



# Streaky Bay Area School

## 2021 annual report to the community

Streaky Bay Area School Number: 0745

Partnership: Far West

Signature

School principal:

Mr Christopher Roberts

Governing council chair:

Mrs Julie Cash

Date of endorsement:

4 April 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Streaky Bay Area School is a Reception to Year 12 school that provides educational services R-12 for the Streaky Bay township and surrounding district. The school offers the R-10 Australian Curriculum and SACE, additional senior school curriculum is accessed through the Open Access College and Local Delivery/Blended Learning arrangements with other regional Area and High Schools on Eyre Peninsula.

Streaky Bay Area School is the largest school within the Streaky Bay District with an enrolment of over 270 students. The school is a category 5 school within the DfE Index of Disadvantage. The school is part of the Far West Partnership of schools and pre-schools, which includes Karcultaby AS, Miltaburra AS, Ceduna AS, Penong PS, Koonibba Aboriginal School and Streaky Bay Children's Centre and the Ngura Yadurim Children and Family Centre. The school is serviced by Departmental service providers based primarily in the Port Lincoln Regional Office.

Streaky Bay Area School had 263 students in 2021, across 13 classes R-12. The student population includes approximately:

- 21% school card holders
- 1 student with English as an Additional Dialect
- 13 students with disabilities and
- 1 Aboriginal student.

Highlights for 2021 include:

- 100% of year 12 students achieved their SACE, with our DUX achieving a perfect ATAR of 99.95 and was awarded a Governor's Commendation for her achievement, all students applying for university courses achieved entry into their first choice including a student being accepted into Medicine.
- Continued achievement across Years 3,5,7,9 in NAPLAN and PAT testing.
- Excellent achievement in writing progression utilising the Brightpath Writing Tool R-9.
- Continued development of Explicit Instruction pedagogy and other school improvement measures across the school.
- Staff participated professional development on Writing Improvement, Explicit Instruction and Formative Assessment.
- Dr Margarita Breed continued to provide ongoing training for our primary and secondary maths teachers in the Big Ideas in Number.
- Community Mentoring continued to provide guidance and support of students in the school which was supported by local organisations.
- Our Trade Training Centre continued to offer Certificate 1 in Building and Construction.
- The old Art Room was demolished and a new ARTS/STEM Centre built using the funds from the amalgamation of the Port Kenny Primary School, the new Arts/STEM centre was opened in term 4 by our School Captains.
- The Wetlands and Vines continued to showcase water sustainability and re-use, the vineyard provided students with viticulture experiences and skills, and the school's wine won bronze medals.

## Governing council report

To last year's Chairperson Nigel Brace, I extend my thanks for his seven years on Governing Council.

This year we were fortunate that our children could spend most of this year in the classrooms with face-to-face learning. When we were faced with lockdown and had to assist our children with online learning, we were very appreciative of the work our teachers do.

The Governing Council team has worked well together again this year on a range of topics and issues to further improve our school. Governing Council members sit on a range of committees within the school as part of the role and we value working in collaboration with many members of the school community. We are committed to addressing any school related issues that parents, caregivers, students and community members may have. Please approach us in person or leave a message with the school office.

This year the Governing Council discussed issues relating to the bus runs, advertising for a new Vacation Care Director, Student Health and Wellbeing Survey, issues with the school pool, suggesting buddies within the school houses, and the school financial budget.

We are delighted that the Arts/STEM centre building has been completed and we were privileged to see the work in progress. Chris also showed us the improvements to the primary school classrooms with the removal of the bulkhead and the stackable walls for noise reduction and seclusion. The R/1 classrooms appear much more spacious and modernised. The new air conditioning and heating are also a great improvement. Governing Council viewed the impressive new COLA (Covered Outdoor Learning Area) in the primary school courtyard and the new stage area. Parents and caregivers will look forward to Class Assembly performances in this newly renovated space.

The Vacation Recreation program has run successfully yet again by Rosemaree Skelton and her team. We would like to thank Rosemary and express our deep gratitude to Rosemaree who has been the Director for several years. She has submitted her notice and advertisements have been posted for a new Director. Governing Council is pleased to be able to continue to offer this care program to our community and see it highly valued by our community.

Governing Council would like to congratulate and thank Chris Roberts – Principal, and Tim O' Reilly - Deputy Principal, and the great staff at Streaky Bay Area School on a successful school year for 2021. We look forward to seeing you all next year. As Governing Council Chairperson, I would like to invite any interested parents to join the Governing Council and be happy to see you at our AGM next year.

