

# Bute Primary School and Bute and District Kindergarten



Government  
of South Australia

Department for Education

## 2019 annual report to the community

Bute Primary School Number: 702

Bute and District Kindergarten Number: 6604

Partnership: Northern Yorke

Name of school principal:

Richard Hall

Name of governing council chairperson:

Michelle Trengove

Date of endorsement:

17th February, 2020

## Site context and highlights

Bute Early Learning and Primary School (Previously Bute Primary School and Bute and District Kindergarten and Rural Care) is a small rural school situated on the Northern Yorke Peninsula. The school was established in a tin building in 1886 before being listed as a public school in 1894.

Bute's main form of industry is farming where wheat and barley cereal crops are the primary produce. In 2019, the school had an enrolment of 34 students from Reception to Year 6, placed in three classes R-1, 3/4 and 5/6.

The school population derives from a diverse range of socio-economic backgrounds and influences. Approximately, a third of the students travel to school by bus, with the remainder either living locally or driven in from the outskirts of the township.

There are two parenting bodies at the school - Governing Council and Parent Club. These groups represent the school community and act in the best interests of the children, school and parents.

Bute and District Kindergarten and Rural Care is situated in the Northern Yorke Peninsula, in a small service town within a predominantly wide farming district and is part of the Northern Yorke Partnership.

- The Kindergarten operates as a Rural Care & Preschool Centre. The Rural Care program is funded by both the State and Commonwealth Governments and is administrated by the Department for Education.

The Rural Care Program offers a long day care service for children 0 – 12 years in rural South Australia. The service cares for up to 15 children with a 2 worker program. Care is provided for up to 10 hours per day for five days per week depending on availability. The Centre is part of the Northern Yorke Partnership ensuring a collective responsibility for all children in the partnership.

- The Centre operates a Preschool under universal access delivering 600 hours of Preschool education in the 4 terms prior to starting school. In 2019, the Preschool had an enrolment of 5 students.

In 2018, the Primary School, Preschool and Rural Care were officially approved to amalgamate. Consequently, a Site Advisory Committee was established to lead and consult on a number of key issues. This group comprised staff, parents and students across all sections of the site. This group has undertaken much work in developing proposals and consulting with the school community in relation to matters such as a name change, new site values, a new logo, changes to uniforms etc. Many of these changes were unveiled throughout the 2019 school year.

In 2019 the highlights included (but not limited to) the following:

Completion of our new Toilet Block

Refurbishment of the Library

Upgrades to the MP/UP classroom block

Water Safety Lessons

Welcome Night

Mobile Junk and Nature Playground visit with Snowtown PS

The Resilience Project student, parent and staff workshops and implementation of the supporting curriculum

Upper Primary - GRIP Leadership Conference

Kinder Gym

SAPSASA participation

SRC fund raising days including a visit to the Starlight Express Room at the WCH to present funds raised

Bute Crazy Day fundraiser

Dancify whole school performance

Adelaide Football Club Women's and Men's team Football Clinic

Adelaide Football Club - Growing with Gratitude workshop

Joint Lions Club project - the painting of Stobey Poles

National Simultaneous Story time

Year R-6 ZooSnooze Camp at the Adelaide Zoo

Reconciliation Week Activities including participating in the Dusty Feet Mob performance at WMPS

Book Week Celebrations including participating in the 'Room on my rock' book performance at PBAS

Scholastic Book Fair

Joint initiatives with the local RSL - representation at the local significant events.

Display of work in the local Bute Corner Store

Sports Day - With Port Broughton and Snowtown

Presentation Night

Preschool Graduation incorporated in the end-of-year Presentation Night

School programs:

\* Breakfast Club

\* Implementation of the QuickSmart Numeracy program

\* Literacy Pro

\* Sunshine Online

\* ClassDojo

\* Premiers Reading Challenge

\* Premier's Be Active Challenge (100% completion - High Achieving School)



## Governing council report

We commenced the 2019 school year with great confidence as we welcomed back Richard Hall in his second year as Principal of our school. He has continued to show quality leadership, inspiring all around him from children to teachers to parents. We thank him very much for his time, effort and dedication in the improvement and advancing of our children's education at Bute Early Learning and Primary School.

