

# Murputja Anangu School and Murputja Child Parent Centre

## 2017 Annual Report to the Community



**Government  
of South Australia**  
Department for Education  
and Child Development

Murputja Anangu School Number: 1859

Murputja Child Parent Centre Number: 1878

Partnership: Anangu Lands

**Name of School Principal:**

Mr Luke Carter

**Name of Governing Council Chair:**

Ms Patricia Tunkin / Ms Linda Stevens

**Date of Endorsement:**

09/03/2018

## Site Context and Highlights

Murputja Anangu School and Murputja Child and Family Centre provides a safe and supportive education from Birth to Year 12 that develops students as strong leaders in Western and Anangu cultures. Located on the Anangu Pitjantjatjara Yankunytjatjara Lands, Murputja provides education to students and families from the communities of Nyapari and Kanpi. Murputja is a member of the Anangu Lands Partnership which includes schools from the Maralinga Tjarutja Lands as well as the Anangu Pitjantjatjara Yankunytjatjara Lands.

There is a high level of transience throughout the population of Kanpi and Nyapari and the school population is very dynamic. Students and families move regularly between communities on the APY Lands, in WA, the NT and Alice Springs and Adelaide. However, the school provides a morning and afternoon bus run which ensures that the majority of students attend daily when in Kanpi and Nyapari.

At the time of writing, Murputja Anangu School has an enrolment of 26 students in the school with an additional 10 enrolled in the Flexible Learning Options Program. However, 38 individual students attended the school this year, excluding FLO students. The Murputja Child and Family Centre has 7 children enrolled in preschool and 3 enrolled in playgroup. However, 25 individual children attended the Child and Family Centre throughout 2017.

All students enrolled at Murputja Anangu School speak Pitjantjatjara as a first language. A number of students also speak additional Aboriginal languages prior to English. Each class is staffed by a teacher and an Anangu Education Worker to support the delivery of education in English and in Pitjantjatjara. Murputja Anangu School has one qualified teacher who speaks Pitjantjatjara as a first language and coordinates the delivery of the First Language Maintenance and Development Program.

In 2017, Murputja Anangu School has operated four learning spaces: Preschool/Playgroup, Reception - Year 3; Year 3 - Year 6 and Year 7 - 11. All classes are taught through an integrated program with a focus on the development of literacy and numeracy through an English and Mathematics block. In addition, Science is taught as an independent subject. All students participate in the First Language Maintenance program to develop literacy and oral fluency in Pitjantjatjara. There have been opportunities for students to access additional music teaching through the support of the Instrumental Music Program and an AEW. Secondary students have the opportunity to access VET through the Umuwa Trade Training Centre. Secondary education is also offered through boarding at Wiltja.

There have been a large number of highlights throughout 2017. In Term One, Murputja Anangu School celebrated the successful completion of a Bachelor of Education (Anangu Lands) by Teresa Stevens. This was the culmination of many years of hard work and partnership between Murputja, AnTEP and UniSA. All staff participated in Classroom Profiling training and Learning Design, Assessment and Moderation training. Two staff were able to attend CSER's Digital Technology training in Yulara, developing our ability to deliver STEM.

Students were able to learn on country, exploring and connecting to place through finding traditional food, investigating and testing water at local waterholes, and translating tjukurpa in explorations of tourism. In Term 3, students and families from Amata and Pipalyatjara joined Murputja students and families to learn inma (traditional dance) in a highly successful cultural program.

In sport, two students also represented Murputja in the APY Lands SAPSASA Softball team in Division 1. Murputja also competed against Pipalyatjara in a vibrant swimming carnival. In Term 2, one student represented Murputja at SAPSASA football.

Our senior students participated in a number of programs at the Trade Training Centre with one successfully obtaining his Certificate I in Hospitality and 35 units of VET completed. Two senior students also successfully participated in Step 1 of the National Indigenous Training Academy's Work Exposure program at Ayers Rock Resort.