Julie Cash  
Chairperson

# Quality improvement planning

During term 4 the staff conducted a thorough review of the Site Improvement Plan (SIP) and of the improvement work that each subschool and the whole staff were involved in during the year. The success of the Middle School subschool focus on the Teaching and Learning Cycle to develop teacher capacity and practice when working on writing improvement came through strongly in the review and will be further expanded in 2022. The focus on writing improvement would continue in 2022 but also commence an introduction of reading improvement throughout the year to continue to support writing improvement with reading supporting writing. The Brightpath program continued to provide the staff with an excellent writing improvement structure with classes moving onto developing persuasive writing techniques whilst continuing to develop narrative writing skills.

In 2021 there was deliberate plan to focus the four student free days only on our site improvement goal of increasing writing performance across the school, with each student free day and subsequent follow up work in sub school and Explicit Instruction PLC's to cumulatively building upon the learning. The student free days were strategically planned in collaboration with our Local Executive Team and our Explicit Instruction Coach, who provided support and presented on each of the student free days.

Each of the subschools had their own strategies in focusing on improving writing performance. The Junior Primary team continued with the focus on ensuring increasing fidelity within phonics instruction, the Primary Sub school continued to focus on narrative and persuasive writing techniques, the Middle School continued to develop their work through the Accelerated Literacy project with Melbourne University which focused on the Teaching and Learning Cycle and the Senior School continued to develop their knowledge of the required genre styles in each of their subject areas.

Explicit Instruction continued to underpin writing improvement pedagogy across the school through the ongoing work with Literacy Guarantee Unit Explicit Instruction Coach who worked with staff on each of the student free days with a strong focus on Formative Assessment practices. The work was further developed through Formative Assessment PLC's after the student free days which trialed different Formative Assessment strategies and reported back to staff of effective tools and practices.

The Term 4 review confirmed:

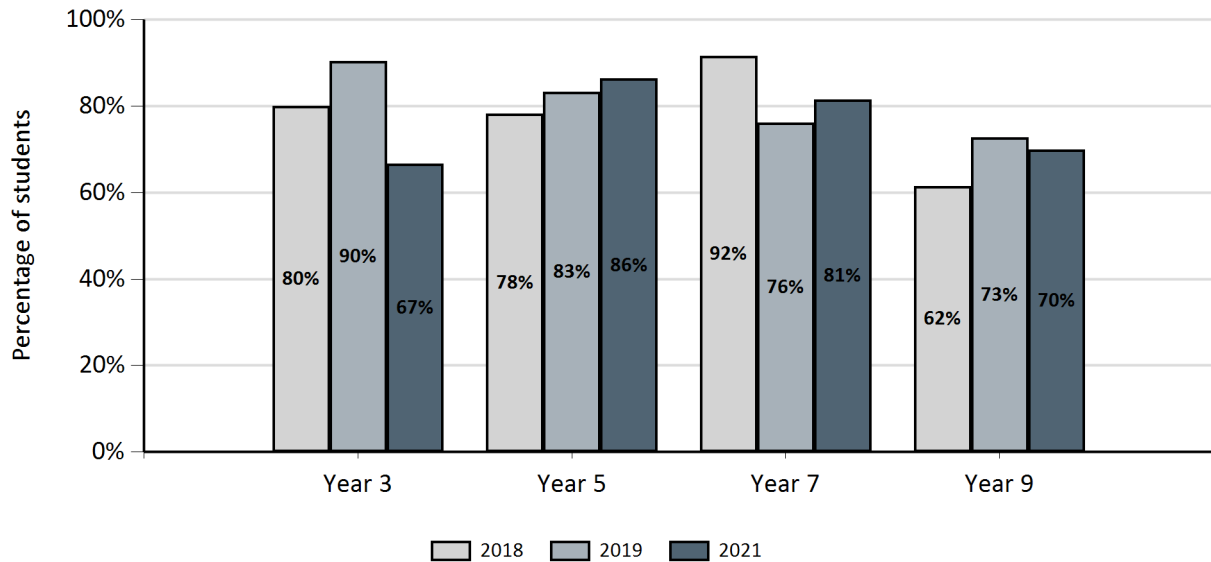
- The Junior Primary continued focus on implementing the phonemic awareness and phonics program with fidelity achieved further improvements with the pass rate rising from 84% in 2020 to 100% in 2021 – a fantastic effort by the staff and students.
- The focus on utilizing the Brightpath tool across the Primary and Middle School classes achieved strong growth again across both subschools, well above the average growth rates for 12 months of growth.
- The Senior School focus on further developing each teachers knowledge about their subject specific genres and identifying what each of their students could and can't do and from this identifying student next steps had a very positive impact on external assessment achievement.
- Staff valued the sequential student free days focused on improving writing performance, which also continued in staff meetings, sub school meetings and PLC's throughout the year.
- Staff highly valued the Explicit Instruction coaching and resources provided by the Literacy Guarantee Unit coach, the coaching, masterclasses and resources provided by the Brightpath Team and the excellent ongoing input, advice and resources provided by our LET Curriculum Lead and LET Team.
- Whilst there were still some inconsistencies in the levels of writing instruction practice across staff, this had reduced compared to the previous year.
- The excellent Brightpath growth rates did not translate through to increased writing performance in the NAPLAN tests, with typing more difficult than physically writing.

