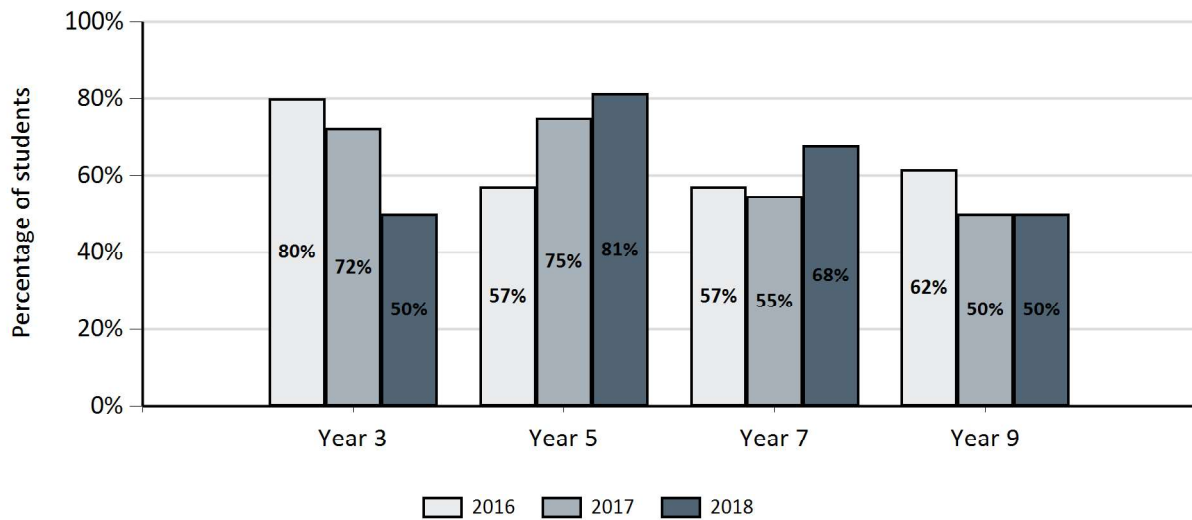
Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*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 2016 to 2018 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	20%	24%	20%	25%
Middle progress group	53%	41%	70%	50%
Lower progress group	27%	35%	10%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	20%	22%	45%	25%
Middle progress group	73%	56%	45%	50%
Lower progress group	7%	22%	9%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*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%.

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 2018	32	32	10	8	31%	25%
Year 3 2016-18 average	32.7	32.7	12.0	12.0	37%	37%
Year 5 2018	32	32	12	10	38%	31%
Year 5 2016-18 average	35.3	35.3	8.0	8.0	23%	23%
Year 7 2018	56	56	10	12	18%	21%
Year 7 2016-18 average	35.3	35.3	4.7	7.3	13%	21%
Year 9 2018	32	32	0	6	0%	19%
Year 9 2016-18 average	27.3	27.3	0.0	2.0	0%	7%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.
^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).

2014	2015	2016	2017	2018
97%	87%	98%	100%	100

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	0%	7% A
A	0%	5%	0%	
A-	7%	7%	8%	9%
B+	2%	9%	10%	12%
B	24%	13%	18%	15%
B-	16%	11%	15%	22%
C+	20%	24%	20%	15%
C	9%	20%	23%	17%
C-	9%	9%	8%	
D+	11%	2%	0%	
D	0%	0%	0%	
D-	0%	0%	0%	
E+	2%	0%	0%	
E	0%	0%	0%	
E-	0%	0%	0%	
N	0%	0%	0%	

Data Source: SACE Schools Data reports, extracted February 2018.
*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 that year.

2014	2015	2016	2017	2018
50%	48%	30%	34%	

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	55	13	33	67
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	87	98	100	100

School performance comment

From the data available it is evident that there have been small improvements in 2018 that need continued focus in order to be extended. The analysis and use of reliable, quality data will enable teachers and leaders to make informed choices about their teaching plans and programs. Teachers need to use data regularly, to track students' progress and to take necessary and timely actions to provide targeted and tailored support.

