

# Andamooka Primary School and Andamooka Children's Centre

## 2017 Annual Report to the Community



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

Andamooka Primary School Number: 509

Andamooka Children's Centre Number: 2605

Partnership: Far North

**Name of School Principal:**

Tricia Williams

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**Name of Governing Council Chair:**

Sandy Samuels

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**Date of Endorsement:**

19 March 2018

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## Site Context and Highlights

Andamooka Primary School enrollments fluctuated between 23 and 28 students in 2017, starting with 11 students in the Reception/Year 2 Class and 13 students in the Year 3 to 6 Class. Three children attended the Kindy and 13 children accessed Children's Centre programs. School numbers are stable despite fluctuating enrolments, mostly due to changing employment opportunities at the Olympic Dam Mine.

The 2017 school year was packed with extra curricular opportunities and we make a point of getting our school out for as many experiences as possible to alleviate the sense of remoteness and isolation. Andamooka students have learned a great deal from real world experiences and in sharing opportunities with our larger neighbour, Roxby Downs Area School. Highlights of 2017 included opportunities and experiences such as:

- The camp to Monarto Zoo and Woodhouse Scout Adventure Grounds, coupled with other side visits to the National Motor Museum and Latitude climbing and bounce facility
- Involvement with the Arid Lands Natural Resources Management Board for environmental learning and improvement, having won a \$10000 re-vegetation grant for the school and community
- Environmental education at the Roxby Community Garden, excursion to Arid Recovery learning how to use animal tracking equipment, visit from Jake Manser of Limestone Scales Reptile education
- Joining in with Roxby Area School for a week of 'Footsteps' dance, 'Music is Fun' and RDAS Sports Day
- Enjoying visits from the Australian Maths and Science Institute Outreach Officer twice per term to develop skill, enjoyment and positive attitude towards Maths
- SA Museum 'Out of the Glass Case' visit to Woomera Area School
- Aboriginal Reconciliation education with local elders
- hosting two 4/5 classes from Roxby Downs Area School for Science and Sphero Robot learning, and fun, during Wellbeing Week
- Art Therapy sessions on Empathy with Art Therapist, Helen McNicol
- Musica Viva with Teranga at Woomera Area School
- West Adelaide Football Club visit and the Adelaide Crows Growing with Gratitude program
- Critter Competition for artistic Halloween Bugs and Science Photo and Caption Competition for Science week
- Then, ending the year with our school production Christmas Concert.

This list is by no means exhaustive of the activities in which Andamooka Primary School has engaged, but it shows a depth and breadth of learning, above our daily school activities. Our teaching staff work very hard to facilitate these other opportunities for the students, regularly necessitating our staff being the organisers of events held at other schools or locations. We take this collaborative approach with neighbouring schools to ensure Andamooka students have opportunities to meet with and socially develop beyond the confines of Andamooka.

We are also very fortunate to have a supportive Governing Council and very active Parent's Group who work hard to contribute to the school. In 2017 we had two very successful fund-raising ventures, our Christmas Raffle and the Books, Bits and Bobs Sale. Together, these activities raised almost \$4000 for extra school resources, which the Parent's Group have requested be spent on new school Readers and also Large Format Outdoor Game Equipment, painting of 'game' line markings and also contribute to the cost of a schoolyard mural.

At Andamooka Primary School we appreciate some parents have choices about where their children can be educated, yet choose to send their children to us. We appreciate this show of support and do not take this vote of confidence for granted. Parent feedback is taken seriously at APS; responsiveness and contribution to our community is key in our operational ethos.

We continue to develop our collegiate and professional staff who put the students at the centre of everything they do and we aim to ensure every child has every opportunity to achieve real educational, social and emotional growth every day.

In 2017, facilities development and maintenance slowed, having achieved many milestones in 2016 and early 2017, including decommissioning of the school pool, major re-fencing along the northern border of the school, upgrading/replacement and/or removal of the School's water tank systems associated with potable and non-potable supply, moving of the School Community Library and Primary Classroom spaces, creation of the School Computer Resource Room, re-vegetation works, and building of storage in poorly used sheds and decommissioned shower spaces behind the girls and boys toilets. However, some required works remain outstanding including the resolution of the condition of the carpark. This issue remains with DECD Facilities Management at the end of 2017.