# Performance Summary

## NAPLAN Proficiency

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

### Reading

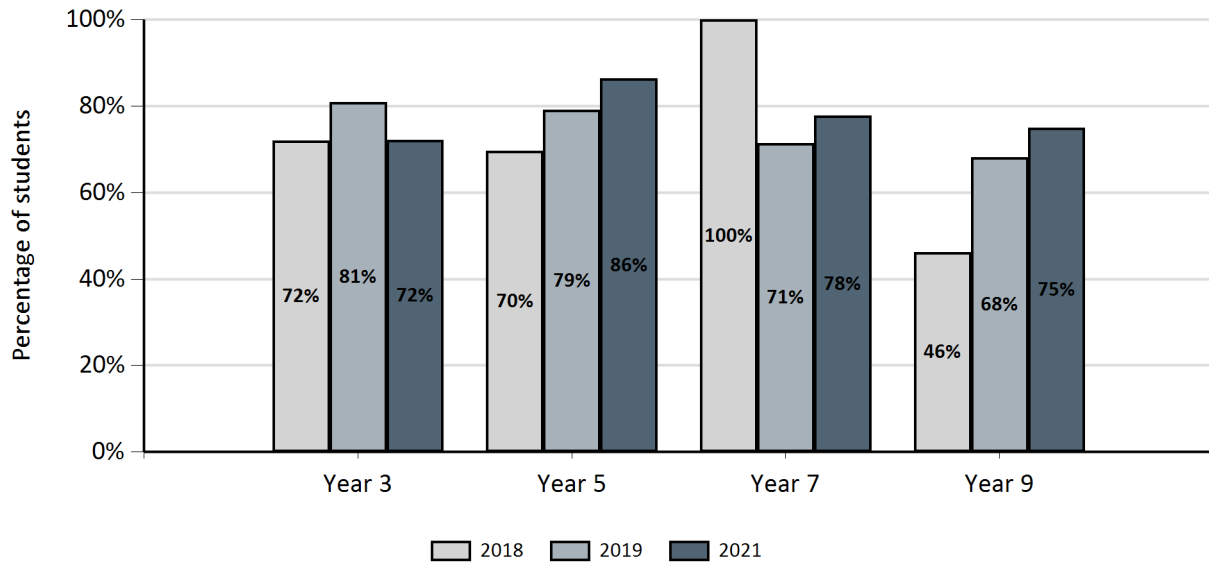


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	47%	35%	44%	34%
Middle progress group	37%	57%	44%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	56%	41%	*	34%
Middle progress group	39%	45%	56%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	18	18	5	1	28%	6%
Year 3 2019-2021 Average	19.5	19.5	7.0	4.0	36%	21%
Year 5 2021	22	22	7	5	32%	23%
Year 5 2019-2021 Average	23.0	23.0	7.0	5.5	30%	24%
Year 7 2021	27	27	5	9	19%	33%
Year 7 2019-2021 Average	24.0	24.0	5.5	7.5	23%	31%
Year 9 2021	20	20	3	3	15%	15%
Year 9 2019-2021 Average	21.0	21.0	2.5	3.0	12%	14%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

