



Ardrossan Area School

2021 annual report to the community

Ardrossan Area School Number: 0732

Partnership: Southern Yorke

Signature

School principal:

Mrs Margaret Roads

Governing council chair:

Mr Scott Teakle

Date of endorsement:

24 February 2022



Government
of South Australia
Department for Education

Context and highlights

Ardrossan Area School is a Category 4 Reception -12 school located on the eastern side of Yorke Peninsula, approximately 150km from Adelaide, with an enrolment of 150 students. Our student population includes: 36% school card holders, 2% students with English as an Additional Dialect, 8% students with disabilities and 4% Aboriginal students. Our school is an integral part of the Ardrossan Community and we value the strong relationships we have with our students, families, community, local businesses and community groups.

Our work is underpinned by our school vision, that our students are critical and creative thinkers who positively impact on their local and global community. Our programs focus on developing critical and creative thinking skills, through authentic learning experiences. Key programs include the delivery of Stage 1 and 2 Business Innovation, Year 7-9 Future Focused learning (based on Australian Curriculum HASS – Civics and Citizenship), Year 3-6 Inquiry learning through the Makers Empire and Andy Thomas Space program, R-2 Investigations and our very successful Aquaponics program. Highlights were the inclusion of our school in the Lot Fourteen – Defence, Space and Cyber Expo and the Makers Empire and Andy Thomas Space Program Showcase and following our success in winning the South Australian Area School Leaders Association 2020 Best Practice Award, in 2021 we received a Highly Commended Award for our Innovative Sustainability program (Stage 1 & 2 Integrated Learning: Aquaponics).

Our SIP provides clear direction for our school. Through our relentless focus on building capacity of our educators to deliver high quality teaching and learning which meets the needs of all of our learners, we have continued to see strong growth in our results; including NAPLAN, PAT, Running Records, Phonics Screening and SACE. Staff collaboration has been built through Professional Learning Communities which have focused on high band achievement.

We have continued to develop our school facilities, including installation of chilled water fountains, a significant upgrade to the Administration Building and classroom upgrades; new storage, lighting and furniture to support flexible learning. Student Leaders and our Concert Band and Choir represented AAS at various community events, including ANZAC and Remembrance Day services. Our 2021 Awards Ceremony and Performance Evening celebrated student achievements and success and was highly supported by our families and community.

Governing council report

The Ardrossan Area School Governing Council is an important piece in the way our school continues to improve and set high standards for both our school and our students. We have a diverse range of members, being parents from all year levels of our school, student leadership representatives and staff members.

Our primary objectives last year, along with leadership, have been to discuss policy changes, funding, and new learning methods for our children/students to ensure they continue on the path to their future goals.

Governing Council has also cooked BBQs for school events throughout the year. The working bee during winter was also very productive, with many families helping out.

It is great to see the school continue to grow its options for our students to improve themselves.

We were privileged to have a walk through the aquaponics facility and I think I'm safe to say, we were all 'blown away'.

This is a fantastic asset to our school.

We currently need to fill some positions with new members at our AGM in February.

Let's look forward to another great year at Ardrossan Area School.

Quality improvement planning

At the end of the 3 year Site Improvement Plan, the site self-review and evaluation process and results and evidence from teaching staff all indicate significant growth towards achieving our improvement goals. There is strong evidence through PAT, NAPLAN, Running Records and Phonics Screening and our site based assessments that the processes we have implemented have positively impacted our learner's achievement.

In 2021 we continued our explicit focus on two goals:

1. Through the proficiencies, increase student understanding of Number in Reception to Year 10.
2. Increase reading comprehension for all Reception to Year 10 students.

Goal 1 – The key actions focused on increasing teacher's understanding of the Big Ideas in Number concepts and the development of number sense within the Australian Curriculum to plan effective, targeted teaching and learning programs. Teachers have used the diagnostic tool to identify gaps in student's understanding and have used this information to inform Next Curriculum Decisions (NCD). This year we removed the 'BliN lesson' and focused on identifying where the concepts are covered throughout the Australian Curriculum scope and sequence and units of work.

Goal 2 –The implementation of InitialLit in Term 3 has already seen growth in Reception – Year 2 student outcomes. This has been in conjunction with the use of Heggerty to develop phonemic awareness as a strong foundation for reading development. Guided reading and reciprocal teaching processes are used across the school, with clear expectations around frequency and structure being a focus for 2022.

