



Coomandook Area School and Coomandook & Districts Kgtn

2022 annual report to the community

Coomandook Area School Number: 729

Coomandook & Districts Kgtn Number: 6508

Partnership: Coorong & Mallee

Signature

School principal:

Mr Malcolm Jurgs

Governing council chair:

Mrs. Louise Pitt

Date of endorsement:

27 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Coomandook Area School is a quality K-12 school in the Coorong Mallee Partnership proudly serving our local community. In 2019, the school amalgamated with the Coomandook and Districts Kindergarten to become a Pre-School to Year 12 site. In 2022 the school has provided improved learning opportunities through its Pre-School Quality Improvement Plan and its Site Improvement Plan. It is situated 140 kms from the Adelaide CBD on the Dukes Highway. The enrolment in 2022 is 129 which includes 7 Pre School students. The local Partnership is Coorong Mallee. The school has an ICSEA score of 962, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes 5 % Aboriginal students, 16% students with disabilities, 3% students with English as an additional language or dialect (EALD) background, 1.7% children/young people in care and 36 % of students eligible for School Card assistance. In 2022 the School Leadership team consists of a Principal, Deputy Principal, SACE / Transition Coordinator and the School Administration Officer. There are 16 teachers including 2 in their first few years of teaching. The school consists of 1 Early Years and 3 Primary teachers, and 12 teachers with secondary background, most of whom teach some Primary NIT classes. The school employs 11 SSOs of which 3 provide classroom support, 2 grounds staff, a Youth Worker, an ICT manager, a Librarian and 3 Office Staff, one with Line Management and Leadership responsibilities. Our school vision is to provide a school dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential. Our values are: Respect, Honesty and Persistence and these underpin all of our teaching and learning programs and interactions between staff, students and parents. In 2022 the school delivered all Australian Curriculum required learning areas F-10, the SACE Certificate and VET options. We had students sit external exams looking for an ATAR to go onto further study. In 2022 the school continued working with the Department for Education's Site Improvement Plan model with three Challenges of Practice focusing specifically on improving Writing, Numeracy and improving SACE results. Staff underwent considerable professional development, were actively involved in Professional Learning Communities and dedicated to pedagogical improvement. Writing has been the major focus of new learning for staff from this plan. In 2022 the school underwent an Education Standards Board Review, which showed that the school was meeting its legislative and regulatory requirements.

Governing council report

Coomandook Area School Governing Council works closely with the CAS Parents & Friends, SRC and the Principal. Being involved in the Governing Council is a great way to learn how and why decisions are made that affect student learning. It gives parents an opportunity to voice their opinions on certain policies and procedures and on certain committees – Uniform, Bus, IT, Assets & Grounds. We have discussions around educational programs that staff are interested in applying, the use and maintenance of our Assets and Grounds, and most importantly, approve the school budgets.

For the last couple of years we have struggled for numbers at our meetings so we have approached the Minister to accept some changes to our Constitution. This will mean in the future that there will be less seats available to represent parent's interests but hopefully a more streamlined way of fulfilling the Governing Council duties. Thank you to all our councillors for their time and dedication to our school.

The Education Department recently supplied new templates for many policies so GC and Staff worked together to fill in the gaps, discussing for where we would like the focus of our School to be. Assets and Grounds committee won a grant to do update the Science lab, but unfortunately our current building is not quite up to standard so we have done some shuffling around of class rooms. This is still a work in progress and if you are interested please consider joining the GC to understand what this is going to look like in the future.

Our active A&G committee worked with the groundsmen all year with new playgrounds and gardens. We held a working bee last year and thanks to all who came.

We supported SRC this year with their amazing fundraising and it was great to see such an enthusiastic group working to create opportunities and resources for their peers.

The uniform committee works with the school and hopes to build a school team-spirit by introducing new items for purchases.

The bus committee has met a few times and has sent a communication to the Education Minister regarding the availability- or lack thereof - of transport to the local school of right. We hope to highlight this issue for rural areas and look forward to trying to achieve the best outcome for local families.

Our parent survey asked families what they thought were the best things about Coomandook Area School and also the things that could be improved. One of the things for improvement was that students could have more opportunities for camps and excursions. Staff have taken this on board and have made every effort to create these events, even in these challenging covid times. When this survey comes out please make an effort to share your opinions with those who are happy to try to accommodate the needs of the school community.