We held our AGM and first council meeting in March, 2019 with positions being held of: Veronica Trengove : Secretary, Karen Green: Finance, Parent Club Rep: Lauren Krieg, Rural Care Rep: Veronica Trengove, Teachers Rep: Meredith Pridham and council members Lincoln Hewett, Aaron Jak and Tamara Gill. I thank all our council members for their time and commitment throughout the year in making decisions on behalf of our Early Learning and Primary School to make it the best learning space possible. It has been wonderful to see many of our parents engage in the opportunity to attend educational sessions organised by Northern Yorke partnerships this year. These have been well run and is important to keep learning and connecting as parents also.

There have been some major changes within the school this year, commencing with the name change from Bute Primary School to Bute Early Learning and Primary School due to the amalgamation process. We have seen the transition go smoothly and now enjoy a new uniform, leaving the green behind and feeling smart in red, white and navy. Congratulations and thank you to the committee who have worked hard in designing and organising the name change, uniforms, signage etc.

More of the new came with the installation and completion of the toilet block. It certainly does look lovely and the children love the space and ease of the block. We also have enjoyed this year the completion of the renovations to the library. We feel very lucky to have such a modern space with first class facilities.

We thank the teachers for their dedication to the children this year with enabling them to enjoy not only learning within the classroom, yet the extra-curricular activities such as School Camp to the Adelaide Zoo, Sports Day at Port Broughton, Swimming at Wallaroo, Dancify lessons, Resilience Project attendance, Grip Leadership attendance, Furry Dance, visiting the Women's and Children's Hospital Starlight Room and much more.

The children have been lucky to enjoy the benefits of a small community by working closely with our valued members within it. They have loved continuing the tradition of painting the town Stobie Poles with local artists and Lions club, visiting the CFS, Men's shed, RSL for Anzac and Remembrance Day and planting on National Tree Day. It has also been great for our children this year to join with other schools within the district for additional social interaction and learning opportunities.

I would like to take this opportunity to thank also our Parent Club committee. It is through the direction of our committee that our whole school can achieve great results in fundraising through such occasions as Easter Raffle, Mundoora Tea and Subway Lunch orders. This benefits our children as we can increase our resources available for their learning.

I thank the parents and community of Bute Early Learning and Primary School for allowing me the opportunity to have held the position of Chairperson for 2019.

Kind Regards,  
Michelle Trengove

## Quality improvement planning (Preschool)

### Goal 1:

- Educators develop collaborative partnerships with families to enhance the learning and care of all children

#### Our Actions:

- Encouraging families to more readily frequent the centre through either events or volunteering.
- Ensure every child has a current & meaningful collaborative learning goal, & that this goal is built into rich and diverse learning experiences
- Displaying the Program on a daily basis for parents & visitors to see what is happening including electronically through ClassDojo.
- Connecting and engaging with families through ClassDojo.
- Continually seeking feedback and critically reflecting on this improvement area to track and monitor our progress.

#### Outcomes we seek:

- Children's sense of wellbeing and belonging are fostered through strong relationships and partnerships with families and the community.
- All children achieve their collaborative learning goals as evidenced through Learning Story and Floorbook documentation, in conjunction with family feedback.

#### Success Criteria:

- Children see their families as playing an active role in the Centre through involvement in special events, decision making etc.
  - Parents & families feeling more involved in their children's learning & care, as evidenced through parent opinion surveys & other surveys.
  - Parent feedback is present on children's Learning Stories and meaningfully used to inform the Program.
- Every child has a termly collaborative goal which is visible in the Program, reflected upon, tracked & monitored.

### Goal 2:

- For all children to be engaged and involved in rich and diverse social and cognitive learning experiences.

#### Our Actions:

- Educators use the Early Years Learning Framework & Preschool indicators for Literacy and Numeracy to inform the program, document and reflect on experiences.
- Educators write, share and critically reflect on learning stories they develop.
- Educators will ensure every child has Learning Stories and observations linked to EYLF and Preschool Indicators, and is shared with families for further feedback.
- Educators will continuously reflect on their practice & implementation of the Program to ensure it is embedded & continuous.