In regards to SACE, we again achieved a 100% completion rate and had a large improvement in students achieving ATAR scores. Many of these students would not have done so without VET which aligns to our emphasis on Multiple Pathways for all students. There was very little moderation movement within SACE subjects. Although there are less failing grades than in previous years for our Senior Students, the aggregation of grades in "the middle" has decreased with more grades at the top end, however we will still continue the emphasis on improved pedagogy and task design. This decrease in "middle-ness" is reflected in the NAPLAN also where many students achieve the SEA however and more are in the higher bands although the majority of students for each year level and test have demonstrated growth at the Middle level. The Numeracy results do not align to the Literacy and this may be due to the recent emphasis on whole school literacy practices.

Running Records: While there was growth for our high flyer in Year 1 to Year 2, there was a 20% decrease in those students that achieved SEA for Year 1 into Year 2. There has been a steady decrease in SEA achievement for Year 2.
PAT- Maths& Reading: 66% (Reading) & 62% (Maths) of students in Years 3-10 achieved the age appropriate achievement standards compared to 66% and 62% respectively in 2017. The increase in the reading can be attributed the strong Site Improvement focus in 2018. This included the training and introduction to the Big Idea in Number.

A-E Data: This data suggests there is more consistency in the marking and grading of students' work particularly between the Primary and Middle School areas and between Stage 1 and 2 SACE as standardised test results are aligning to end of semester grades. This is most obvious where students move to Year 7 and 9, where even though there are less higher grades, they correspond better to previous grades. This is due to the work across the sub-schools to ensure that the curriculum progression is planned and mapped to provide congruence and coherence for learners, particularly for the subjects not explicitly described in the AC.

In 2019 improvements to this data will be through a refined and focused Site Learning Improvement Plan and the pedagogical shift brought about by staff collaboration through formative assessment and by Site Improvement Teams. The time for the additional analysis, programming and collaboration will be achieved through having less administrative meetings and more professional development meetings where staff are sharing good practice, planning together, critiquing and giving peer feedback.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	57.5%	0.0%	36.0%	36.7%
2016 centre	100.0%	51.7%	37.5%	56.7%
2017 centre	61.3%	72.7%	56.2%	69.3%
2018 centre	63.9%	69.2%	61.3%	63.2
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

School attendance

Year level	2015	2016	2017	2018
Reception	83.1%	90.8%	88.9%	89.9%
Year 1	83.7%	89.2%	93.3%	87.2%
Year 2	91.9%	89.2%	82.2%	91.3%
Year 3	91.8%	89.8%	91.3%	87.4%
Year 4	91.3%	90.2%	91.1%	89.3%
Year 5	90.0%	90.4%	90.3%	92.2%
Year 6	83.3%	91.3%	93.0%	86.7%
Year 7	92.7%	80.5%	89.1%	89.3%
Primary Other			0.0%	0
Year 8	81.7%	93.5%	86.6%	91.5%
Year 9	87.5%	82.2%	92.5%	83.8%
Year 10	87.9%	83.8%	85.4%	89.7%
Year 11	81.7%	79.4%	84.1%	92.3%
Year 12	94.8%	82.8%	90.9%	94.0%
Secondary Other	93.3%	100.0%	99.7%	100.0%
Total	88.1%	87.8%	89.9%	90.1%