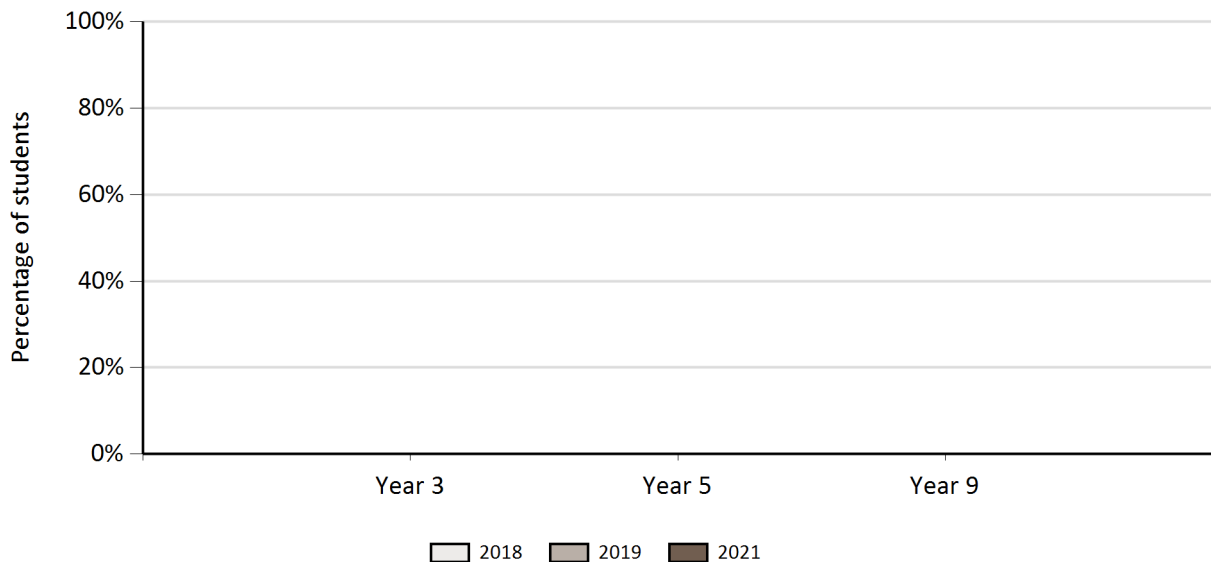
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



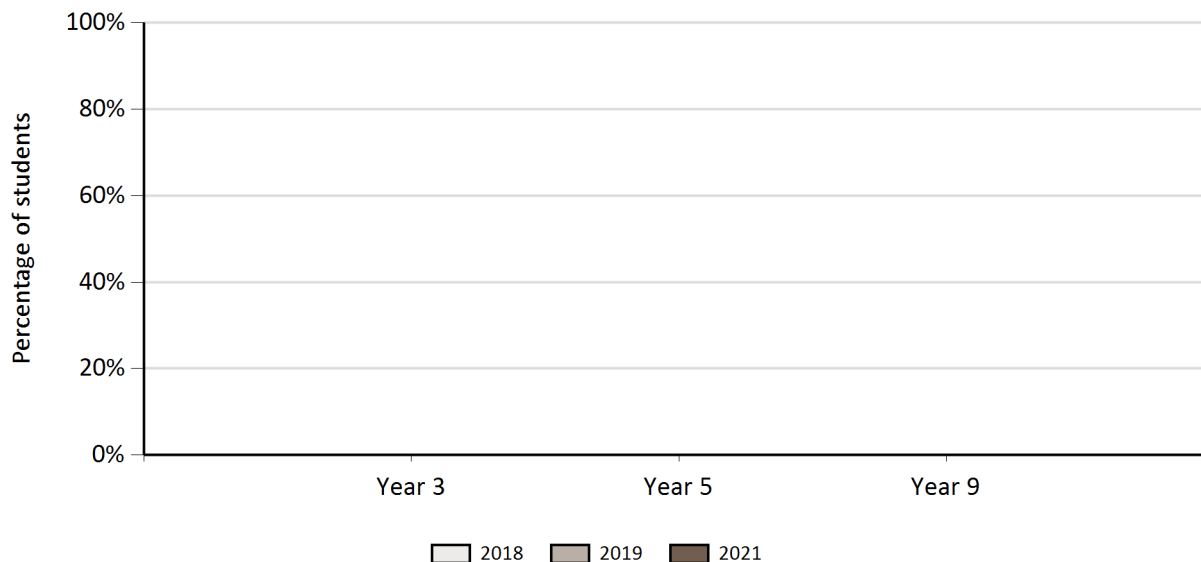
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

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

\*\*Percentages have been rounded off to the nearest whole number.