The revised structure of our Professional Learning Communities (PLC) has had the greatest impact on building teacher capacity, with educators focusing on 'big' and 'little' data as evidence of learning and using this explicitly to identify Next Curriculum Decisions and what they will change/implement in their practice. PLCs meet three times a term and focus on Assessment in Week 3, Implementation in Week 6 and Reflection and Review in Week 9. Linked to the PLCs is the work on student ownership of data in setting FAST goals. In 2022 further work will be undertaken using the Reading Learning Progressions to formulate learning goals.

In 2022 the focus on fidelity of implementation of Australian Curriculum, including using the Department's units of work, will be continued.

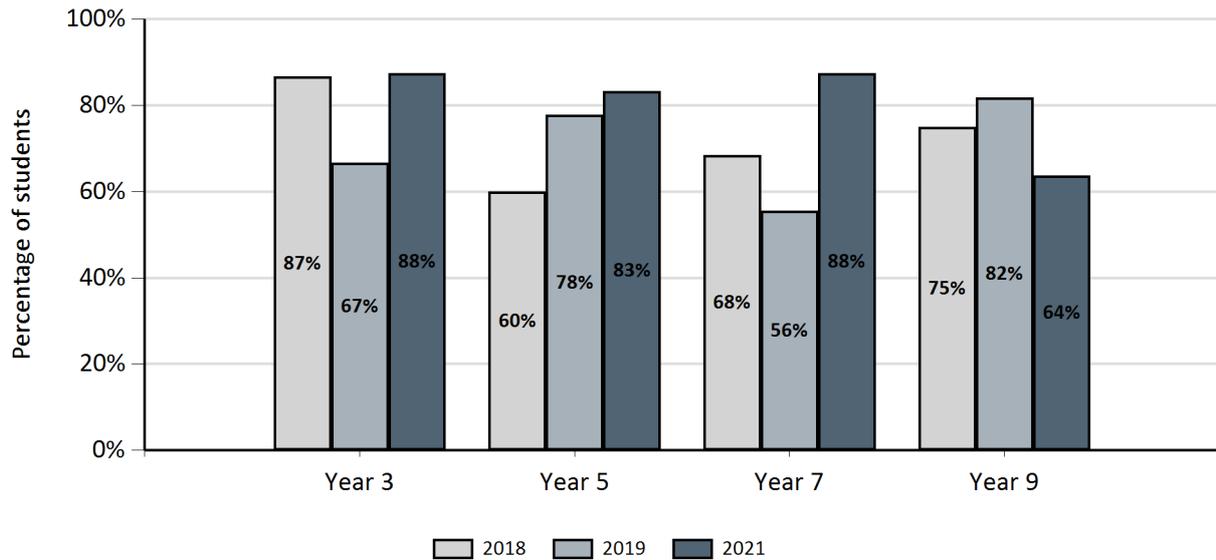
The explicit focus on the use of data to identify next curriculum decisions, educator's deep understanding and knowledge of curriculum and implementation of evidence-based practices are key to continued improvement. Significant work has been undertaken to develop the 2022 Site Improvement Plan, which has one goal: To increase the number of student's achieving in the high bands for reading. Through prioritising consistent evidence-based reading pedagogies that integrate the 'Simple View of Reading' we will retain and increase the number of students achieving in the high bands reading.