#### Outcomes we seek:

- Children will develop their ability to be confident and capable learners
- Children will be consistently engaging in a learning program that is constantly adapting to their interests, needs and stage of development.
- All children will demonstrate growth with their learning dispositions as evidenced against the EYLF

#### Success Criteria:

- Educators can articulate & are proficient in following the cycle of programming as an educational team



## Improvement planning - review and evaluate (School)

Bute Primary School was deemed a 'one-year' return school following an External Review in 2017. Subsequently there was an On-track Evaluation (OTE) undertaken in Term 3 of 2018 to review progress made against the three Priority Improvement areas outlined within the initial External Review report. These included;

- Document and implement consistent planning and programming expectations, with a focus on ensuring more rigour, targeted and differentiated learning support based on student's learning needs.
- Develop greater depth of understanding of the Achievement Standards in the Australian Curriculum and utilise regular moderation processes to inform conversations with students and families on how to improve.
- Document and implement consistent planning and programming expectations, with a focus on ensuring more rigour, targeted and differentiated learning support based on student's learning needs.

Following the OTE in 2018, it was decided that further time was needed for the school to demonstrate sufficient evidence to be deemed 'on-track' to meeting the priority areas.

In 2019, the Priorities of the OTE were embedded within the development of a Site Improvement Plan. The two goals developed for a focused improvement were;

Goal 1: All students will develop their Oral Language and Vocabulary knowledge, skills and abilities.

Goal 2: All students will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.

Following the development of these goals, staff collaborated to develop targets, actions and success criteria to guide our improvement journey. These are outlined in detail in the Site Improvement Plan. To support students to reach their targets and to ensure we were implementing the findings of the OTE, the following practices were implemented;

Some of the key changes to educator practice included;

- Regular collection and use of reading data through Running Records and LiteracyPro across years R-6.
- Individual Student Targets and Goals
- A consistent whole school approach to Reading including home reading expectations
- Use of Learning Intentions and Success Criteria
- Focused learning around Oral Language and Vocabulary, including the introduction of Tier 1,2,3 Vocabulary instruction
- Ongoing teacher development through performance development including classroom walk-throughs, observations and mentoring.
- More effective and systematic use of learner data to inform teaching and learning programs.
- Greater familiarisation with regards to the Achievement Standards.
- Far greater levels of differentiation within classroom teaching and learning.

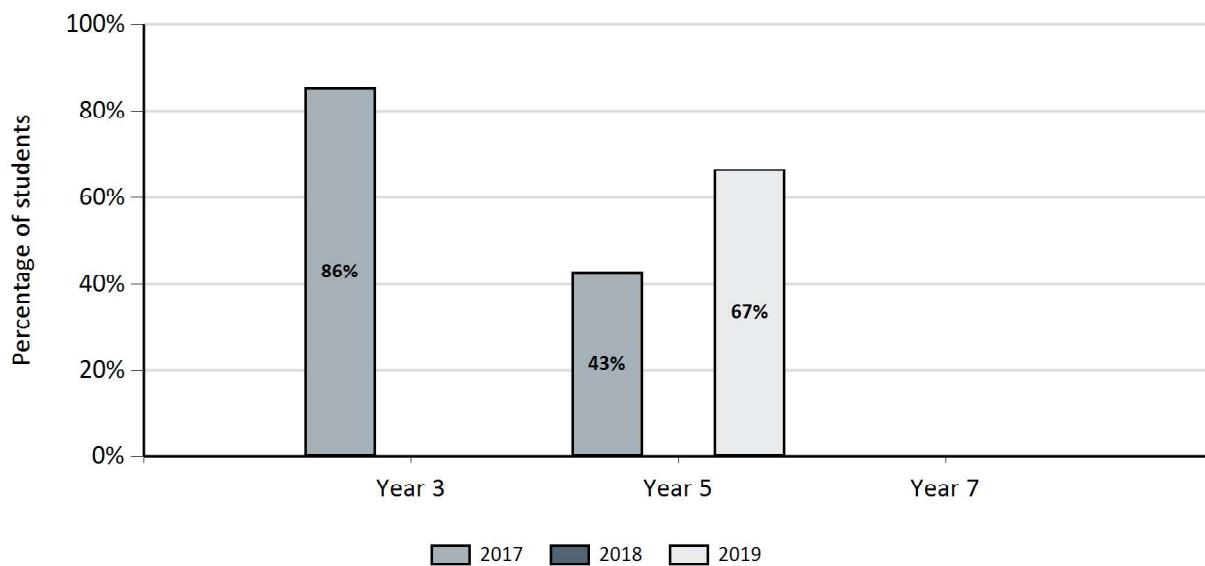
In Term 4 of 2019, a follow-up OTE was conducted to determine the level of progress made towards the External School Review priorities. The panel comprising a Review Officer and Peer Principal deemed Bute (Early Learning and) Primary School to be on-track with their improvement work. The report compiled from a site visit is highly affirming of the improvement actions undertaken by the school and in particular, by teachers to improve their practice. This work will continue to be developed and strengthened throughout 2020.