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

Attendance comment
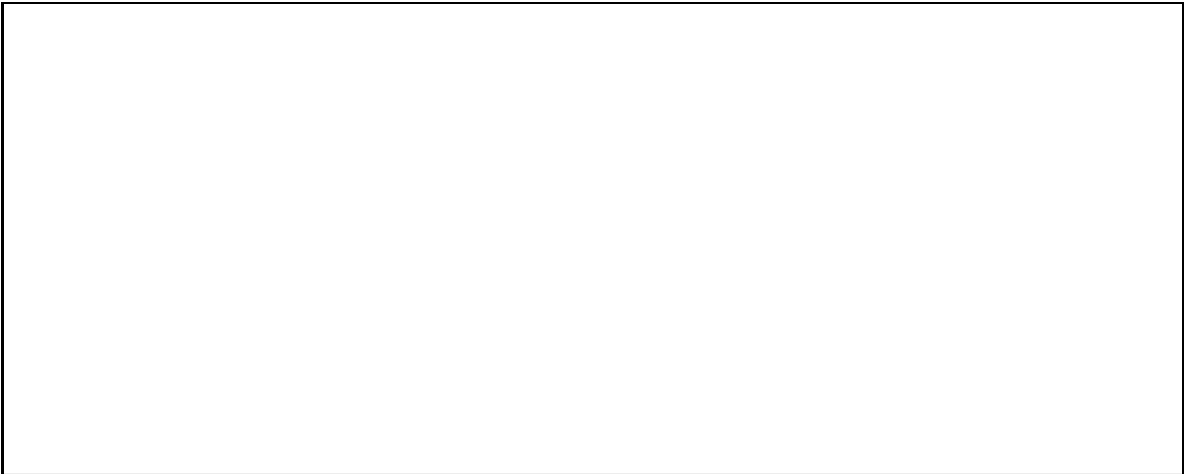
Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	4	2	5	6
2016	3	6	7	6
2017	8	11	13	15
2018	12	13	13	17

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

Numbers at Point Pearce have sky rocketed in the last 4 years. We are getting more students and there is much less transience than ever before. This is due to the richness of the program offered and the continual consultation with families as partners in their children's learning. Staff are actively chasing families in the community to make sure the children are going to Kindy. It has slowly been a re-education for the communities on the importance of the Early Years in their child's education.

School behaviour management comment

Data from our internal auditing (office/yard/suspension data) confirms that Central Yorke School is a very safe school to attend. At our school, all students have the right to be safe and the right to learn. Our staff are diligent in identifying and following up on unsafe behaviours and this year our Bullying and SBM procedures were reviewed through staff and Governing Council with great success.
We have a zero tolerance approach to bullying and students are taught about cyber-bullying (through the SA Police) including effective strategies to keep themselves safe on line. 2018's parent opinion survey indicated that the vast majority of respondents said their child felt safe at our school and that issues were dealt with fairly.

Client opinion summary

In 2018 staff were encouraged to complete the DECD Physiological survey to measure the degree of staff wellbeing and to use the data to identify future hazards. The survey covered topics such as: employee development, group morale, role clarity workload etc. Approx. 90% of staff completed the voluntary survey. Revision of many of our policies is already well underway through staff consultation to address areas of concerns such as consistencies among staff.

In 2018, parents were given the opportunity to complete an on-line opinion survey. 29 responses were received which was up on the previous year and is considered low for a school of 230 students. Parents were asked to rate their responses from 0 to 5 (5 being the highest) on the same set of questions as 2016. Observations from the collated results reflected improvement in all but one category.

- My child feels safe at this school'- rating of 4.2 (out of 5)
-'The school looks for ways to improve'- 4.1
-'My child likes being at this school'- 4.2
-'I can talk to my child's teachers about my concerns'- 4.4
-'The teachers expect my child to do their best'- 4.2

All responses were 3.7 or higher but areas identified for future exploration and action include:

-'Student behaviour is well managed at this school.'- 3.7, this was a decrease from 2017 data.
-'Teachers at this school treat students fairly'- 3.7, this remained constant.

In 2018 students were invited to participate in a wellbeing/ anti-bullying survey. The JP survey was a paper one and the primary survey was via an on-line 'Survey Monkey'. The students were asked questions around their wellbeing, safety and emotional resilience. This initial participation rate gave us a 'snap shot' into students' perspectives around a range of topics and gave us some baseline data to work from. Generally across the school, students felt safe, knew what bullying was and how to support someone else if it occurred. They felt happy attending school. However, areas where responses were lower were around being resilient if things went wrong and knowing what to do if this was the case.

All students participated in the Resilience and Wellbeing survey and scores indicated appropriate wellbeing levels but we need to remain vigilant.

