



Meningie Area School

2022 annual report to the community

Meningie Area School Number: 750

Partnership: Coorong & Mallee

Signature

School principal:

Ms Fiona Haselgrove

Governing council chair:

Mr Jason Schulz

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Meningie Area School is an R-12 site located approximately 150km south east of Adelaide on Lake Albert and is the gateway to the Coorong. The school services local students, students from surrounding rural properties and the Raukkan Aboriginal Community approximately 43km from Meningie. In 2022 the school had 152 students, 27% Aboriginal, 6% with a disability, 30% funded as EALD students and 51% school card and is a category 2 school.

The school started the year with a settled leadership team for the first time in a number of years and a schedule of reviewing and updating policies and processes began. Student engagement particularly in secondary has been identified as an issue and the school has set out on the Berry Street Education Model journey. All staff have completed 2 of the 4 days training and are implementing many of the BSEM strategies into their pedagogy.

Highlights:

Community connections:

The 4/5 class continued its ongoing connection with Jallarah – writing letters, visiting and tree planting. The feedback on this program is fantastic with a family member emailing over Christmas how appreciative they are of the program. Career exploration continues to expand with attendance at the Career Expo, Work Experience and Industry Immersion programs. Increased transition with Raukkan Aboriginal School and Meningie Kindergarten is easing transitions for students. One of our School Based Apprentices was runner up in the regional Vocational Education Awards.

Ngarrindjeri language and culture:

MAS celebrated winning the Public Education Awards “Aunty Josie Agius” award for the language and culture program. Australian Revival Language – Ngarrindjeri was offered at Stage 2 for the first time with 3 students achieving “A’s”. The Aboriginal Education Team named the classroom blocks: R – 3 block - Thukabi (short-necked turtle), primary block – Pinyali (emu) and senior block – Kondoli (Southern Right Whale) reflecting local fauna and language. A group of students worked with Workabout on an enterprise program looking at native foods – harvesting, packaging and marketing. Reconciliation Week highlighted historic events that have improved tolerance and understanding.

Agriculture:

Agriculture saw the return of the Royal Adelaide show and our students represented MAS very professionally competing in Led Steer, Goats and wethers, placing in the goats and Led Steer. Classes from Reception to Year 12 showcased their learning at the annual Agriculture Expo with a great turn out from the community coming to hear and see their learning. A great project included making “bee hotels” a strategy to help these animals vital for plant reproduction.

Student leadership:

Students from Year 2 up have opportunities to participate in leadership programs. Forty students graduated in Children’s University, 16 students engaged in Young Environmental Leaders, 14 students in Duke of Edinburgh, 10 in Tumbelin, 1 in SAASTA, 2 in Rural Ambassadors, 1 in SA SRC and 2 in the DfE CEO student consultations.

Sailing:

Year 6/7 students were able to complete a sailing unit as part of their Health and Physical Education course with the fantastic support from Meningie Sailing Club. Tim Wright was recognized with a Volunteer Award for his work in this program.

Some changes:

We said farewell to the long serving team from Meningie Bakery who managed our canteen. We greatly appreciate the service they have provided to the school over a very long time. A new era with Freshies offering a lunch service 3 days a week, with on line ordering has got off to a great start.

EdSmart – the communications packaged is helping reduce paperwork with broadcasts, consent forms and other information sent electronically was introduced and is running smoothly.

YONDR pouches returned in 2022 to support secondary students manage their phones with an updated Mobile Devices policy making the transition to the state government mobile phone ban in 2023 smooth.

Governing council report

The school commenced the year with a stable leadership team of staff, supported by process and structures that created an environment with clear objectives for teaching and student learning outcomes.

In addition to the general class-based learning, our school is fortunate to continue to offer a diverse and enriching list of subjects and extra-curricular activities due to our unique local environment.

The school grounds are situated on the shores of Lake Albert, in a region that supports Agriculture, Fishing, Apiarist and eco-tourism industries. This offers opportunity for students to be involved in what the region has to offer, through participation in the school sailing team, being involved in the schools extensive R-12 Agricultural program, including the multi-species Royal Show team or the local VET based industry programs, Aboriginal language and local environmental programs and excursions.