At our last meeting we reviewed the schools interim budget and the Site Improvement Plan. Governing Council is excited to help enable and encourage the Staff and students at Coomandook Area School achieve the goals set in this plan.

Please consider attending the AGM, early 2023, when the School report will be provided and comparisons will be made against the goals set in the Site Improvement plan and what we actually achieved and how, as a school, we got there. There will be six councillor seats to be filled.

Thanks you again to all families who take the time to support the volunteer positions at the school and look forward to working together in 2023.

School quality improvement planning

In 2022 the school set targets for increasing High Band achievement in Literacy and Numeracy, and in A – E grades in the SACE. The Year 3 cohort achieved the goals in both Literacy and Numeracy with 50 % of the class achieving High Band in both. Other year groups did not meet these targets, however, the number of students achieving the Standard of Educational Achievement was above what was expected in numeracy at all year levels that took the NAPLAN test and in Year 5 and 7 for writing.

The Stage 2 SACE result showed a huge improvement in the number of grades at B- or higher being achieved. In 2021 37% of all Stage 2 grades were B- or higher while in 2022 this figure was doubled to 74%. The work that teachers have done in making the learning intentions clear, and helping students gain a clear understanding of what the criteria for success look like has had an enormous impact on these results.

The school continues to use Brightpath as a tool to monitor students' progress in writing and to identify areas for growth for each student. The school's data for 2022 shows that students could make significant growth in their writing when we compared what they were able to do at the end of the year compared to the start. All students in the Primary years were tested using the DiBELS assessment tool to identify areas for growth and to monitor each student throughout the year. This data was used to identify those students that required extra support, and this was provided to them throughout the year. Once this showed that the teaching strategies being used were effective.

There has been a focus in Year 7 to 9 on using the Scaffolding Numeracy in the Middle Years project materials to determine students' level of multiplicative thinking and to apply interventions to meet the needs of these students. For one lesson per week all the students in these year levels were placed into groups of similar levels of multiplicative thinking and given appropriate tasks for that level to assist them work toward the next level.

Preschool quality improvement planning

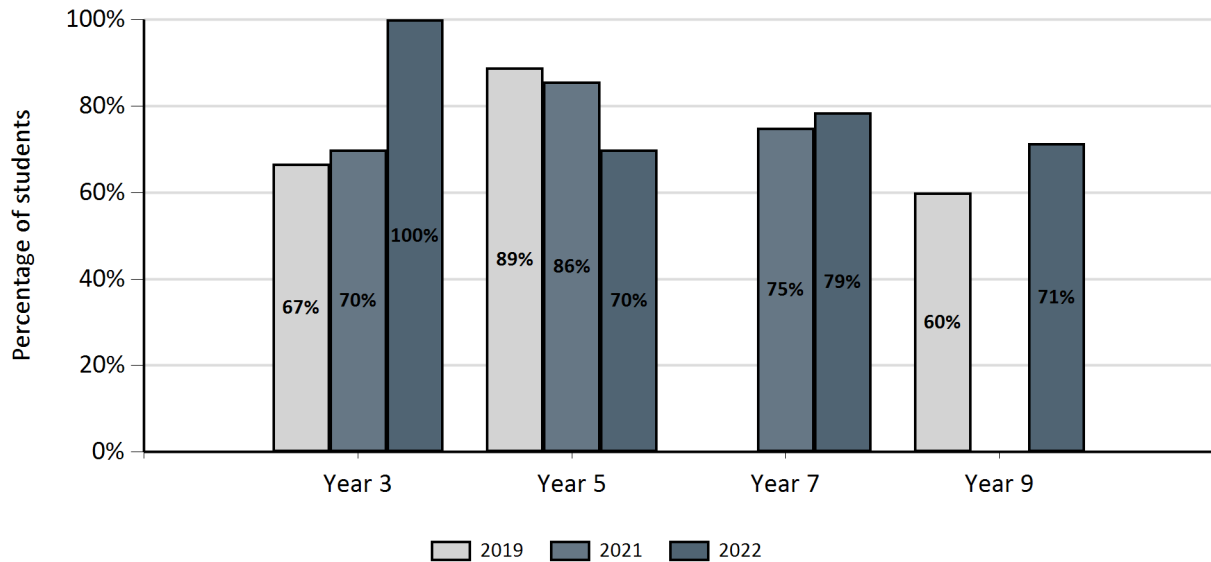
The learning goal for 2022 was to build upon students thinking as they share their ideas and knowledge with others. This was to be achieved by encouraging further discussion by asking students open ended questions which extended their thinking, and by provoking their thinking and problem solving skills through setting up an appropriate environment. In the preschool educators used open ended questions to promote children's thinking and sharing ideas. By setting up the environment with open resources children's thinking was provoked to explore further and to solve problems. Our observation and data have shown children's progress in sharing their thinking and ideas with others. They have shown progress in their oral language skills with support from teachers and educators through the use of open-ended questions.