In 2018 we aspire to bring to fruition the Soccer/Footy Turf Pitch project in the disused area at the back of the school. Funding remains a challenge, but through resourceful budgeting this initiative can be a reality.

## Governing Council Report

Governing Council for 2017 consisted of Sandy Samuels (Chair), Steven Lyons/Owen Lamb (Secretary), Anthony Johnson (Treasurer), Tricia Williams (Principal), Marlene Webber, Chelsea Parker, Candy Hurrell, Pieta Afford and Rose McKenzie.

The report below is taken from my speech to the community at the End-of-Year School Christmas Concert 2017. These words encapsulate the spirit and gratitude within the Andamooka community for our school and successes of 2017.

In my capacity as Governing Council Chair and on behalf of our families and friends who convey their thoughts about our school to the Governing Council. There is much for us to be proud of this year, as there often is, but 2017 seems to have been a particular stand out in recent years.

Firstly, I must commend our students for whom we have received some wonderful community feedback about your politeness, helpfulness and community-minded actions when out in the broader community. Your behaviour has not gone un-noticed and your actions result in people thinking highly of you and our school. If such feedback is anything to go by, you are the kinds of students we want Andamooka Primary School graduates to be, so we applaud you. You make us proud every day when you have tried your best.

Clearly, if our students are doing well, we know our teachers and SSOs of the school are a huge part of that success. We can see there has been a great team of staff at the school this year and a culture of high expectation is visibly building. I, for one, feel confident the positive development in our school will continue in 2018. Trish, the Principal, informs me we are well on the way to implementing further school improvement in relation to academic and social development and expectations, as highlighted in our External School Review earlier this year. We were considered quite favourably by the External Reviewers and their report is on our school website.

With regard to facilities, we know parents and students have appreciated the move of the Library at the start of this year, the installation of the computer suite and the purchase of new furniture items, lockers and other school resources. In 2018, there will be more to look forward to with some larger-scale works on the horizon for student play areas, resources and continued development of STEM Science-based initiatives. Some other Technology-based jobs that have hung over from this year should also be tidied up.

The Governing Council also has to thank our very hard-working volunteers for the school, including our Parent Group, who have once again done a brilliant job of raising over \$3000 dollars in the Christmas Raffle, which is a large logistical undertaking. The Governing Council owes the Parent Group a huge debt of gratitude for the way they pursue this major fundraising activity for the school. And.... also the general school community who assisted with the Books, Bits and Bobs Sale back in September which raised over \$700. It's your collective commitment that means we can do some of those special little extras, in terms of resources, activities and enrichment for our students.

Last but not least, I must thank my fellow Governing Council members for your continued support and suggestions which help us drive the direction of the school. Your input and enthusiasm is vital, indeed, the input and enthusiasm of all parents is vital to ensure the continued success and direction you wish for your child(ren)'s education.

Thank you,  
Sandy Samuels

## Quality Improvement Planning

In 2017 we re-visited the standards, targets and strategies on our Site Improvement Plan to reflect the current vision and goals of our site. Implementation and assessment against the Plan began in 2017. In 2018 further Plan updates will be resolved early in the year to form a more rigorous basis for assessment and reporting against our targets. Focusing on Literacy with a continued Growth Mindsets and Wellbeing approach for social/emotional development remained the over-arching commitment in 2017. Our continued involvement with the Australian Maths and Science Institute (AMSI) also continued to deliver positive outcomes in Numeracy. Attendance is closely aligned with our Growth Mindsets and Wellbeing agenda.

More analysis of our student results in NAPLAN, Performance Assessment Testing (PAT), Running (Reading) Records and other areas of assessment have been evaluated at a more detailed level in 2017. This is proving to be useful for teachers who can evaluate specific areas of learning for particular students. With a further 6 to 12 months of data the school will be very well placed to consider deep analysis of student growth. This will hopefully further reflect the emerging trend for an increasing rate of student learning growth through our deliberate and targeted Literacy focus. This work will enable staff to develop the best-possible picture of students in areas where they perform well and areas where they need further focus. With increased ability to identify student learning needs, the greater the ability to achieve improved growth in learning and school satisfaction.