The past year delivered achievements, events, and outcomes for Meningie Area School. The connection with community continued through student engagement with the residence of Jallarah homes, partaking in the schools Ag expo, industry immersion programs, work experience and school-based apprenticeships.

We were also proud for the school to receive recognition at the Public Education Awards, winning the Aunty Josie Agius award for our Ngarrindjeri language and cultural program, offering Australian Revival Language – Ngarrindjeri to Stage 2 students.

Our school governing council were active in further improvement of the school facilities with completion to the new basketball court and the considerable investment in a new nature playground for the junior and middle school students that was opened at the start of the year.

The Governing Council continued to strengthen community links through involvement in its agricultural program, engaging with local farmers to provide the resources for the school's operational farm and show program. This provides practical learning for students and exposes them to animal agriculture, horticulture, aquaculture, broad land cropping, basic farm maintenance and mechanics.

The year also provided some initiated change from governing council who trialled a twilight school swimming carnival which was successfully held in term 4. This was suggested to free up more time for learning and the scheduled NAPLAN assessment to be held in Term 1 2023.

Looking forward, the school has engaged with a company COMMSHAKE to facilitate the development of a new school vision and mission statement, as well as review the schools branding, logo, and uniform colours. This is scheduled as a focus for governing council in 2023, with COMMSHAKE assisting with teacher, student and community engagement to get the best outcomes.

Our governing council has always had the challenge of member change-over as councillors complete their time to the group and new councillors are recruited. Our governing council worked through the latter part of the year on the process with open discussion around councillor change-over, councillor recruitment, end of tenures and succession of executive positions. These ongoing discussions and plans ensure our schools governing council remains robust and relevant to the community's requirements.

In closing, I would like to acknowledge the ongoing works of my fellow councillors, school leadership team and administration staff for ensuring our school provides the environment and education our young people require in their learning journey.

Regards

Jason Schulz

Governing Council Chairperson 2022

Meningie Area School

Quality improvement planning

Meningie Area School started a new Site Improvement Plan (SIP) cycle 2022-24. Two goals were set:

1. To improve student writing to achieve at or above SEA in writing with success criteria:

- Students will be able to articulate what different writing genres are and their purpose.
- Students will actively use strategies (writing scaffold template, bump it up walls, annotated exemplars, Word Editor, peer feedback) to independently improve work.
- Students will show greater engagement writing in class (increase time on task in lesson, increase word count)
- Senior students will use nominalisation in writing.
- Student Brightpath measures increase.

2. To improve student numeracy to achieve at or above SEA in numeracy with success criteria:

- Students will understand there are multiple ways to solve problems.
- Students will actively use a range of strategies (visual, words, pictures, models, formula) to solve mathematical problems.
- Students will show greater engagement and confidence in class (increase time on task in lesson, increased task completion).
- Students will demonstrate growth in the Big Ideas in Number SNMY zones of multiplicative thinking.

A range of actions were identified to work towards these goals including:

- Staff participation in partnership PLC's (professional learning communities) for reading, writing and numeracy
- Focus on writing and numeracy at staff meetings and student free days.
- Numeracy coaching from Kathy Palmer (1 day per term)
- Teachers planning individual actions through performance and development processes.

Progress against the site improvement plan was evaluated during staff meetings and at the Term 4 Student Free Day.

Staff identified where strategies had been implemented and looked at a range of data sets (Writing – NAPLAN, Brightpath; Numeracy – NAPLAN, PATM) to look at individual student performance and progression and class data sets. This work was used to update the site improvement plan for 2023.