Students also provide feedback to teaching staff through surveys via survey monkey. From this all of our teachers received great feedback, but Student Voice is still an issue to address in 2019 and has had a coordinator role assigned to it.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0846 - Central Yorke School - Point Pearce	100.0%	83.0%	50.0%
9103 - Maitland Lutheran School	0.0%	16.0%	50.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	2	3.9%
Interstate/Overseas	1	2.0%
Other	2	3.9%
Seeking Employment	8	15.7%
Tertiary/TAFE/Training	1	2.0%
Transfer to Non-Govt School	3	5.9%
Transfer to SA Govt School	25	49.0%
Unknown	9	17.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

A lot of the movement from our school was to other Government Schools. Most of this was due to our ATSI students who are transient in nature and have moved between schools.

What is a concern is that 17 of our leavers were either unknown or did not go onto a future pathway.
This will be a focus in 2019 and part of the Student Pathway Coordinators Portfolio.

Relevant history screening

Our 2018 practices remained of high standard. Our site remains compliant and all new temporary relieving teachers (TRT) are required to submit their clearance before teaching. In 2018, new Governing Council members obtained their screening clearances.
We monitor expiry dates and screenings through our DECD Screening Register.

Teacher qualifications 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	49
Post Graduate Qualifications	14

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.4	3.1	16.5
Persons	0	27	5	26

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	132481.82
Grants: Commonwealth	27500
Parent Contributions	171044.97
Fund Raising	2000
Other	

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	Used to employ SSO's in a small group setting. Used to purchase resources that have a focus on Literacy and Numeracy. Used to run Numeracy programs with families outside of a Pre School setting so they could support our students learning at homes.	greater engaement from families within the ELC. Students confidence with literacy and numeracy improved.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Employment of SSO's for 1:1 care and intervention.	Parents reported better child wellbeing NEP goals were achieved. Increase in literacy and numeracy skills.
Improved outcomes for non-English speaking children who received bilingual support	Employment of SSO's to provide 1:1 support as well as small group oral language intervention.	Improvement in Oral Language and SBM across the cohort

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

*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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved behaviour management and engagement	SSO support for most students. Funding used for salary for flexible learning space to support non engaging students.	Students completing alternative SACE and AC pathways.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	SSO support used to help R-2 students with speech and running records. Tutoring for Senior School students in SACE.	Increased students achieving appropriate language and literacy levels.
	Improved outcomes for students with disabilities	Funding was used to increase SSO's within the school to support these students. Community awareness program implemented to educate life skills.	Increase in wellbeing of SWD's. Increase in NEP goals and parent satisfaction.
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Continuation of the QuickSmart Maths program for students from Year 3-7. Big Idea in number introduced across the whole school. R-10 Created an outreach program from Point Pearce to engage and support secondary achievement for non-mainstream ATSI students. Employed ASTI SSO to support our FLEX centre and students that have trouble engaging especially the ATSI students Employed tutors to support ATSI and non ATSI students in the senior school in SACE subjects. Home work centre was set up at Point Pearce FMLD grant was used to target literacy and numeracy support for these students based on jolly phonics, and Quicksmart program.	QuickSmart students showed a 22% increase in basic number fact and automaticity. All ATSI students that sat NAPLAN achieved NMS SACE results increased.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	Employment of staff and resources to teach Point Pearce and Maitland students Narungga Language	All R-2 students are currently learning Narugga language for 1-2 lessons a week.
	Better schools funding	Quicksmart Numeracy support Tutoring for Stage 2 SACE students. Implementation of ATSI outreach program	Increase in A's at stage 2 Increase in wellbeing and engagement of STAR and FLO
Other discretionary funding	Specialist school reporting (as required)	Purchasing of musical equipment, music resources and ICT resources.	Increase number of students doing music and extra curricular music activities
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Employed a school counsellor to run and support wellbeing at the school. This counsellor also led Special Ed and the Resilience surveys within the school.	Increase in well being Decrease in Bullying Increase in parent satisfaction