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

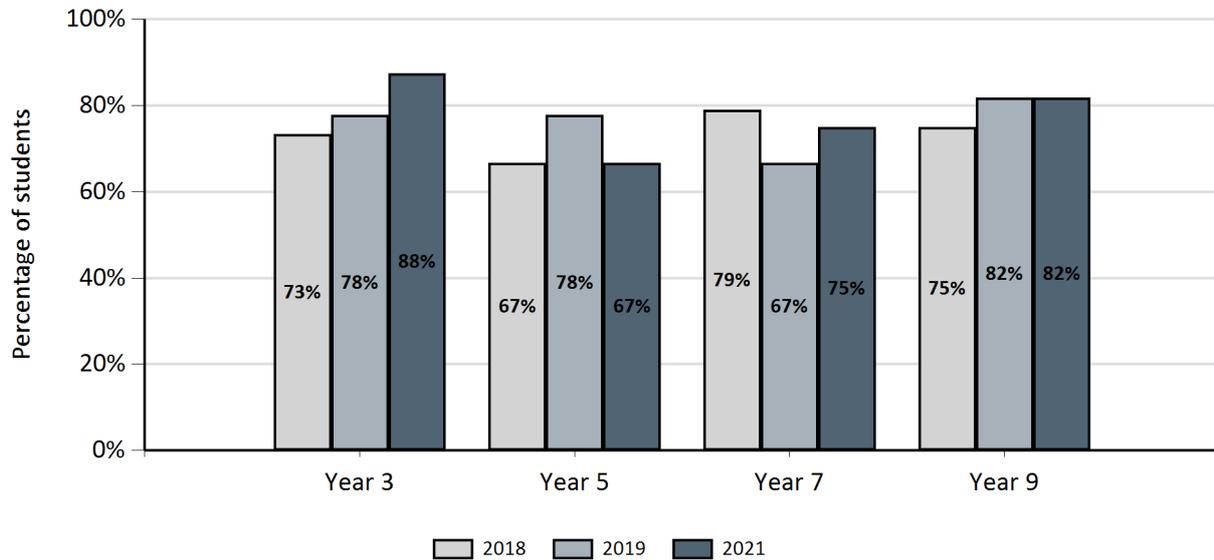


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	34%
Middle progress group	*	*	*	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	*	*	*	34%
Middle progress group	*	75%	*	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 [^]		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 2021	8	8	6	6	75%	75%
Year 3 2019-2021 Average	8.5	8.5	5.5	4.5	65%	53%
Year 5 2021	6	6	2	1	33%	17%
Year 5 2019-2021 Average	7.5	7.5	3.0	1.5	40%	20%
Year 7 2021	8	8	2	2	25%	25%
Year 7 2019-2021 Average	8.5	8.5	1.5	2.0	18%	24%
Year 9 2021	11	11	2	2	18%	18%
Year 9 2019-2021 Average	11.0	11.0	1.5	2.0	14%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

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

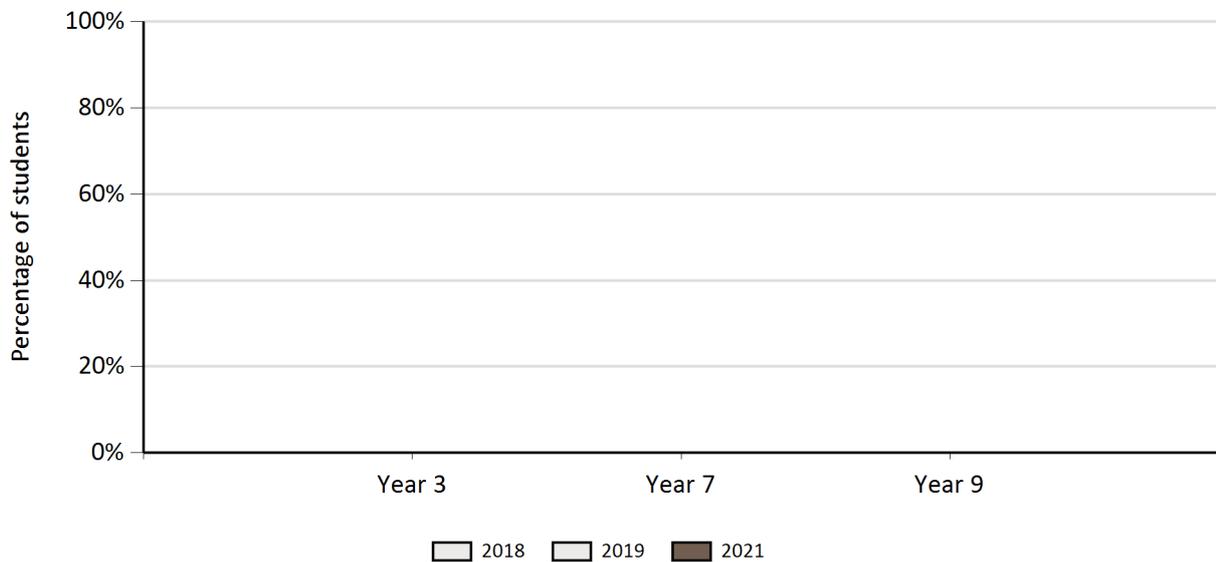
[^]includes absent and withdrawn students.