Murputja experienced some fantastic opportunities for interschool collaboration. Our preschool and playgroup students travelled to Pipalyatjara to learn and play with children, as well as to work closely with CAFHS nurses and nutritionists. Our Junior Primary class was also able to connect with Pipalyatjara Junior Primary to share learning and build new relationships. Our middle primary and secondary class connected with Port Elliot on an aquatic and adventure program. This continued to grow a 20 year old relationship between these two schools.

We saw significant growth in phonological awareness in 2017 with students in the Junior Primary and Middle Primary class making great progress. This led to some strong improvement in reading and writing, particularly from Reception to 2.

## Governing Council Report

The Murputja Anangu School Governing Council met three times in 2017 - an increase from once in 2016. The elected chairpeople are Kani Tunkin of Kanpi and Linda Stevens of Nyapari. The election of two chairs reflected amendments made to the Governing Council Constitution in 2017. Unfortunately, regular meetings of Governing Council were disrupted by a high number of funerals across the APY Lands in 2017.

There were a number of major decisions passed by the Governing Council this year. At the Annual General Meeting, the council unanimously agreed to amend membership numbers from 17 to 10 with at least 2 members from each community group (Kanpi/Nyapari/Watarru). This will ensure decisions are able to be made and that the Governing Council reflects current community demographics.

The Governing Council supported changes to the school lunch program, the bus run and school scheduling - all of which had a positive impact on attendance, behaviour and engagement at school. The Governing Council also approved the purchase of four new interactive panels to replace the interactive whiteboards. This has improved the use of technology at Murputja.

Support from community has also been reflected in the involvement of Governing Council members in family and community days. There was a high level of support for the termly family days, and particularly so for the Tjitji-ku Inma (Children's Dance) in Term 3.

Murputja Anangu School continues to actively build an engaged and dynamic Governing Council.

## Quality Improvement Planning (Preschool)

The preschool is a critical learning environment for our younger children. In 2017, the employment of a teacher in the preschool was prioritised, which saw a significant increase in attendance and numbers in the preschool and playgroup. Attendance was encouraged through the provision of a morning and afternoon bus run, which facilitated the attendance of parents and children to preschool and playgroup. The preschool and playgroup was led by Megan Thoms and Teresa Tunkin in 2017. Consistent attendance of an AEW was difficult to achieve.

### Quality Area 1

Staff focused on creating a literacy-rich environment in Pitjantjatjara. New displays and information are translated into first language and improve parent and child connection to the learning environment. The preschool strives to have OnePlans developed for each individual child's learning journey; however, inconsistent attendance and high levels of transiency has made this challenging.

### Quality Area 2

A health and hygiene program is actively in place at Murputja Anangu School. New nappy change facilities were established in 2017.

### Quality Area 3

More appropriate furniture was purchased for the preschool, enabling children to have better access to learning activities. A soundfield system was installed in the preschool environment in order to cater for children with significant hearing loss.

### Quality Area 4

Due to remoteness and size, our preschool teacher received permission to work despite not having the ECE qualifications. However, the teacher worked towards the qualification throughout 2017. It has been difficult to ensure AEW involvement in the Certificate III particularly due to the challenge of distance, family support and external commitments. When in attendance, the AEW is an active and engaged participant in both Cert III and FAFT training. This has been irregular. In 2018, the Anangu Lands Partnership is actively reviewing our provision of the Cert III to ensure equity of access for Anangu staff.

### Quality Area 5

Conversational reading was modelled regularly in English and in Pitjantjatjara and oral language games modeled with parents to support the development of oral language. We proactively engaged with the Cora Barclay Institute to support a student with significant hearing disability develop oral language. This resulted in improved ability to communicate, engage and self-regulate reported by parents, teacher and the Cora Barclay Institute.

### Quality Area 6

Families were encourage to engage in all aspects of children's learning. Throughout 2017, we saw mothers, fathers and grandparents engaged in the playgroup program. Through excursions to Pipalyatjara, we were able to provide access to CAFHS and nutritionists for families.

### Quality Area 7

The preschool teacher and the school principal met regularly throughout 2017 to ensure a focus on continual improvement, reflection and progression of the QIP.

## Improvement Planning and Outcomes (School)

The directions of Murputja Anangu School continued to be determined by the Site Improvement Plan of 2016-17. Staff reviewed priorities across 2017 in order to develop and build upon established priorities in 2018.