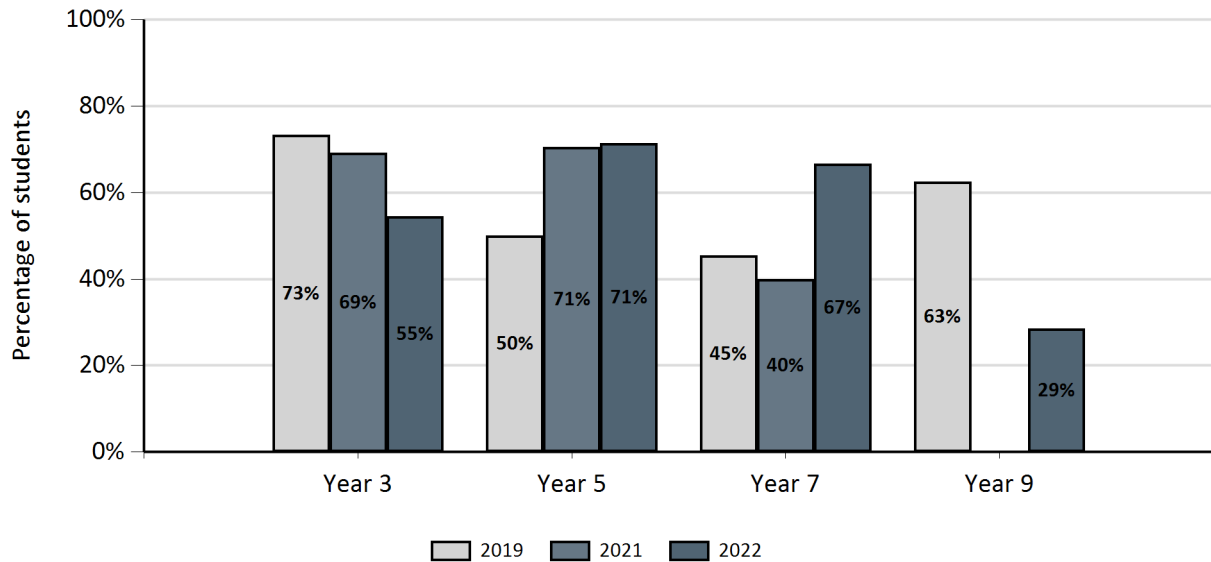
To help address student engagement the school engaged with the Berry Street Education Model to develop understanding of students with trauma background and strategies to support students in class. A focus on CPR's (Consistent, predictable routines), Ready to Learn scales for students to identify their readiness to learn, Ready to Learn plans – plans for students to identify when they need to “reset” and strategies to self-regulate so they can reset. These strategies are gaining traction with greater consistency of teachers across the school. Day 3 and 4 training in Berry Street will occur in Term 1 and 3 of 2023.