At APS the aim is to achieve a holistic approach to students' growth across a range of areas from personal to academic. Some great baseline and improvement data has been collected over the past 12 months on student health and wellbeing. The What's The Buzz? program was completed last year and in 2018 the school has signed up for 'Growing with Gratitude', a program initiative of the Adelaide Crows Football team.

The information on the following page is meant to show students' academic performance in NAPLAN testing, however, due to the very small numbers at APS, the data is not available. This is to protect the students from potential identification due to the small numbers at the school. As a general statement, APS students achieve well in academic testing with most of the students easily achieving National Minimum Standards. The goal at APS is to attempt to facilitate more students achieving in higher bands, and at higher growth rates, as their schooling progresses with us.

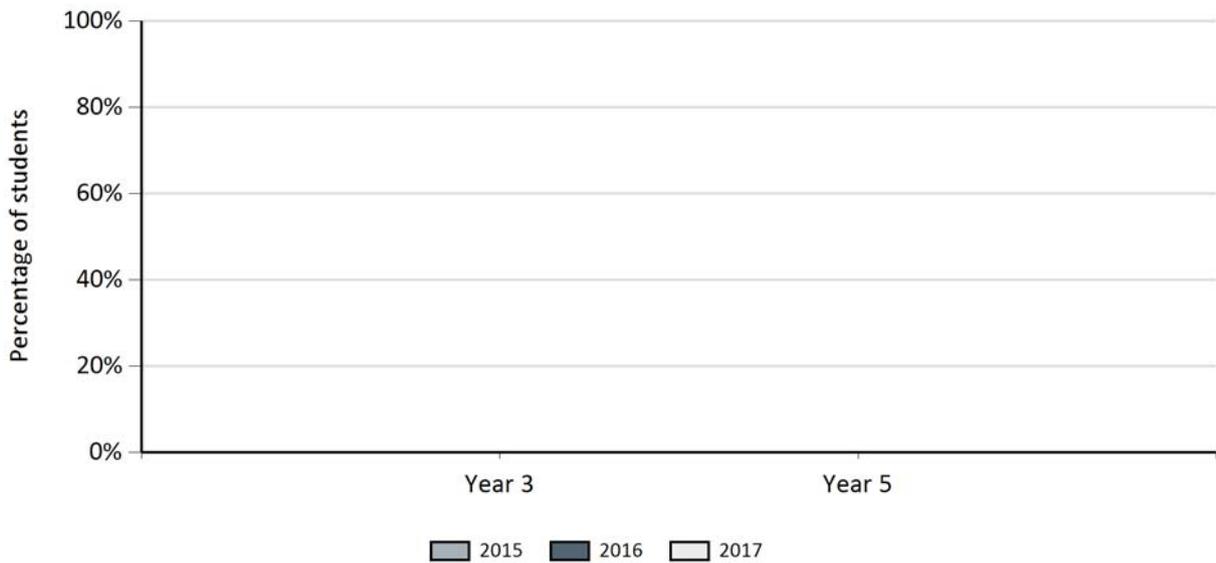
Increasing levels of parent/caregiver involvement in the school programs and initiatives is evident through attendance to, or in providing assistance (such as driving buses), for excursions, new Governing Council members, playgroup attendance, parent volunteers and more people coming to Parent Group. As one of the key initiatives for improving student engagement in learning, parent/caregiver involvement in the school environment is considered a key focus area that is of unquantifiable impact, but believed to be important as reflected in John Hattie's work on size effect for student learning. With an effect size of 0.5, parent involvement is in a zone of influence. Parent/caregiver involvement at the school has been pleasing throughout 2017 but will continue to be an area of increasing focus in 2018.