With teachers, AEWs and Governing Council, we reviewed our core school values early in 2017.

### 1. Highly Effective Teaching and Learning

Over the course of two pupil free days, staff developed and improved understanding of Learning Design, Assessment and Moderation. This enabled collaborative planning across the Western hub and built support networks for teachers. This is critically important in remote sites.

We introduced the use of an oral language phonics program which saw significant improvements in student phonological awareness across the primary years. While growth in reading levels increased more slowly, we expect that intervention orally and phonologically will lead to stronger growth in 2018. Murputja staff led and supported staff in the Western hub in their understanding of the program.

All teaching staff engaged in regular performance and development conversations, leading to the articulation and actualisation of clear, improvement goals. We further developed our ability to engage in data both through Scorelink, partnership data agreements and performance development. In 2018, we will further our ability to design and implement targeted intervention based on clear analysis of student data through the employment of a Teaching and Learning Coordinator.

We continued to implement an English and Mathematics block across the school timetable, but strengthened our ability to integrate literacy and numeracy across all subject areas. The provision of STEM as a NIT subject ensured that there was increased rigour across the curriculum. Students showed a high level of engagement in science activities.

### 2. Empowered Anangu, Culture, Language and Communities

Family and community involvement was actively encouraged in the school in 2017. In each term, core family days were planned and delivered. These included two family days, Tjitji-ku Inma cultural celebration (supported by NAIDOC funding) and a school exhibition/concert. These were all well-attended and enabled families to participate actively in learning activities. Playgroup family members were supported to attend through the daily provision of a bus run for preschool/playgroup. This saw a significant increase in 0-5 attendance in 2017.

With the support of FLMD, Teresa Stevens was able to be employed as a Pitjantjatjara Coordinator. There are still challenges in providing a strong first language program at Murputja, this has been identified as a key improvement area in 2018.

Creating a safe environment was a key focus in 2017 at Murputja. All teaching staff engaged in professional learning focused on trauma-informed practice and the Stronger Smarter philosophy. This saw some significant shifts in the way staff managed student behaviour and resulted in a decline in take homes and suspensions. This will continue to be driving focus in 2018.

Our 2017 Self Review realigned our vision to our values and in doing so adjusted our priorities for 2018-2020. Our new priorities are:

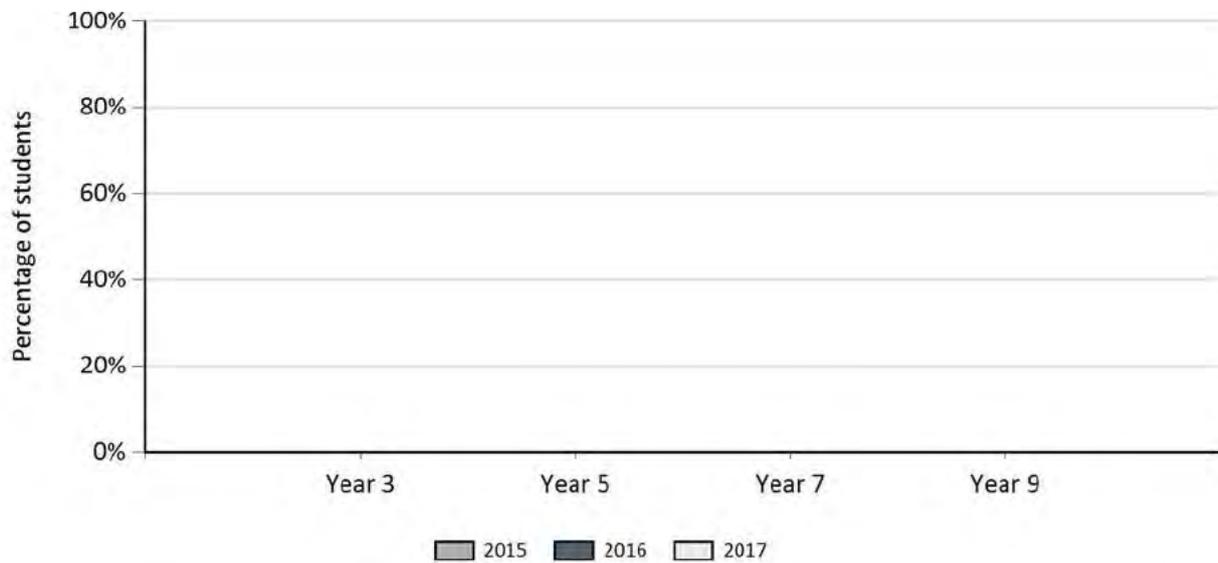
- Identify, share, develop and adapt highly effective teaching practices
- Create safe and rigorous conditions for learning and wellbeing
- Lead and strengthen family and community partnerships with school
- Connect and embed culture and language into school practices