Performance Summary

NAPLAN Proficiency

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

Reading

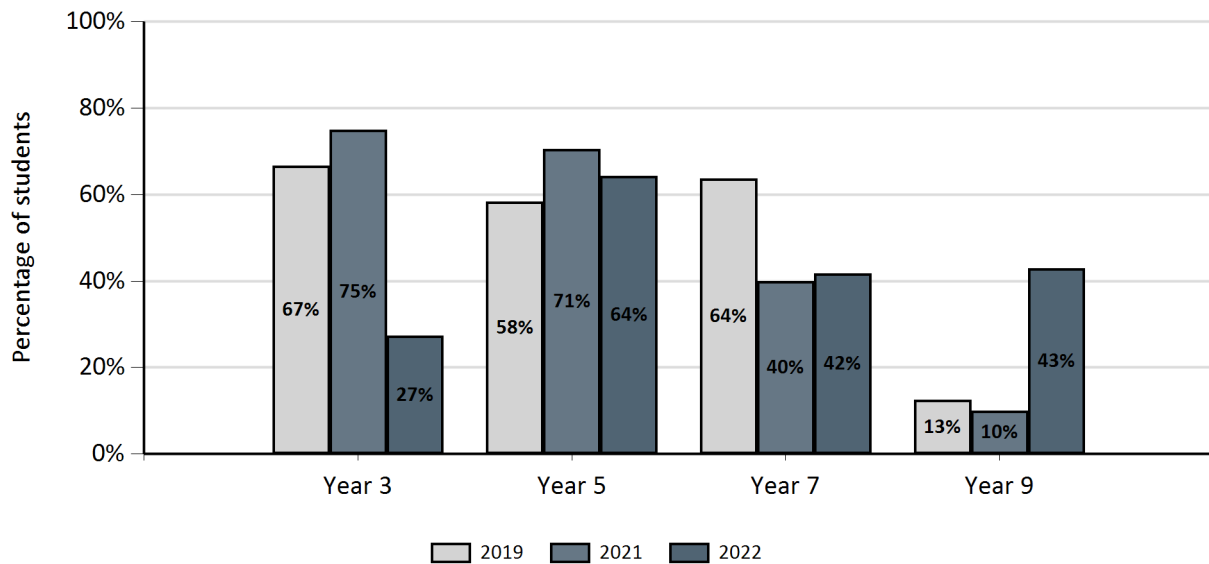


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	11	11	2	0	18%	0%
Year 03 2021-2022 Average	12.0	11.5	3.0	1.5	25%	13%
Year 05 2022	14	14	5	2	36%	14%
Year 05 2021-2022 Average	15.5	15.5	3.5	2.5	23%	16%
Year 07 2022	12	12	0	0	0%	0%
Year 07 2021-2022 Average	13.5	13.5	1.0	0.5	7%	4%
Year 09 2022	7	7	0	0	0%	0%
Year 09 2021-2022 Average	8.5	8.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

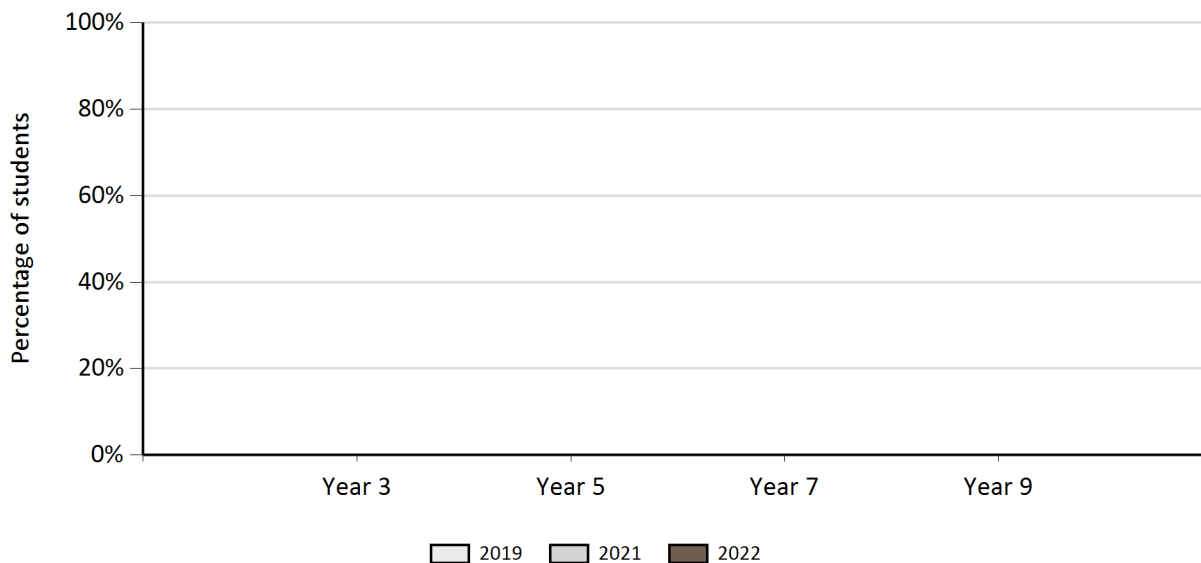
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