# 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.

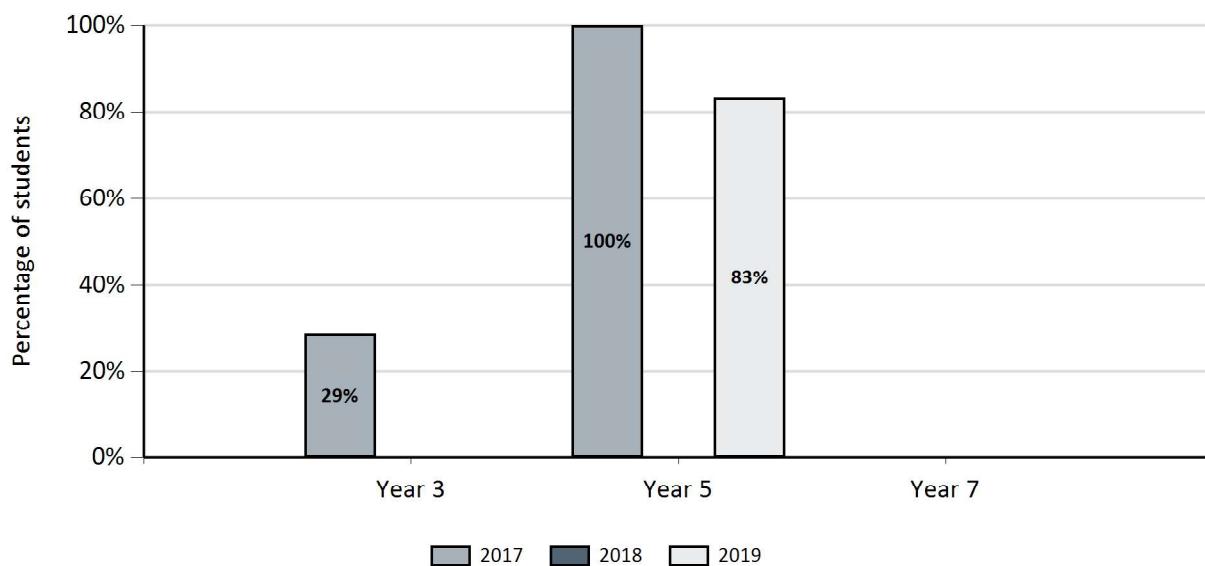
### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	6	6	0	0	0%	0%
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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.

## School performance comment

As a school that has fewer than 6 students eligible to sit NAPLAN in each year level, individual student results can cause large fluctuations in the percentages shown in our data. This makes it difficult to use percentages to draw reliable conclusions about changes in performance from year to year.

In NAPLAN Year 3, the number of students who achieved the Department for Education Standard of Educational Achievement is as follows;  
Reading: 2/5 (40%)  
Numeracy: 2/5 (40%)

In NAPLAN Year 5, the number of students who achieved the Department for Education Standard of Educational Achievement is as follows;  
Reading: 4/5 (80%)  
Numeracy: 5/5 (100%)

The area of concern is that our students are not achieving NAPLAN scores in the higher bands and this matches data collected over a number of years. It is however, very important to examine test scores and progressions rates from other data sets.

There were very pleasing results attained across the school with regards to student achievement in both the PAT Reading and PAT Maths tests when measured against the Department for Education Standard of Educational Achievement (Years 3-6).