*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



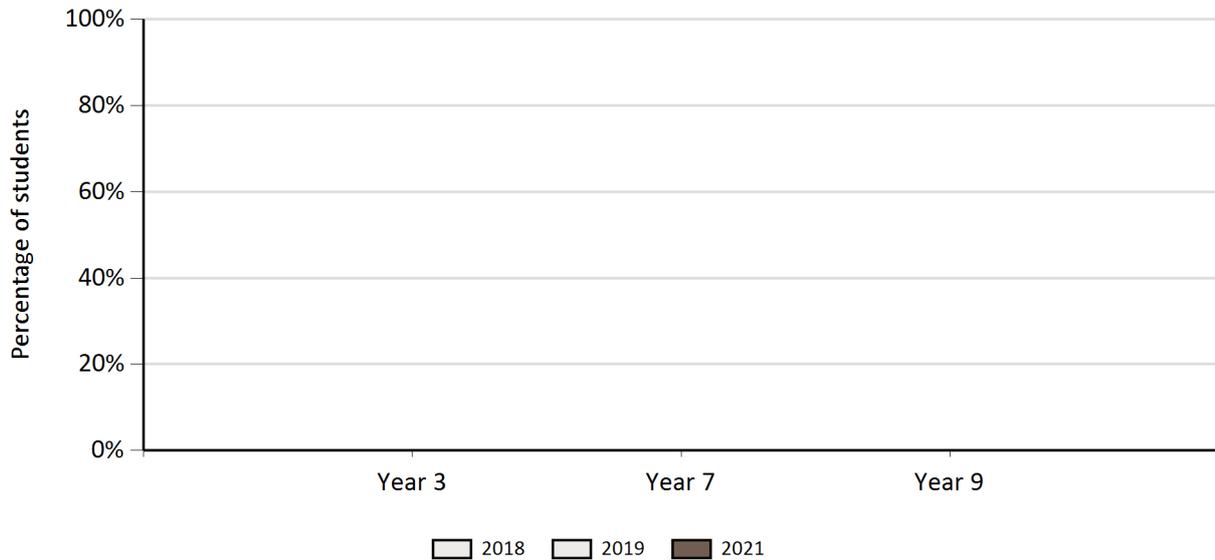
*NOTE: No NAPLAN testing was conducted in 2020.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression State (average)

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression State (average)

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%.

Data only includes results for Aboriginal students.

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 [^]		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 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.

[^]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: Data Informed Planning

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

Aboriginal Learners account for 4% of our school population. All Aboriginal learners have a One Plan which targets specific needs and provides short term improvement targets. Progress is tracked and information shared with families. Existing assessment schedules continued, including Running Record and Lexile data; updated in Weeks 5 and 10 each term. With the revised PLC structure, a key action to improve Aboriginal learner achievement was the focus on evidence of learning leading to pedagogical practice changes. Aboriginal learner's data must be included on the PLC records and next curriculum decisions identified. Data includes: PAT, NAPLAN, Running Records, Phonics Screening, Heggerty, InitialLit and BliN diagnostic information. Data and PLC minutes are accessible to staff in MS Teams. Individual Learner profiles have been created, these include: strengths, interests, potential barriers to learning and Data: attendance, A-E grades, Running Record/Lexile level, PAT, NAPLAN and anecdotal information. Students current learning goals for literacy and numeracy are documented along with attendance, documentation of current concerns, actions to address concerns and the person/group responsible for following up actions.

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

5 out of 6 of our Aboriginal students are in the R-6 section of the school and they have continued to demonstrate growth in their literacy and numeracy outcomes. One student's growth in Running Records has been substantial, from level 9 to Level 18 and they were successful in achieving SEA for Phonics Screening. This student has benefited from the implementation of InitialLit and Heggerty Phonemic Awareness. Two of the students have been supported through Wave 2 intervention programs: MacqLit and QuickSmart Maths. Both students have made progress, with one progressing from Running Record 23 (below SEA) to Lexile 506 which is a satisfactory standard for the year level. PAT- Mathematics growth was also evident. Four of the students will be supported by Wave 2 Intervention (MacqLit) in 2022. Engagement with families is very important and we continue to work in conjunction with our ACEO to support our Aboriginal learners. We also continue to monitor attendance and if needed follow-up with any concerns.