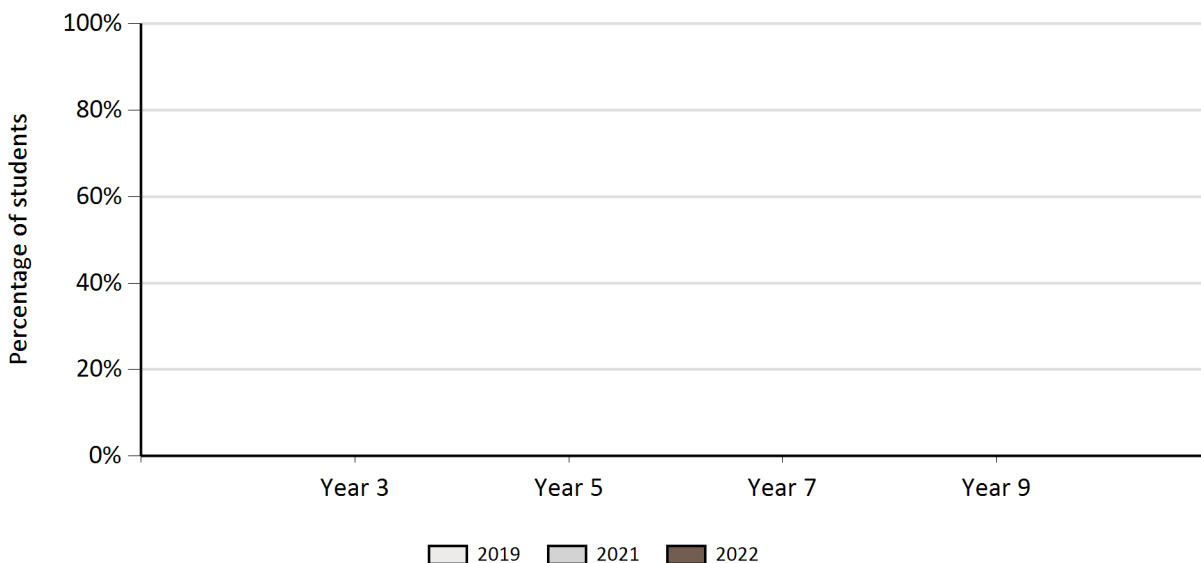
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

In 2022 Meningie Area School maintained the focus on Element 1 – “Data informed planning” and Element 2 – “Tracking and Monitoring Growth and Achievement” The focus was on supporting teachers to use Power BI data and use the filters to identify Aboriginal Learners and be able to look at this data alongside the class data. Teachers were also provided time across the year to look at the Achievement Profiles report to get a better picture of each students achievement and progress. Work began on a “monitoring and tracking schedule” to focus on which data sets to use when to inform teaching and learning. Clear processes and timelines were introduced for OnePlans to support development of learner profiles for our Aboriginal students based on strengths and areas for development. These OnePlans are used to plan support e.g. EALD support, wave 1 and wave 2 supports for Aboriginal students.

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

An improved collaboration between Meningie Area School and Raukkan Aboriginal School with ongoing transition across the year to support students transition smoothly. RAS visits fortnightly and the students join the class of the year level they are in to learn to work with the peer group they will join when they start at MAS. One joint staff meeting is programmed per term so MAS and RAS staff can work together on aspects of the DfE Aboriginal Education Strategy principles: highest expectations, accessibility and responsiveness, culture and identity, community engagement and accountability.

NAPLAN – small cohorts do make drawing conclusions difficult – data not provided in extract where cohorts are under 6 students which would be for all year levels at MAS. There is still work to be done to support Aboriginal learners achieve SEA in Reading and Numeracy. Year 5 had the best result with 50% of Aboriginal learners achieving SEA in Numeracy and Reading – in year 3,7 and 9 it was less than 50%

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	93%	93%	90%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	0%	0%	0%	0%
A-	30%	0%	0%	0%
B+	0%	0%	14%	0%
B	10%	13%	29%	0%
B-	20%	13%	0%	0%
C+	10%	0%	14%	0%
C	10%	53%	29%	0%
C-	20%	13%	7%	0%
D	0%	0%	0%	0%
D-	0%	7%	0%	0%
E+	0%	0%	7%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