# 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.

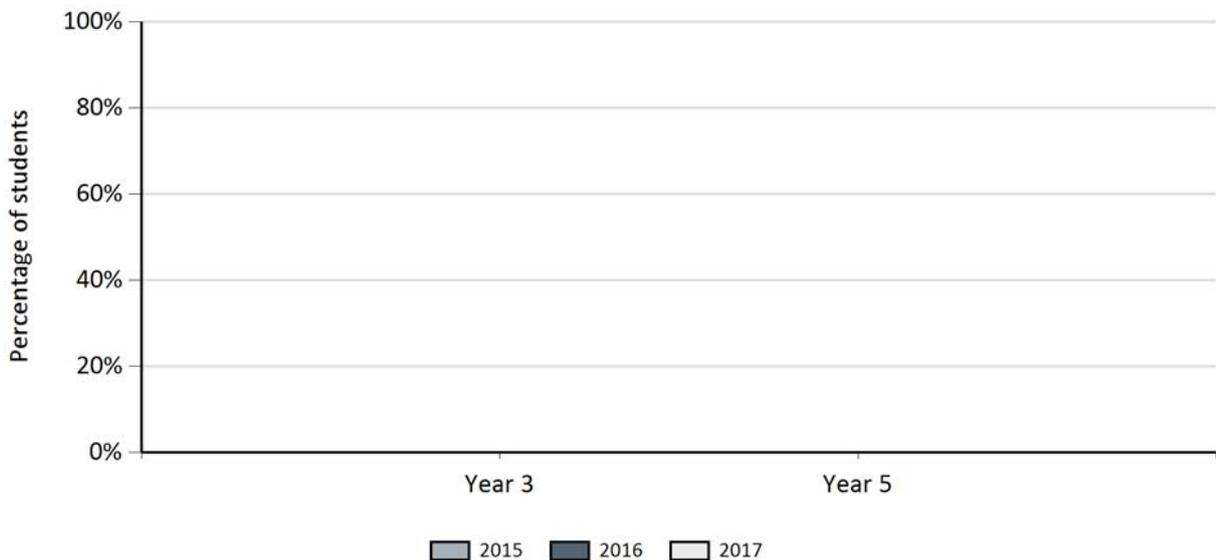
### Reading



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	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	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	*	*	*	*	*	*

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.

## School Performance Comment

While NAPLAN data is not reflected here due to small numbers of students in the relevant age cohorts Andamooka Primary School has used and evaluated Performance Assessment Test (PAT) data for students against regularly collected school reporting information to identify areas for further attention in our school.

Some areas for consideration of school performance in terms of academic pursuits included:

R-2 students could benefit from further reading practice and expansion of general knowledge development through rich communication with parents and teachers to develop their ability to deal with cloze exercises in comprehension. Cloze tests require students to understand context and vocabulary to fill in missing words/passages in deleted parts of speech. Dialogic communication with parents and others is critical to developing this skill. The more rich and prevalent the communication opportunity, the greater this development will be.

All Year 3 students achieved 'at' or 'above' the National Minimum Standard in all NAPLAN areas and most students achieved predominantly 'above' the National Minimum Standard. A pleasing result. There are a few disparate areas of learning that the teachers have focussed on since attaining the NAPLAN results for these students and, indeed, for any of the students where gaps in learning were identified. Although, areas for improvement were less pronounced than for students from the previous year.

Year 4 students showed significant growth between a range of testing markers between 2016 and 2017, particularly in Literacy fields. The students maintained above average performance in Numeracy.

Year 5 students showed great progress in NAPLAN and PAT. Students already achieving well above benchmarks continued to maintain or grow further in these high bands. Students in lower bands of achievement showed evidence of above trend growth in a number of areas. A few concerns became more evident in Literacy fields, which we are addressing, but Numeracy performance is pleasing.

The targeted approach to learning that has been adopted at APS is showing results for all students. We expect that as we continue to finesse our teaching practice in identifying learning gaps and subsequently ensuring targeted intervention for those students who need a bit extra help in specific areas that further growth and success will continue to emerge.

Our school had no Year 6 students during 2017.

Further wellbeing surveys and assessment, along with student and community satisfaction data, will continue to be an integral part of the progressive evaluation of school performance.