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

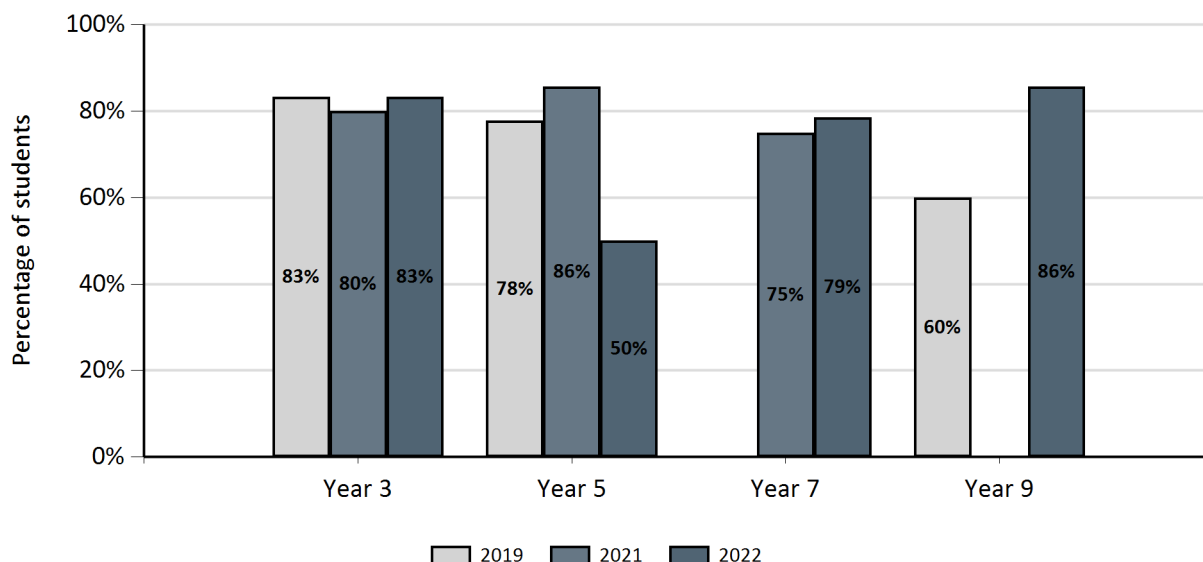


*NOTE: No NAPLAN testing was conducted in 2020.

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	6	6	3	3	50%	50%
Year 03 2021-2022 Average	8.0	8.0	4.0	3.0	50%	38%
Year 05 2022	10	10	0	0	0%	0%
Year 05 2021-2022 Average	8.5	8.5	1.0	0.5	12%	6%
Year 07 2022	14	14	2	3	14%	21%
Year 07 2021-2022 Average	13.0	13.0	1.5	2.5	12%	19%
Year 09 2022	14	14	1	2	7%	14%
Year 09 2021-2022 Average	9.5	9.5	1.0	1.0	11%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