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

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

2019	2020	2021	2022
50%	99%	71%	*

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2020	2018	2019
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	60%	29%	61%	62%
Percentage of year 12 students undertaking vocational training or trade training	100%	0%	100%	100%

2021	2022
100%	0%
100%	0%

School performance comment

As a school that often has fewer than 20 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 in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

There were 4 Year 12 students with one completing SACE (25%). Reasons for not achieving SACE were around not successfully completing subjects, all Year 12 students achieved their Research Project. Students have transitioned into pathways including work and traineeships.

Compared to 2021 NAPLAN Reading data showed increase in students achieving SEA in Year 7 and 9, a similar result for year 5 and a decrease at year 3. Numeracy showed an improvement for achieving SEA at year 9, similar result at year 7 and decrease at year 3 and 5. Writing only showed an increase in students achieving NMS at year 5. This requires interrogation as the school has been using Brightpath as a tool to measure student writing – the school may need to refocus on the writing strategies as well as the measurement of writing.

Overall students meeting SEA NAPLAN Numeracy 56%, NAPLAN Reading 60%, NAPLAN Writing 57%, PATM 57%, PATR 61%. The data is consistent between NAPLAN and PAT tests which would indicate the data is reliable. The Year 1 phonics screen resulted in 71% of students meeting the expected standard.

Attendance

Year level	2019	2020	2021	2022
Reception	90.9%	88.6%	87.4%	83.9%
Year 1	90.5%	87.5%	87.3%	86.7%
Year 2	90.6%	85.5%	86.2%	81.9%
Year 3	86.9%	90.1%	89.0%	84.6%
Year 4	86.0%	80.9%	90.0%	84.1%
Year 5	83.7%	84.4%	82.9%	83.5%
Year 6	88.6%	82.9%	88.5%	73.3%
Year 7	88.0%	83.8%	81.9%	78.2%
Primary Other	N/A	N/A	N/A	N/A
Year 8	84.5%	79.5%	80.4%	75.5%
Year 9	85.1%	82.8%	67.0%	73.9%
Year 10	89.3%	75.6%	78.4%	59.4%
Year 11	70.3%	75.0%	71.6%	69.9%
Year 12	71.2%	67.8%	47.1%	55.0%
Secondary Other	N/A	N/A	47.2%	41.0%
Total	85.9%	83.3%	81.6%	77.7%

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

Attendance comment

Mainstream attendance (students attending at a rate of 90% or more) is decreasing. COVID does make data analysis difficult as in 2020 and 2021 many students would have been marked "Home Learning" but we do not have accurate engagement of students learning at home.

The school documented the process for attendance and reiterated the processes with teaching staff to support a return to attendance procedures post COVID. Attendance is recorded in DAYMAP and messages sent home when students are absent. Many reasons for absent are communicated verbally – by phone, some by DOJO which means they are not always accurately recorded in DAYMAP.

Intervention and support teams meet 3 times a term and attendance alerts are looked at and strategies discussed and implemented. Strategies include parent/caregiver meetings, referral to DfE attendance services and individualized learning programs to support students to engage in learning and pathways planning and learning. The Aboriginal Education Team follow up student absences if the teachers have not had success following up, this includes phone calls and home visits.

Behaviour support comment

In 2021 work was done on identifying positive and negative behaviours in four colour categories: Blue- leading the way, Green – on track, Orange – off track, Red – off limits. Behaviours are documented in records on DAYMAP and students can see their Blue "leading the way" records which are used for awards at the end of term. Disengaged students at secondary have been encouraged to undertake programs such as ongoing work experience to improve engagement e.g. Working on Country programs.

In 2022 the school engaged with the Berry Street Education Model. A focus on CPR's (Consistent, predictable routines), Ready to Learn scales for students to identify their readiness to learn, Ready to Learn plans – plans for students to identify when they need to "reset" and strategies to self-regulate so they can reset.