## Preschool Attendance

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%	87.7%

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	90.6%	82.0%	90.6%	82.7%
Year 1	83.6%	92.0%	87.4%	84.9%
Year 2	91.5%	91.7%	91.6%	81.5%
Year 3	100.0%	88.9%	91.7%	95.9%
Year 4	84.6%	94.5%	91.3%	92.2%
Year 5	95.6%	89.5%		93.1%
Year 6	95.9%	84.5%	85.6%	
Total	89.9%	89.2%	90.3%	89.1%

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

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

## Attendance Comment

Attendance at Andamooka Primary School is generally of a good level but a little below target. Due to small numbers, it only takes one child to be away with illness which can bring the attendance rate down. Attendance can also become affected when families need to attend appointments where travel is required. Attending appointments tends to take students out of school for longer periods than would be usual, due to extra travel time involved in getting to Port Augusta or Adelaide.

The blank space in the table above for Year 5s in 2016 and Year 6s in 2017 reflects there were no students in those year levels in those particular years.

APS has a policy of no 'unexplained' absences. Most of our parents are very reliable in notifying our school of any student absences. If parents/caregivers do not contact the school to notify of an absence, calls are always made to the home. Only on very rare occasions is contact unable to be made.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	N/A	N/A	N/A	N/A
2016	3	3	2	2
2017	3	3	3	3

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

In 2017 the Andamooka Pre-school had 3 enrolments. The Preschool is run by a highly experienced teacher, however, it is not a fully-funded Kindy by the Department. For this reason, the running of the Kindy has been subsidised by the School in the hope that through changing community employment circumstances at Olympic Dam and other attraction of families to Andamooka that numbers may be able to have been increased. This has not occurred.

The Kindy will start 2018 with 3 or 4 enrolments and the School will continue to subsidise it's operation during 2018 in conjunction with the limited 15 hours SSO support provided by the Department, which partially funds the Kindy teacher's wage.

At this stage it is not expected the school will be able to maintain the Kindy into 2019 unless a minimum of 6 students can be enrolled, for which, the Department would then fully-fund the Kindy.

## School Behaviour Management Comment

Student behaviour management is an integrated affair at Andamooka Primary School. Students have been well-consulted in establishing the behavioural norms and expectations in their respective classes in recent years and this continued to develop throughout 2017.

Students are well-aware of good classroom culture, however, some low-level behaviours and teasing have continued to arise. As 2017 progressed, a more rigorous approach to Restorative Justice practices was adopted and this did assist a step-change improvement in behaviour.

Much effort has been invested in students understanding impacts of their actions from others' perspectives.

## Client Opinion Summary

Based on extensive Student/Parent and Staff surveys conducted in 2017 the Andamooka Primary School Community are broadly satisfied with the children's schooling and the services on offer at Andamooka Primary School and Children's Centre.

When parents/caregivers have a concern they are also comfortable in being able to raise that concern with the school and staff members.

A small selection of perception items are reflected here regarding student feelings about school. The full data can be accessed from the school.

When asked if they feel safe at school a large proportion of students (75%) responded it was very true of how they felt, 24% of students felt it was somewhat true and 1% felt it was not true. Of students generally feeling happy at school, 62% thought it was very true, 30% thought it was somewhat true and 7% thought it was not true. When asked if they don't 'give up' when school work gets difficult and in relation to trying their best, 57% of students thought this was very true of their approach to school work, 29% of students thought it was somewhat true and 14% of students thought it was not true. While these results are encouraging of student attitudes towards school, our aim is that all students feel safe at school and that students are substantially happy at school for the appropriate reasons. We will naturally continue to strive for this attainment. The collection of data also suggested that students acknowledged at different times they could be more resilient and try to persist for longer when working on challenging activities.

More specifically, student perception data also indicate that students have an understanding that they could be more generous of spirit towards fellow students and more empathetic under different circumstances. This level of understanding indicates that the school culture is evolving as students develop an awareness of their personal impact upon others.