# Aboriginal Learner Achievement Leaders' Resource (ALALR)

## Key element focused on for school improvement in 2021: Quality Teaching

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

This year our numbers of Aboriginal Learners in the school was very low with only one student in the Junior Primary School. The teachers continued to further develop the explicit teaching of the phonemic awareness program and the phonics program with deliberate tracking and monitoring of student achievement in this area. The Brightpath tool continued to provide guidance and a reference point for identifying the next steps in writing for students. The numeracy program was focused on the Big Ideas of Number, especially on Trusting the Count and developing confidence in number. Further intervention support in Literacy and Numeracy was provided to support the development of concepts, ideas and skills.

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

Increased achievement levels in literacy and numeracy and social and emotional development has occurred.

## South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	2018	2019	2020	2021
A+	5%	2%	2%	3%
A	10%	7%	15%	16%
A-	5%	11%	11%	11%
B+	12%	23%	28%	0%
B	12%	26%	34%	8%
B-	15%	14%	8%	30%
C+	15%	11%	2%	0%
C	22%	7%	0%	19%
C-	5%	0%	0%	0%
D+	0%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%



Data Source: SACE Schools Data reports, extracted February 2021

\*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

2018	2019	2020	2021
90%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	88%	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	15%	12%	46%	53%	45%

## School performance comment

The 2021 Year 12 cohort performed extremely well, with all students passing all subjects studied with the lowest grade being a C. All students achieved their SACE. All year 12's applying for University got into their first choice of courses including one student who was accepted into Medicine, the second successive year a student from Streaky Bay Area School has been accepted to study Medicine. The Dux of the school achieved a perfect ATAR of 99.95 and was awarded a Governors Commendation, one of only 27 in the state, for her academic achievements and work as a Rural Youth Ambassador. Whilst the year 12's demonstrated very good achievement results, over all there was a slight increase in A and A results but a large decrease in B results (20%) compared to 2020, there was a significant increase in B (23%) and B- (22%) grades compared to the previous year with the C results also increasing substantially (17%). There continued to be a high number of students undertaking vocational training as part of their SACE.

Students sat the NAPLAN tests in 2021, unlike in 2020 which was cancelled due to the COVID pandemic, this makes some comparisons a little more difficult.

In NAPLAN Reading achievement, for those students achieving at or above our State's Standard of Educational Achievement (SEA), the year 3 class achieved at 67% a decrease from 90% in 2019, the year 5 class continued to improve rising from 83% in 2019 to 86% a pleasing upward trend, the year 7 also continued to improve from 76% to 81% and the year 9 class recorded a slight decrease in achievement from 73% to 70% but well up on the 62% recorded in 2018. Reading progress for each of the cohorts since the previous NAPLAN tests was pleasing with the year 5 class recording 47% of students achieving in the upper achievement level, well above state averages and low numbers in the lower growth rate. The year 7 cohort achieved average upper growth rates but was higher than state averages in middle growth rates and year 9 cohort recorded 44% of students in the upper growth rate, well above the 37% state average. The numbers of students achieving in the upper two bands of NAPLAN reading was below state averages in year 3 but on state average in year 3, 5 and 7.

In NAPLAN Numeracy achievement, for those students achieving at or above our State's Standard of Educational Achievement (SEA), the year 3 class recorded a decrease from 81% in 2019 to 72%, the year 5 class continued to improve over the past three years of testing rising from 74% to 86%, the year 7 increased from 71% to 78% and the year 9's also recorded and increasing trend from 68% to 79%. The year 5 cohort recorded 56% of students in the upper growth rate since sitting NAPLAN as year 3's, the year 7's has 41% of students in the upper growth rate and the year 9 cohort was well above state average in middle growth with lower numbers in the upper growth area. Those students achieving in the upper two bands in Numeracy were below state average in year 3, at state average in year 5, above state average in year 7 and at state average in year 9.

Student writing achievement was again very positive with above average Brightpath growth rates achieved across our Primary and Middle School classes in narrative and persuasive writing.

# Attendance

Year level	2018	2019	2020	2021
Reception	86.3%	88.7%	82.6%	88.7%
Year 1	93.1%	88.1%	90.2%	88.6%
Year 2	90.9%	92.1%	89.3%	90.9%
Year 3	92.4%	90.2%	91.9%	91.9%
Year 4	92.7%	91.9%	89.4%	91.2%
Year 5	91.9%	91.6%	90.3%	93.1%
Year 6	89.0%	92.2%	89.5%	87.8%
Year 7	91.4%	84.7%	89.9%	88.6%
Primary Other	N/A	N/A	N/A	79.1%
Year 8	85.4%	88.4%	81.8%	91.6%
Year 9	82.7%	85.2%	91.5%	82.1%
Year 10	91.6%	67.4%	88.2%	86.1%
Year 11	84.5%	93.1%	75.4%	83.6%
Year 12	77.8%	80.4%	88.9%	78.9%
Secondary Other	95.0%	79.4%	N/A	81.6%
Total	89.4%	88.3%	88.5%	88.6%