Ngarrindjeri language programs for Aboriginal students have continued to grow and the school is working towards greater Ngarrindjeri culture reflected in the school including the naming of blocks in the school in Ngarrindjeri and projects to design signage. To develop a greater sense of belonging.

Parent opinion survey summary

The DfE parent engagement survey was completed in Term 3 of 2022. There was a good response rate of approximately 30%. Eight out of fourteen questions had an increase in responses of agree/strongly agree from 2021. Respect questions had pleasing increases with "People are respectful" increasing 7% and "Teachers and students are respectful" increasing 34% from 2021. While respondents feeling they received "Enough information from the school" dropped by 12%, 81% responded that "The school communicated effectively". It was also pleasing that the questions around feedback improved: "Receives useful feedback" and "Has useful discussion" both increased by 14%. Areas to focus on include "Good learning routines" which decreased by 11% and "Equipped to plan pathways" decreased by 6%

Respondents provided a range of comments for the school to focus on for improvement:

"communication from teachers is inconsistent"

"a disconnect between R-6 and 7-12...too much emphasis on 7-12"

"like to see higher levels of expectations"

"pleased with the changes happening mentally and physically and understand that things take time"

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	2.7%
NS - LEFT SA FOR NSW	1	2.7%
OV - LEFT SA FOR OVERSEAS	2	5.4%
PE - PAID EMPLOYMENT IN SA	3	8.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	70.3%
U - UNKNOWN	2	5.4%
VI - LEFT SA FOR VIC	1	2.7%
WA - LEFT SA FOR WA	1	2.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

In line with the DfE policy all people who work at the site are required to provide evidence of an up to date Working With Children Check indicating they are cleared to work at a school site prior to commencing employment. A log is kept of due dates for renewal of screenings and in the event of a screening lapsing prior to renewal staff are unable to attend the site. Evidence of an up to date Working With Children is also required by any volunteer who works with children other than their own and all parents/volunteers who accompany students and teachers on any overnight basis.

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	21
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	14.3	2.3	11.0
Persons	1	15	3	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$362,905,200
Grants: Commonwealth	\$0
Parent Contributions	\$5,514,300
Fund Raising	\$35,300
Other	\$18,703

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

2022 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing coordinator (0.6)– oversees wellbeing programs including pastoral care, individual support for students and facilitating services such as Headspace and Uniting Care to support students	Ten students completed the Tumbelin program through Uniting Care to work on social emotional issues. Pastoral care programming is improving. Regular visits from support services to work with individual students
	Improved outcomes for students with an additional language or dialect	EALD teacher (0.4) works with small groups on literacy using a range of strategies including phonics programs.	Students improving in phonics.
	Inclusive Education Support Program	Wellbeing Coordinator took on management of IESP program. Has set up two “Intervention & Support” Teams (R-6 and 7-12) which meet 3 times per term. Ensures OnePlans are “living” documents, IESP applications have more evidence.	Greater success in IESP applications for funding. Up to date OnePlans
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Small class intervention group – funding for a teacher to take a small group Year R-3 for literacy/numeracy block with a focus on social emotional regulation. Support for Ngarrindjeri language R-12. Wave 2 intervention – SSO delivering social emotional small group program for 5 weeks to develop greater levels of self regulation.	Students successfully reintegrated into mainstream classes. All Aboriginal students can access language. Improved behaviours in class.
Program funding for all students	Australian Curriculum	Release staff for partnership PLC’s to look at Dfe units of work to improve quality of programming and assessment. Release staff to attend Brightpath planning	Greater consistency in programming and planning.
Other discretionary funding	Aboriginal languages programs Initiatives	Ngarrindjeri language program – two lessons a week for Aboriginal students R-10, four lessons a week for Aboriginal students 11-12. 3 students achieved A in stage 2 Australian Revival Language – Ngarrindjeri.	3 students achieved A’s at Year 12
	Better schools funding	Additional SSO time in literacy/numeracy block in R-3 to support early years learning.	Improved data on students to identify learning needs.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