Questions asked in the Parent Survey in 2017 indicate that parents substantially believe their children have a positive attitude towards school, are generally well supported in their learning and think that communication between home and school is effective, with all respondents answering 'yes' to these questions. However, a couple of survey respondents still suggested that we have further work to do in relation to 'Bullying'. The school acknowledges this challenge and is working very hard to counteract such behaviours.

The Staff Survey indicated a significantly improving school culture with staff acknowledging the improvement in resources and amenities within the school, professional collegiality, professional development opportunities and leadership support. Areas for improvement included in relation to behaviour management, sourcing of further lunchtime activity initiatives and Literacy support interventions. Since the collection of the Client Opinion Survey data in May 2017, items identified as areas for improvement have been, and continue to be, a focus for the school. These issues are consistent with our Site Improvement Plan and agenda.

The Friday morning Parent's Group with creche' facility continues to be an appreciated and well-attended outlet for our parent community, which has also developed into a significant fundraising group for our school. The drive and commitment of the Parent's Group to our school is significantly appreciated and while we know they do their work for the kids, their commitment and contributions are valued for the school as a 'living' entity. The Parent's Group also serves as a focus advisory think tank, which is a happy coincidence and also of huge value to the school. Their vibrant and welcoming nature reflects the proactive and 'can do' approach of our community.

Positive feedback about the physical facilities changes of moving the Library and Primary Classroom, and creation of the Computer Resource Room was a significant achievement in early 2017, the results of which has proved highly beneficial for classroom activities and for community meeting space in the Library, which was not available in its previous location. Other positive feedback has been very favourable for the installation of the lockers, re-vegetation around the school and de-cluttering of teaching spaces through increased storage in other parts of the school.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)
Total

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	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	33.3%
Transfer to SA Govt School	2	66.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Destination Comment

During 2017, some students moved to other towns, in every case, as a result of changing parent employment locations and circumstances.

## DECD Relevant History Screening

All staff, contractors and regular volunteers at Andamooka Primary School have up-to-date History Screenings. We also encourage our parent/caregiver community to obtain history screenings if they wish to participate in, or instigate other learning or sporting enrichment opportunities for our student population. We are always prepared to assist our community in this regard. Many of our parent/caregiver population currently have History Screenings.

## 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	5

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	0.0	4.2	0.7	2.8
Persons	0	5	1	6

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

## Financial Statement

Funding Source	Amount
Grants: State	\$1 039 070
Grants: Commonwealth	\$1 890
Parent Contributions	\$7 891
Fund Raising	\$3 870
Other	\$9 595

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	A concerted effort has been invested in improving the behaviour expectations at APS. 2017 saw the completion of 'What's The Buzz?' and embedding of Restorative Justice practices. Interoception is also a feature in class.	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A No students with EALD.	
	Improved Outcomes for Students with Disabilities	Extra one-to-one and small group support sessions provided. Student is progressing well.	Student is operating in a regular classroom among peers.
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	R&I funding is used to support additional excursion, incursion and camp opportunities.  ATSI funding is used to support these students in learning objectives and cultural understanding.  N&L and Learning Difficulties funding is used to assist implementing programs such as SPELD, MultiLit, PALL initiatives and the 'Choose Maths' program in conjunction with Australian Maths and Science Institute.  AC implementation is achieved in conjunction with the Far North Senior Leader for Learning and Improvement (Primary) to ensure skills are being addressed and reasonable content, covered.	Daily Streamed Reading Groups and MultiLit are now in place. Further data collection through 2018 will show student growth in these areas.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding is being used to further support 'in-class' learning.	Students are achieving expected standards of achievement.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	

\*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	APS is not a fully-funded Kindy and does not receive funding for literacy and numeracy outcomes, however, the school has been subsidising the Kindy to keep it available for our community for the time being. The Kindy is led by a fully-qualified and experienced Early Years teacher. This will not be sustainable in the longer term.	
Improved ECD and Parenting Outcomes (Children's Centres only)	The Parent's Group is a vibrant and well-attended group at our school with parents of children in the Children's Centre programs and in the school. Guest speakers attend sessions to provide information for parents and the group itself is a forum for parent sharing.	
Improved outcomes for children with disabilities	N/A	
Improved outcomes for children with additional language or dialect	N/A	

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