## Performance Summary

### NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

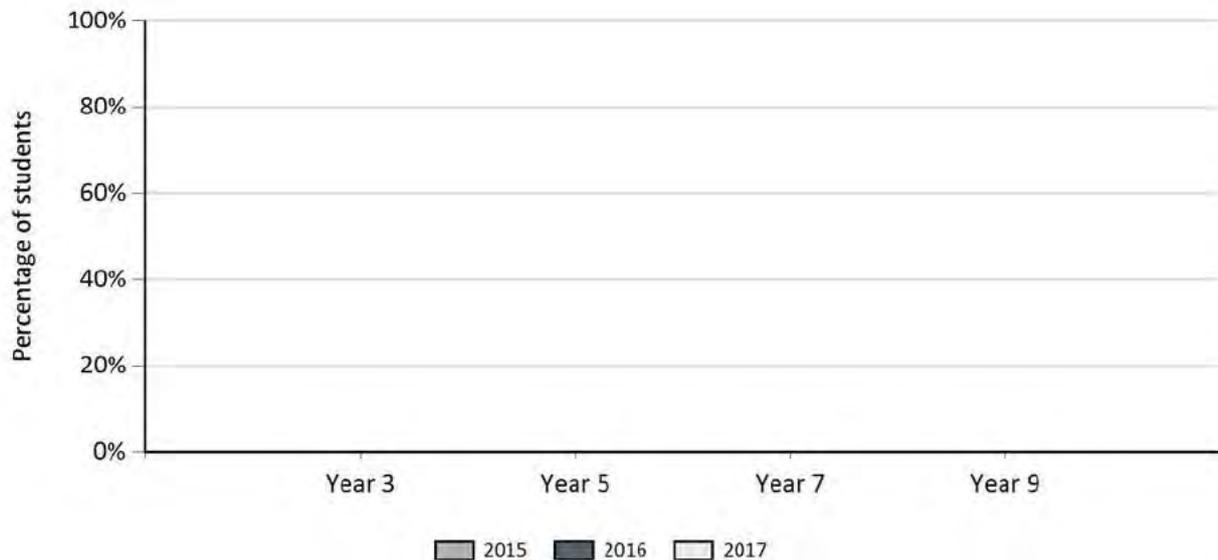
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

\*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

\*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 2015 to 2017 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)
Lower progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Upper progress group	*	*	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Upper progress group	*	*	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test <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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*
Year 9 2017	*	*	*	*	*	*
Year 9 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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.

## South Australian Certificate of Education - SACE

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

2017	
	0

Data Source: SACE Schools Data reports, extracted May 2017.

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

### SACE Stage 2 Grade distribution

Grade	2017
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Data Source: SACE Schools Data reports, extracted May 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2017

Data Source: SACE Schools Data reports, extracted May 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

## School Performance Comment

As a school that has one or two students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown. This makes it more difficult to use these percentages to draw reliable conclusions about changes in performance from year to year.

We are acutely aware of the challenges and barriers to improving student learning outcomes and, throughout 2017, engaged proactively with meaningful data that would enable teachers to provide effective individual intervention. Our focus upon developing phonological awareness saw our Junior Primary students grow rapidly against our phonological awareness measurement.

In PASM, we saw strong growth from R-3 of 10.6 levels over 12 months. In the 3 - 6 class, lower growth of 5.6 levels in a year reflected inconsistent attendance throughout the year.