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+	0%	0%	0%	5%
A	0%	3%	4%	11%
A-	5%	13%	9%	5%
B+	5%	6%	9%	0%
B	26%	19%	19%	17%
B-	11%	9%	11%	7%
C+	21%	16%	4%	0%
C	26%	28%	43%	10%
C-	5%	6%	2%	17%
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
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.

	2018	2019	2020	2017
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	91%
Percentage of year 12 students undertaking vocational training or trade training	80%	85%	22%	80%

2021
100%
20%

School performance comment

Following strong results in 2020, 2021 data sets continue to demonstrate positive trends. This growth supports our SIP goals and actions.

We tailor individualised support and pathways for SACE students to support their academic and vocational post-school aspirations. AAS offers individualised programs through offering an increasing number of courses face to face, accessing local subject delivery options and via OAC/NTSDE. At Stage 2, 100% of students achieved their SACE with all students seeking an ATAR attaining this goal. 20% of Stage 2 students completed their SACE through Vocational Education attached to their School Based Apprenticeships (2 students). A and B band grades at Stage 2 remained consistent with 2020 (52% of all grades achieved) and 100% of grades above the minimum C- requirement. A grades accounted for 5% of all grades achieved at Stage 2, an increase from 2020.

Phonics Screening result increased to 64% (9/14 students) students at SEA or above, from 33% (3/9) in 2020. 1 student achieved 40/40, 7 students scored 30 or above. There were 3 students just below SEA. Students below SEA are supported by Wave 2 Intervention; MiniLit. Heggerty Phonemic Awareness and InitialLit support the growth of all students.

Running Records results continue to show growth. Students at or above SEA level: Reception 57% (4/7), Year One, 92% (11/12) Year Two 80% (8/10). Students not at the expected level are supported through Wave 2 intervention; MiniLit or MacqLit.

There was significant growth demonstrated by many students across both PAT-M and PAT-R(c). 77% (68/88) of Year 3-10 students achieved the expected level for PAT-Reading comprehension, with 100% at year 5 and year 7. 81% of year 3-10 students achieved the expected level for PAT-Maths, which is an increase from 2020; with 100% at year 3 and year 7.

We achieved 100% NMS for NAPLAN Numeracy at Year 3, 5 and 7 and 89% at Year 9 (1 student below). High band achievement increased by 41.7% at Year 3 and 2.8% at Year 7. High band achievement at Year 3 was 75% (6/8), at Year 5 16.7% (1/6), Year 7 25% (2/8) and Year 9 18.2% (2/11). Our Year 5 cohort recorded 80% Medium and 20% Upper growth and our Year 9s 62% Medium and 38% Upper growth.

In NAPLAN reading, we achieved 100% NMS at Year 3, 5 and 7 and 89% at Year 9 (1 student below). High band achievement increased by 19.3% at Year 3 and 13.9% at Year 7. High band achievement at Year 3 was 75% (6/8), Year 5 33.3% (2/6), Year 7 25% (2/8) and Year 9 18.2% (2/11). Our Year 5 cohort recorded 40% Medium and 40% Upper growth, Year 7s recorded 50% medium and 12% upper growth and Year 9s 12% Medium and 62% Upper growth.

A-E grade data is tracked and Traffic Light data is shared prior to interviews and used as a basis for discussion and in planning improvement strategies, and creating FAST goals.

The results further support our SIP focus on increasing reading comprehension through the implementation of evidence-based practices, including Big 6, Guided Reading, Close Reading and Reciprocal teaching and understanding of number (Big Ideas in Number) in improving student outcomes.

Attendance

Year level	2018	2019	2020	2021
Reception	95.2%	89.4%	88.7%	91.5%
Year 1	96.1%	89.5%	90.5%	90.2%
Year 2	93.7%	91.0%	88.4%	90.6%
Year 3	93.3%	94.6%	89.0%	88.4%
Year 4	88.4%	90.9%	88.9%	91.0%
Year 5	80.6%	90.3%	87.0%	85.6%
Year 6	94.2%	86.8%	87.7%	89.4%
Year 7	82.8%	91.8%	86.9%	91.1%
Year 8	89.7%	87.9%	88.6%	92.6%
Year 9	90.7%	90.6%	86.0%	88.3%
Year 10	87.0%	90.2%	83.6%	85.5%
Year 11	84.7%	89.1%	85.0%	91.5%
Year 12	80.0%	93.0%	82.9%	91.6%
Total	88.5%	90.3%	87.3%	89.8%

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 increased slightly in 2021. The school, through the Well-being Leader and Leadership Team, have continued to work with families and Social Work truancy to engage students, as required. There is a very small cohort of chronic and habitual absentees which has also impacted the overall attendance rate. AAS uses MGM text messaging service to communicate absences to families and staff follow up ensuring that documentation is provided for all absences. If a student is absent and no contact has been made by parents/caregivers, a letter is sent home to families.