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

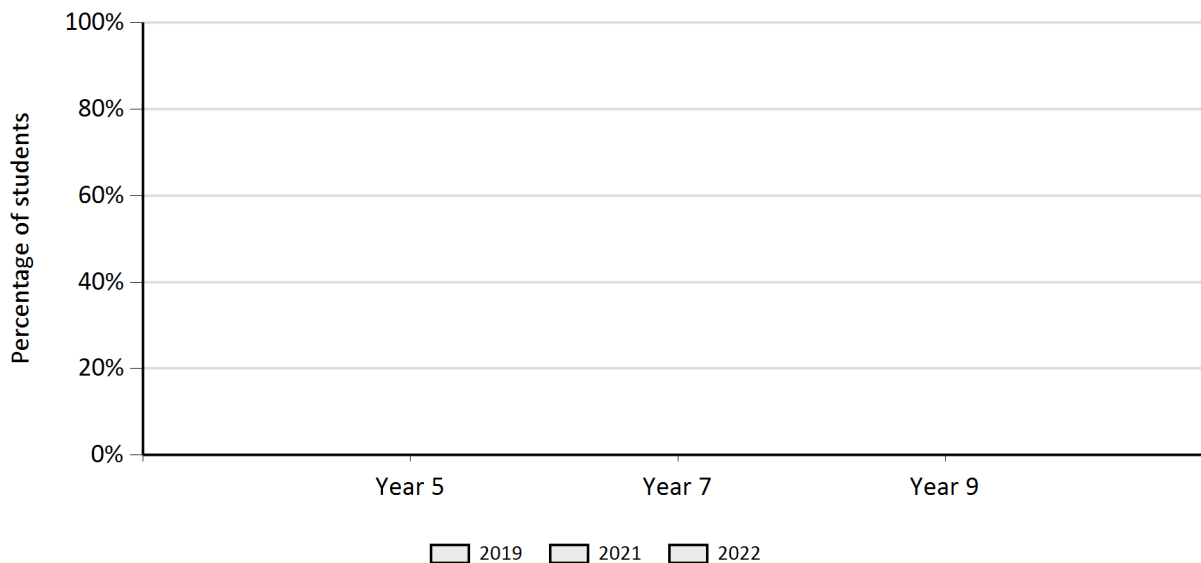
[^]includes absent and withdrawn students.

*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



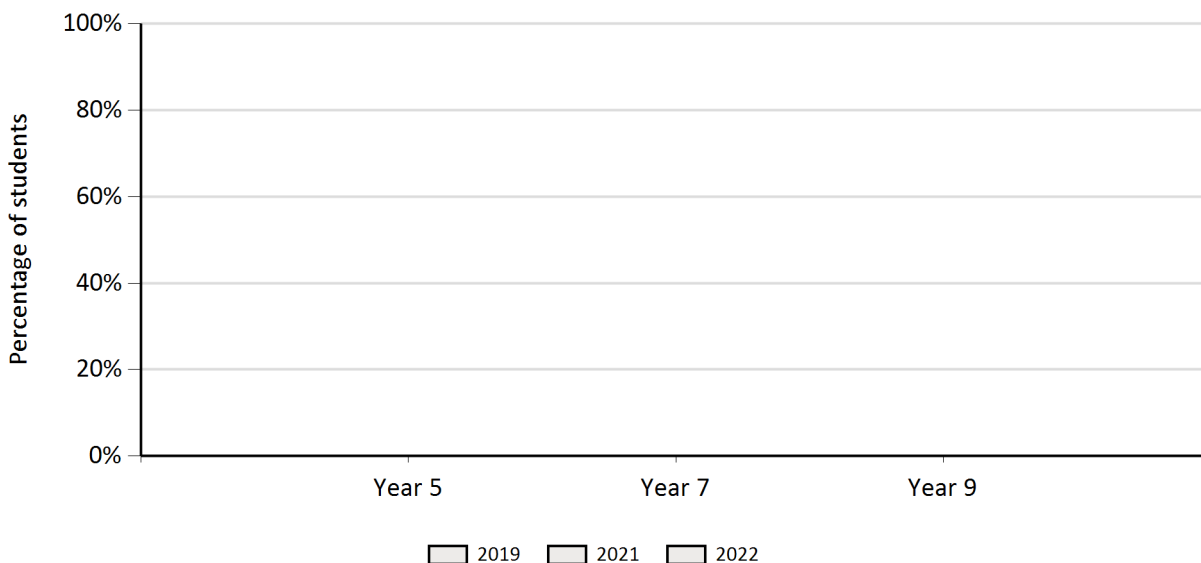
*NOTE: No NAPLAN testing was conducted in 2020.

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 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, Coomandook Area School focused on the key element of tracking and monitoring to inform school decisions and teacher practice for Aboriginal students. The actions undertaken were to ensure that planning for improvement in numeracy and literacy outcomes for Aboriginal students was effective. All Aboriginal students have a One Plan and data is used to inform these plans. When reviewing data sets, evaluating teaching, and learning programs and interventions, Aboriginal students are identified to allow evaluation of the effectiveness for this cohort of students specifically.

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

The results for Aboriginal students in NAPLAN and PAT in 2022 are varied and complicated by the diverse backgrounds of the students involved. Other factors such as trauma and low attendance have impacted the results, but the students who have been at Coomandook for a number of years and attending regularly all achieved SEA.