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

## Attendance comment

The attendance rate was 86.6%, an increase of 0.1% compared to 2020 and third successive increase. Students who attended more than 80% of days was 73%, up 1% on 2020. The reception students attendance was lower than average, the year 11's attendance increased 8% compared to when in year 10. Student absences to visit medical specialists in either Ceduna or Port Lincoln continues to provide a challenge for our students given the tyranny of distance and lack of medical expertise. The school continued with its internal attendance strategies; each day calling the parents of absent students, including an attendance stoplight report in end of semester reports and attendance articles in the newsletter.

## Behaviour support comment

The School continued to support a number of students with complex needs throughout the year. The School recorded a low number of suspensions and no exclusions for the year. The School worked closely with the Regional Behavior Coach and Special Educator to identify student needs and appropriate strategies for staff to support students in the school. IESP funding was accessed to support students with complex social needs and students with a disability. The school continued to collect bully data through its annual student bullying survey which was analysed by staff and students to identify trends and 'hotspots' around the school and strategies put in place to minimise these issues.

## Parent opinion survey summary

Fifty nine parents participated in the survey, which is approximately one third of our families. Results that had the largest variation away from the average state results were; I receive enough communication from the school SBAS (85%) v State (75%), The school communicates effectively with me SBAS (81) v State (73), I feel equipped to help my child/children plan what they will do after they leave school SBAS (83%) v State (70%), The school provides me with useful tips on how to help students at home SBAS (57%) v State (45%), Overall my child/children have a good routine around reading, studying and learning at home SBAS (78%) v State (69%). Of interest for further investigation with students was; People respect each other at this school SBAS (59%) v State (76%), yet in; Teachers and students treat each other with respect at school SBAS (74%) v State (78%) which appeared to counter the previous statement. The parent's average responses were statistically close to State average responses in all other question areas.

## Intended destination

Leave Reason	Number	%
IL - ILLNESS	2	5.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	20.0%
NT - LEFT SA FOR NT	1	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	17.5%
U - UNKNOWN	18	45.0%
VI - LEFT SA FOR VIC	2	5.0%
WA - LEFT SA FOR WA	2	5.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff and relevant personnel completed the required screening check. The School's thorough processes were confirmed through a DECD Screen Audit that was conducted during 2015 and these processes continue to be followed throughout 2020.

# 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	37
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	23.5	0.0	11.5
Persons	0	27	0	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$4,684,491
Grants: Commonwealth	\$25,745
Parent Contributions	\$133,083
Fund Raising	\$5,949
Other	\$51,508

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

## 2021 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 2021 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	The school continued its involvement in the Be You and Anti-bullying initiatives across the school. Pastoral Care Worker was maintained for the year, increased SSO time occurred to support students across the school.	Bullying levels declined two subschool areas, there was increased engagement of
	Improved outcomes for students with an additional language or dialect	Very low numbers of students required SSO support to engage further in their classes.	Improved student attendance and achievement.
	Inclusive Education Support Program	One Plan developed for all SWD, increased levels of support for SWD and students with high needs.	Increased student attendance and achievement.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Increased access to learning activities and programs outside of the school via CAP bus and Mini Van lease.</p> <p>Additional PD for staff to target needs of students; Phonic Screening, Writing improvement Narrative and Persuasive, Australian Curriculum knowledge development, Explicit Instruction development, formative assessment development.</p> <p>Additional PD for Leadership Team to focus on improvement initiatives to drive and support Site Improvement Planning processes.</p> <p>Support to connect with outside agencies, ie University of Melbourne to raise engagement and achievement</p>	Additional flexibility occurred in being able to transport students to events and learning opportunities, increased engagement and attendance levels for student
Program funding for all students	Australian Curriculum	Release time provided for staff and leadership team to attend PD on Australian Curriculum with a focus on writing and numeracy.	Increased staff knowledge of Aust. Curriculum and increased confidence in planni
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Release time for staff to access PD in Explicit Teaching, Australian Curriculum development and Literacy and Numeracy. Additional resources purchased.	Increased student engagement and achievement, improved teacher knowledge and cla
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