PAT R: Student who achieved the standard = 13/14 (93%)  
PAT M: Student who achieved the standard = 12/14 (85%)

Our Year 1 and 2 Running Record data is pleasing with 100% of our Year 1 and Year 2 students (without additional needs) reaching the Department for Education Standard of Educational Achievement.

## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	90.6%	97.2%	88.9%	92.5%
2018 centre	83.3%	66.7%	60.0%	93.3%
2019 centre	100.0%	100.0%	64.0%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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	2016	2017	2018	2019
Reception	92.1%	90.0%	90.7%	79.6%
Year 1	83.4%	90.7%	94.1%	94.3%
Year 2	91.4%	84.9%	88.0%	93.4%
Year 3	81.3%	92.4%	59.9%	91.1%
Year 4	90.6%	81.5%	86.9%	52.5%
Year 5	89.7%	91.6%	88.7%	84.4%
Year 6	66.6%	93.1%	85.6%	79.2%
Year 7	89.6%	99.0%	91.6%	
Total	86.5%	89.3%	85.2%	82.1%

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

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

## Attendance comment

### School Attendance:

From 2018 to 2019 there was nearly a 3% decrease in overall student attendance. Due to small student numbers, a few chronic non-attenders can have a significant impact on the overall attendance percentage. This is particularly obvious in the Year 4 percentage which was 52.5%. If you remove this outlier, the percentage is actually 87%.

In 2020 we will continue to have a focus on improving student attendance through continuing to provide parents and caregivers with relevant information in relation to the benefits and impact of attendance on student learning outcomes.

### Preschool Attendance:

Given the small numbers within the Preschool (Only 5) for majority of the year, attendance percentages are somewhat misleading. Each student accounts for approximately 20% of the total student population. Therefore, percentages can be severely affected by one student being absent on any given day.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	13	14	14	16
2017	8	9	9	8
2018	3	3	3	3
2019	5	5	5	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

## Preschool enrolment comment

Preschool enrolment numbers were again very low in 2019 with only 5 students for 3 terms before a 6th student joined in Term 4. Unfortunately, low-employment opportunities would continue to be a deterrent for many families looking to move to the Northern Yorke Peninsula.

In 2020 the Preschool will be temporarily closed due to insufficient student numbers to make it viable.

Our Northern Yorke Partnership Preschool Priority of Access policy has supported families to enrol with their local preschool as a first priority and supported us to ensure all children living in our local area have access to their closest preschool.

## Behaviour support comment

The behaviour management philosophy at Bute Early Learning and Primary School is to create learning environments which are Safe, Orderly and Productive and which promote our school values of GROWTH, RESPECT, INTEGRITY and TEAMWORK. It is not about forcing students to "comply with teacher demands" but allowing them to have ownership and success in all parts of their schooling. Students then become the main decision makers in their lives and accept the responsibility that this entails. At Bute Early Learning and Primary School consistent approaches are taken with respect to dealing with student behaviour. There is, however, not a one size fits all approach to behaviour management. Another key focus of behaviours management is the use of Restorative language.

## Client opinion summary

Given the low numbers of new families / turn over of families, it was decided that we would continue to work with / implement the finding of the 2018 opinion surveys.

The feedback received from the Preschool and Rural Care Parent Opinion Survey is highly positive and affirming. The survey focused on 4 key areas across the site; Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making. The following information looks at each of these areas holistically;

Quality of Teaching and Learning = 97% of parents who completed the survey agreed or strongly agreed that the Preschool and Rural Care Centre provides high quality teaching and learning.

Support of Learning = 94% of parents who completed the survey agreed or strongly agreed that the Preschool and Rural Care Centre provides high quality support of learning.

Relationships and Communication = 97% of parents who completed the survey agreed or strongly agreed that the Preschool and Rural Care Centre seeks to develop strong relationships and communication with families.

Leadership and Decision Making = 92% of parents who completed the survey agreed or strongly agreed that the Preschool and Rural Care Centre provides effective leadership and decision making.