Our students in R-3 showed strong growth in Language and Literacy levels over the course of 2018. All students demonstrated growth of at least 1 level, while consistently attending students demonstrated +2 levels of growth.

A focus on oral language decoding saw limited growth in reading levels as demonstrated by Running Records. However, students across the primary years demonstrated increasing engagement with text and confidence in decoding phonically. The ability to decode sounds orally is critical for students who are learning in a foreign language. We anticipate increased growth in Running Records in 2018.

In 2017, there were no enrolments in SACE subjects due to student numbers. Through Vocational Education and Training, students were able to complete 35 accredited units with 1 student completing his Certificate I in Hospitality. 2 students also undertook Step 1 of Work Exposure at Ayers Rock Resort. While we do not expect to have any SACE completion in 2017 or 2018, we continue to develop partnerships with Wiltja, the Trade Training Centre and local employers that provide opportunities for students to develop clear post-school pathways.

## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	21.8%	39.7%	7.8%	62.9%
2016 Centre	0.0%	0.0%	0.0%	76.6%
2017 Centre	53.8%	15.7%	45.0%	48.6
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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	2014	2015	2016	2017
Reception	60.4%	60.4%	63.7%	59.5%
Year 1	45.9%	49.2%	61.8%	71.8%
Year 2	61.3%	51.9%	41.3%	68.4%
Year 3	33.9%	52.7%	51.7%	46.6%
Year 4	57.3%	66.8%	47.5%	44.3%
Year 5	70.0%	85.4%	41.9%	50.7%
Year 6	61.8%	58.9%	69.4%	
Year 7	37.4%	74.0%	52.0%	55.1%
Year 8	68.6%	46.2%	49.2%	30.1%
Year 9	12.5%	43.4%	30.6%	31.7%
Year 10	15.0%	100.0%	45.6%	95.2%
Year 11	47.8%		100.0%	76.8%
Year 12			100.0%	100.0%
Total	51.7%	57.0%	51.3%	64.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Attendance continues to be of concern at Murputja Anangu School in 2017. Attendance is affected by a high level of transience amongst families. This is evident in the numbers of students we have move through the school. There were 38 individual students who attended Murputja school throughout 2017 and 25 children attended the Child and Family Centre. Students often travel between WA, NT and SA. Students self report that they do not always attend school in other communities as it is not their school. We know that when our students are in Nyapari and Kanpi communities, they attend regularly. We ensure this through the provision of a daily bus run. This enables us to engage families and carers in conversations about attendance daily. It also ensures that playgroup and preschool families have the opportunity to come to playgroup and preschool daily.

We worked closely with Skillhire to support the Remote Schools Attendance Strategy. This ensured the provision of a vehicle to pick up students who had missed the school bus. Unfortunately, in 2017, the RSAS program was unable to employ a regular attendance officer to ensure that this vehicle was in operation.

We work closely with the KITES program and the Ngaanyatjara Lands School to attempt to track students when they leave our communities for interstate. However, this is not always effective as students may not engage with schools in other communities.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	6	2	3	2
2016	1	1	1	1
2017	2	8	4	

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

## Preschool Enrolment Comment

Enrolment in preschool fluctuates significantly due to the mobility of families. When in community, we see strong engagement from preschool students in a high quality, play-based learning environment. There is growing engagement from families in playgroup, but this is sustained by assertive outreach (bus runs, regular conversations).

## School Behaviour Management Comment

There was a whole school focus on implementing trauma-informed practice in 2017. A range of strategies were implemented to ensure calm responses, consistent expectations and clear consequences. Evidence shows that there was a reduction in the number of incidents that resulted in student take homes or suspensions in 2017. While we were successful in being allocated RAAP funding in 2017, we were unable to staff the position due to housing restraints. In 2018, we are prioritising the establishment of proactive strategies to support Wave 1 and Wave 2 interventions within existing resources.

## Client Opinion Summary

Murputja Anangu School was not able to obtain any formal surveys of students, families or staff in 2017. However, anecdotal evidence was collected through Kanpi-Nyapari Community Council meetings. These were conducted quarterly and supported by Empowered Communities (NPY Women's Council). The feedback provided was highly positive of the level of engagement the school had with the wider community in 2017.