Behaviour support comment

Staff have continued to focus on building positive and effective working relationships with students and families to support the engagement of students and promote positive behaviour choices. There has also been a reduction in the incidents of bullying and harassment as we continue to promote and reflect on the school values of Respect, Creativity and Excellence. There has been an increase in the number of suspensions recorded in 2021, with a number of students suspended multiple times. The school continues to work with the Student Behaviour Support Coach and families to support engagement, with progress evident in the later part of the year.

Parent opinion survey summary

2021 Parent Engagement – We had a slight decrease in responses from 36 in 2020 to 34 in 2021. There were positive increases in many areas including: People are respectful (83%), child is important (90%), teachers and students are respectful (increase from 67% to 97%), receives enough information (77% to 86%), school communicates effectively (83%), knows standard of work (86%), receives useful feedback (79%) has input into learning (68% to 75%) and encouraged to help child learn (79%). An area for reflection and further work is only 57% indicated they receive learning tips. There were many positive comments from parents included in the survey.

Year 4-10 students completed the Wellbeing and Engagement Survey. Results indicated increases in high wellbeing since the previous year in the subdomains of happiness (friendship), optimism (emotional engagement with teachers, school, peers and belonging, future goal planning, feelings about the future and perseverance) and satisfaction with life. The Wellbeing Leader, Leadership team and all staff continue to monitor student wellbeing and engagement as we continue to work through the challenges caused by the COVID-19 pandemic. The Wellbeing Leader works closely with at risk students, families and often allied health services to develop My Plans and Support Plans. Building resilience and providing opportunities for students to individualise their learning is a crucial factor for supporting wellbeing.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	4.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	36.4%
U - UNKNOWN	10	45.5%
VI - LEFT SA FOR VIC	1	4.5%

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

The site list of relevant history screening is reviewed on a monthly basis for site support staff, bus drivers, visiting professionals and volunteers as part the duties of the Administration Officer. Teacher registration is tracked to ensure all teaching staff (including TRTs and contract teachers) have relevant screening. The reminder emails support this process. New staff area asked to provide a copy of their registration certificate and relevant screenings for sighting by the Principal (copies are filed).

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	25
Post Graduate Qualifications	3

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	15.6	0.0	7.2
Persons	0	18	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$2,934,459
Grants: Commonwealth	\$263
Parent Contributions	\$54,165
Fund Raising	\$11,959
Other	\$19,374

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	IESP Funding for individual students is used to provide SSO support to promote positive behaviour change and to support engagement and learning.	Reduction in the frequency of incidents in the latter part of the year.
	Improved outcomes for students with an additional language or dialect	Provided support in class for students for 1 lesson per week. This was primarily to support written tasks.	Student achievement increased.
	Inclusive Education Support Program	Funding was converted to SSO hours. These hours were used to provide intervention programs and in-class support to identified students.	Students made progress towards their goals, set in their One Plans.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>RIF used to fund transport to curriculum connected camps, excursions and performances, which are not available locally.</p> <p>APAS funding for Year3 students was used to support literacy improvements through SSO support in class and Wave 2 intervention programs, MacqLit SSO support provided to support in-class learning.</p> <p>Early Years funding used to provide literacy intervention for students through the MacqLit and MiniLit programs and for the conversion of hours for SSO support in classrooms.</p>	<p>Enhanced curriculum opportunities through accessing programs not available locally.</p> <p>ATSI students: increased engagement and achievement. Literacy growth.</p>
Program funding for all students	Australian Curriculum	Building the capacity of teachers to plan effective, targeted teaching and learning programs with clear learning intentions and success criteria. Release time provided to work collaboratively.	Clear and targeted learning programs, leading to improved student outcomes.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Improved outcomes for students achieving below SEA, through Wave 2 intervention: MiniLit, MacqLit and QuickSmart Maths.	Growth in PAT-R and PAT-M results, growth in Running Records and Lexiles.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