In 2018, Students in Years 4 - 7 completed the Wellbeing and Engagement survey. This survey sought feedback from students in relation to 4 key areas; Emotional Wellbeing, Engagement with School, Learning Readiness and Health and Wellbeing outside of School. Students were reported as either having high, medium or low levels of wellbeing across these 4 areas and subsequent indicators. Collectively, Bute Early Learning and Primary School students continually responded to questions portraying high and medium levels of wellbeing across all areas. Some areas of high wellbeing include;

No cyberbullying = 100%

Optimism = 91%

Important adult at school = 85%

Nutrition (breakfast) = 92%

Happiness = 82%

Connectedness to school = 82%

Client Opinion Surveys will be conducted across the site in 2020.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
702 - Bute Primary School	100.0%	63.0%	100.0%	100.0%

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

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	8.3%
Transfer to SA Govt School	11	91.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Destination comment

Students who complete Year 7 generally continue their schooling at the two neighbouring High Schools being that of Kadina Memorial School and Port Broughton Area School. A growing number of Year 6 students are also moving to these schools to commence Year 7 in a Middle School structure.

100% of our Preschool students will continue their schooling at Bute Early Learning and Primary School, commencing Reception in 2020.

## Relevant history screening

Schools are responsible for ensuring that their sites comply with the DfE Screening and Suitability— Child Safety Policy.

At Bute Early Learning and Primary School our responsibilities include;

Ensuring volunteers have current screening,

Paper copies are kept on file for our reference

Records of volunteer clearances are also recorded on EDSAS

Expiry Dates are extracted from EDSAS reports to ensure that all records are kept up to date.

Verifying the identity of first time DfE employees.

Ensuring Bus Drivers have their appropriate licenses, clearances and DfE authority to drive a school bus.

## 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	4
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	3.4	0.0	2.2
Persons	0	4	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$965,139.84
Grants: Commonwealth	\$965.60
Parent Contributions	\$13,562.75
Fund Raising	\$2,191.43
Other	\$13,444.80

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

## 2019 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.

<b>Tier 2 funding section</b>	<b>Tier 2 category (where applicable to the site)</b>	<b>Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes</b>	<b>Outcomes achieved or progress made towards these outcomes</b>
Targeted funding for individual students	Improved behaviour management and engagement	All students participated in weekly Yoga and mindfulness lessons targeted at developing strategies for students to regulate their emotions and to show 'grit'.	Students developed the capacity to regulate or co-regulate their emotions.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	N/A	
Targeted funding for groups of students	Improved outcomes for students with disabilities	Students with verifiable disabilities were supported with Negotiated Education plans, modified learning and assessment tasks and given one to one support.	Learning & behaviour gains evident for all children on Learning Support Plans.
Program funding for all students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Rural and isolated funding used to allow students to access visiting performances, attend school excursions and camps.  Literacy and Numeracy funding was used to fund SSO hours to facilitate the QuickSmart Numeracy program. The funding was also used to purchase decodable readers for struggling older students.  Aboriginal students worked with an ACEO regularly to build cultural knowledge and identity, leading cultural programs in classrooms and across the school.	In 2019, every student who participated in the QuickSmart program made growth, with many students making substantial growth.
Other discretionary funding	Australian Curriculum		
Primary school counsellor (if applicable)	Aboriginal languages programs initiatives	The ACEO worked in classes to help develop and promote an understanding of simple Narrunga language / vocabulary.	Students have a growing understanding of Narrunga language.
	Better schools funding	The funding was used to support students at risk with targeted SSO support as well as to ensure that we could support smaller than average class sizes.	Students demonstrated excellent results in the PAT R/M tests and Running Records
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	All students participated in weekly Yoga and mindfulness lessons targeted at developing strategies for students to regulate their emotions and to show 'grit'. Students commenced the Resilience Project Curriculum.	Students developed the capacity to regulate or co-regulate their emotions.

# 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The Preschool teacher participated in an ecourse Playful Literacy (Lisa Burman). In All educators continue to use Floorbooks as a teaching and learning tool. This has enabled educators to capture student voice, track & monitor learning (including that of Literacy and Numeracy) & plan future learning experiences.	Literacy and Numeracy indicators are prevalent throughout Floorbook documentation. Playful Literacy practices evident in the Centre.
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	N/A	
Improved outcomes for non-English speaking children who received bilingual support	N/A	

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