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
90%	97%	100%	96%

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	2%	5%	6%	4%
A-	10%	5%	3%	9%
B+	7%	8%	6%	22%
B	12%	3%	6%	13%
B-	24%	21%	16%	26%
C+	17%	21%	19%	0%
C	14%	23%	23%	9%
C-	5%	13%	19%	13%
D+	5%	3%	0%	4%
D	2%	0%	0%	0%
D-	2%	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
78%	88%	99%	99%

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	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	20%	27%	0%	72%
Percentage of year 12 students undertaking vocational training or trade training	40%	55%	22%	75%

2021	2022
67%	80%
88%	100%

School performance comment

As a school that always 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. However, we can see from the data that on average our students are showing higher growth from one test to the next than their counterparts in schools of a similar size and background. This means that our students are improving in their literacy and numeracy at a faster rate than expected.

The school continues to achieve good results in the Phonics Screening Test in Year 1. This test is a good predictor of students having difficulty learning to read and highlights those who need additional support to ensure they can access the curriculum in their later years of schooling. While there was a drop from the previous year in the percentage of students achieving the benchmark of 28 words correct, this is the result of one student not meeting it. The teacher was already aware that this student had difficulty decoding and interventions had already been implemented. In fact, this student achieved a higher result than the teacher predicted only just missing the benchmark, highlighting the success of the interventions used. The school has implemented the DIBELS suite of literacy benchmarking and progress monitoring programs which is helping to identify early on those students requiring additional support while providing an intervention program that is evidence based and growth focused. Teachers and SSO's are able to track the improvement that students are making as they work their way through the program. This along, with the established synthetic phonics program ensures that our students are getting the best start to reading that we can give them.

The school has decided to continue to use Brightpath as a tool to monitor students' progress in writing and to identify areas for growth for each student. The school's data for 2022 shows that students made significant growth in their writing when we compared what they were able to do at the end of the year to what they were able to do at the start of the year. Once again, this showed that the teaching strategies being used were effective.

Our Stage 2 SACE results continue to show improvement. Once again, we achieved 100% SACE completion. We have also seen an improvement in the number of higher grades being achieved by our students in their Stage 2 subjects.. The median grade has moved from C in 2021 to B- this year, while the 3rd quartile grade has jumped two grades from B- to B, continuing the improvement trend from recent years. Our grade profile is moving closer to that of the state, reflecting the success of the work done toward ensuring our students achieve more high-band results. In 2021 37% of all Stage 2 grades were B- and above, and our goal was to increase this percentage. In 2022 this percentage was 74%, double the previous year. By ensuring our students have a clear understanding of what is expected of them in each of their subjects and they are provided with modelled assessment tasks that allow them to see what a successful response looks like, they are better able to meet the performance standards required for them to achieve success.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	100.0%	90.0%	85.0%	90.0%
2020 centre	90.0%	73.3%	77.1%	81.3%
2021 centre	72.0%	68.0%	96.0%	72.0%
2022 centre	97.1%	85.7%	62.9%	77%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	92.6%	91.2%	92.2%	83.8%
Year 1	92.9%	90.2%	93.0%	87.9%
Year 2	91.3%	92.0%	91.4%	82.3%
Year 3	96.5%	88.9%	92.0%	89.3%
Year 4	90.3%	93.9%	91.8%	90.1%
Year 5	93.7%	95.0%	94.6%	85.9%
Year 6	93.4%	94.3%	93.8%	88.4%
Year 7	96.9%	91.4%	94.8%	86.3%
Year 8	97.5%	94.7%	89.5%	83.8%
Year 9	90.0%	96.4%	93.2%	83.6%
Year 10	87.2%	89.3%	96.8%	86.2%
Year 11	92.9%	85.9%	87.3%	91.0%
Year 12	91.2%	88.5%	80.5%	84.2%
Secondary Other	N/A	81.4%	N/A	N/A
Total	92.3%	91.4%	91.2%	86.2%

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

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

Attendance comment

The attendance rate for 2022 showed a significant drop from previous years. This is largely due to impact that COVID had at certain periods throughout the year when many of our students were either in isolation due to having COVID or were a close contact with someone who had. There are also a very small number of students whose attendance was extremely low which would have negatively impacted on the average figure. These students have been constantly followed up by the school, including home visits, and have been referred to other service agencies to support their return to regular school attendance. The school continues to monitor student absences, routinely following up on unexplained and unacceptable absences. The school actively promotes and encourages attendance as a strong lever in improving student learning outcomes, through regular communication with parents via Daymap and SMS messaging. Attendance is encouraged and celebrated by presenting awards in the Bronze, Silver and Gold categories to students who consistently had 100% attendance in one or more terms.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	5	5	5	5
2020	6	8	8	8
2022	7	7	7	7
2021	5	5	5	7