Strong parental involvement and support of community events including Family Day, Tjitji-ku Inma, the Term 4 Exhibition and the Christmas Concert indicate positive relationships between Murputja Anangu School and the communities of Nyapari and Kanpi. Families and community members are welcomed into the school and encouraged to share their views with staff.

There are significant challenges in the collection of meaningful data from families. Language barriers, access to technology and literacy levels present barriers to community access. Murputja Anangu School will continue to work on strategies to capture parent opinion in innovative and relevant ways.

Staff did not provide feedback in the online survey in 2017.

Murputja Anangu School recognises that feedback to and from students continues to be a key area of improvement for the school in 2017. Strategies to capture this data will be put in place for 2018.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
1859 - Murputja Anangu School	100.0%	100.0%	100.0%
Total	100%	100%	100%

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

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	15.4%
Other	2	15.4%
Seeking Employment	2	15.4%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	5	38.5%
Unknown	2	15.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## Destination Comment

There is a high degree of mobility across the APY Lands. When students leave Murputja, they generally leave for another Anangu community in SA, WA or NT. There were no Year 12 finishers in 2017 and limited data on school finisher destination.

## DECD Relevant History Screening

The Anangu Lands Partnership is supported by the Screening Unit (DCSI) to ensure that appropriate staff and volunteers have relevant history screening.

All current teaching staff and Anangu Education Workers have approved relevant history screenings. All volunteers, contractors or external agencies have provided the relevant history screenings to the site.

## Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	7
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	5.0	0.0	1.0
Persons	1	5	0	1

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$1312168.80
Grants: Commonwealth	\$10149.00
Parent Contributions	\$1290
Fund Raising	\$0.00
Other	\$10654.26

## 2017 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement Improved Outcomes for Students with an Additional Language or Dialect Improved Outcomes for Students with Disabilities	Whole school approach to behaviour including ensuring trauma-informed practice implemented.  Not applicable.  All main learning areas now have soundfield systems ensuring equity access for all students. Reduced class sizes across the whole school.	Reduction in take homes and suspensions due to problem behaviours.   Support Services working with staff to embed targeted intervention strategies.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The partnership implemented a FLO program with 10 students identified at Murputja. Successful engagement by 3 of these students enabled completion of White Card Training.  0.5 FLMD Coordinator allocated to Murputja enabled FLMD program to develop. FLMD coordinator worked closely with Partnership Coordinator and growing confidence.  A focus on literacy teaching strategies provided an opportunity to build capacity of teaching staff and AEWs. Two pupil free days on Learning Design, Assessment and Moderation built capacity of staff to plan and deliver rigorous learning programs.	Completion of White Card by 3 FLO students.  Delivery of Pitjantjatjara classes across 3 classes.  Improved results in phonological awareness and L&L
Program Funding for all Students	Australian Curriculum  Aboriginal Languages Programs  Better Schools Funding	Not applicable.  Better schools funding was used to purchase Activpanels to upgrade classroom facilities and support student learning.	Increased ability to use technology in the classroom
Other Discretionary Funding	Specialist School Reporting (as required)  Improved Outcomes for Gifted Students  Primary School Counsellor (if applicable)	Not applicable.  Not applicable.  Supported the employment of a Student Well-being Coordinator.	All staff trained in trauma informed practice.

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

## 2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Conversational reading and FAFT program. A focus for cohort is development of oral language in English and Pitjantjatjara.	AEW lead shared reading in Pitjantjatjara. Employment of teacher.
Improved ECD and Parenting Outcomes (Children's Centres only)	While we are not funded in this space, strategies are used to proactively engage families in Early Years Education. Mothers, fathers and children are supported to attend the Children and Family Centre through a daily bus run.	
Improved outcomes for children with disabilities	Not applicable.	
Improved outcomes for children with additional language or dialect	Not funded. However, an identified AEW Level 3 position to support the delivery of Pitjantjatjara was established in 2017. This supported the employment of 1 AEW Level 3.	Pitjantjatjara classes established.

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.