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Behaviour support comment

There were a similar number of suspensions in 2022 as there was the previous year, and again these were limited to a very small number of individual students. As part of these students' reconnection meeting outcomes, they were engaged in working with the deputy principal and SSO's using positive behaviour support programs to modify their behaviour. The outcomes included increased engagement in all lessons, reduced behaviour issues, and improved literacy outcomes. The school reviewed its Student Behaviour Management Policy in 2021, with a much clearer outline of actions and consequences of inappropriate behaviour being displayed in each classroom. Calls for management to support student behaviour in class continue to be very low frequency.

Parent opinion survey summary

There were 27 responses to the parent survey in 2022, which is an 80% increase on the previous year. The responses received indicate that the school is perceived to have a positive climate where people respect each other, although there was a decrease in the percentage of responses that agreed or strongly agreed with that statement. There was a decrease in the percentage of parents feeling that they received enough communication from the school and that the school communicated effectively after an increase in the previous year. The school will have a focus on communication early in 2023 to work through the barriers to effective communication between the school and parents.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
729 - Coomandook Area School	100.0%	100.0%	100.0%	85.7%
302 - Mypolonga Primary School	0.0%	0.0%	0.0%	14.3%

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

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	20.0%
SM - SEEKING EMPLOYMENT IN SA	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	55.0%
U - UNKNOWN	2	10.0%
WA - LEFT SA FOR WA	1	5.0%

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.

Destination comment

Most students who left Coomandook Area School in 2022 either transferred to another government school, or left school for employment or further education. A small number of students transferred to private schools.

Relevant history screening

The school's Finance Officer has kept a record of relevant names and expiry dates to date as the requesting officer. From the 1st July 2020, all teachers and support staff and some volunteers require a working with children check (WWCC). Employees and volunteers are now responsible for applying for and maintaining their own WWCC through the Department of Human Services (DHS) screening unit. Teachers check through the Teacher Registration Board for the WWCC requirements as they update their registration.

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	28
Post Graduate Qualifications	6

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	0.0	13.4	0.0	8.9
Persons	0	16	0	13

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

Financial statement

Funding Source	Amount
Grants: State	\$271,519,019
Grants: Commonwealth	\$20,990
Parent Contributions	\$60,383
Fund Raising	\$7,941
Other	\$50,827

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.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	This funding was used to provide students re-entering from suspension with intensive one-on-one support from Youth Worker to improve their engagement in class and attendance.	Reduced incidents of inappropriate behaviour and increased engagement in lessons
Targeted funding for improved outcomes for numeracy and literacy	Improved outcomes for students with preschool language or dialect	to increase the hours that ECW was employed to support learning in the	Increased literacy and numeracy outcomes for all children.
Inclusive Education Support Program	Inclusive Education Support Program	This funding was used to employ SSO staff to work alongside students in class and to work with them in small groups to increase literacy and numeracy skills.	NAPLAN and PAT data show improvements for targeted students.
Improved outcomes for non-English speaking children who received bilingual groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development	The Early Years funding was used to reduce class sizes in the primary area and to reduce the number of year levels in each class. It was also used to provide SSO support for students at risk of not meeting SEA in literacy and numeracy. Rural and Isolated Student funding was used to support students attending offsite activities such as camps and excursions, as well as attendance at VET programs. Students were also supported to attend leadership opportunities such as the Rural Youth Ambassadors program	Improved results for NAPLAN and PAT indicate that students are making good progress. Phonics Screening results are showing that systematic, sustained phonics instruction and other teaching and learning programs are being effective.
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	This funding was used to build teacher capacity through attendance at professional learning such as BrightPath workshops. The funding was targeted at Professional Learning that supported the Site Improvement Plan goals.	Increased staff capacity has led to improved student results in NAPLAN and PAT and particularly Stage 2 SACE results..
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	This funding was used to provide students with access to Intervention programs such as Quicksmart, Beat Dyslexia and Multilit and to extra in class SSO support for students not meeting SEA.	Improved NAPLAN and PAT data.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

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

