



Elizabeth Park Primary School and Elizabeth Park Child Parent Centre

2020 annual report to the community

Elizabeth Park Primary School Number: 948

Elizabeth Park Child Parent Centre Number: 1572

Partnership: Elizabeth

Signature

School principal:

Ms Kath Best

Governing council chair:

Cherise Fletcher

Date of endorsement:

5 March 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Elizabeth Park, a small suburb in Elizabeth, is part of the City of Playford. Elizabeth Park Primary School is situated 30 kilometres from the Adelaide Central Business District. It is in the DfE Para Hills 1 Elizabeth Partnership.

The original school was opened in 1961. It is identified as Category 2 School on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 891, with 70% of the community placed in the bottom quarter of relative disadvantage, 22% placed in the middle quarters and a further 9% placed in the top quarter of relative advantage. Elizabeth Park is in one of the most disadvantaged areas in Australia and faces many complex challenges in the areas of poor health, unemployment and low educational background.

Elizabeth Park Schools P- 7 is a complex school with a site population of 415 students, the majority of students from low socio-economic, non-English speaking and Aboriginal backgrounds. This has increased from 197 in 2005.

Our classes range from Preschool to Year 7. There are fifteen mainstream classes (345 students), a Regional Primary Special Class (12 students), a Preschool (60 students) all coexisting as part of a whole school environment. Our cohort consists of 80 mainstream students with a verified disability, 105 EALD students, 45 ATSI students and 224 school card families.

HIGHLIGHTS OF THE 2020 YEAR

2020 was an unusual year for all of us. Unfortunately, the restrictions brought into place in response to COVID-19 meant that a lot of our usual events were cancelled. We missed celebrating our achievements face to face with our community through our usual forums such as assemblies, Sports Day, Whole School Swimming and our much loved End of Year Concert.

The main highlight of 2020 was the resilience and support that our whole community showed in response to the changes brought about from COVID-19. Our community maintained engagement with school and learning and our communication with families was strengthened due to our need to adapt to non-face to face methods.

2020 also saw the beginning of tenure for the new principal after the previous principal of 16 years retired at the end of 2019. The planned, structured handover from previous to new meant that the community, students and staff had a smooth transition and that there was continuity of learning and engagement for all involved.

Another highlight was the painting of two Aboriginal Murals by Scott Rathman in our school and Preschool yards. These pieces of art work celebrate our strong Aboriginal community in a contemporary way.

We were still lucky to have some other events of celebration across the year such as:

- Harmony Day
- World Teacher's Day
- Remembrance Day
- Year 7 Graduation
- SSO Week Celebration
- Preschool Graduation
- 13th Annual Reading Superstars awards
- Book Week
- Premier's Reading Challenge
- Stephanie Alexander Kitchen Garden
- Premiers Be Active Challenge
- Whole School daily fitness
- SAPSASA involvement/carnivals
- Year 7's running daily fitness
- Year 7 Aquatics program
- Year 6/7 Camp

Governing council report

Governing Council continues to be a small but committed group of 9 parents. In 2020 we were fortunate enough to have members that represented both the preschool and the school. Governing council is aware that there are no representatives from our Special class. The group is committed to seeking feedback and opinions of other stakeholders. Governing Council Highlights for 2020:

1. Governance in Operation

The Principal presented information on the roles and responsibilities of the groups in the school.

a. Management of school - Principal

b. Policies - Council.

Code of Conduct:

a. All members are responsible for ensuring that they maintain confidentiality.

b. Grievances discussed.

2. Site Improvement Plan review and development:

Reading

Daily 5/Jolly Phonics

3. Policies discussed:

SeeSaw Policy

Sunsmart Policy

Uniform Policy

Heating Food and Drink Policy

4. Special Projects/Programs discussed:

Garden Mentor

Social Work Students

Positive Education

5. New Principal - Kath Best

Due to COVID-19 Elizabeth Park Schools only had four Governing Council meetings.

School quality improvement planning

2020 was the second year of our SIP focussing on improving reading outcomes for all learners.

Previously, our work had focussed on increasing teacher capacity to analyse and use student data to identify where students were in regards to reading and what their next steps were for improvement. In 2020, we used this knowledge to triangulate our Progressive Achievement Test (PAT) data as well as information gathered through student conferencing to identify students strengths, gaps, and students who were 'coasting'.

Our 2020 SIP also focussed on consistent practice of evidence based programs such as Jolly Phonics and Daily 5. All JP classes developed consistent practices to deliver a synthetic phonics program to improve students' reading outcomes through targeted Professional Learning and collaborations. All 3-7 class teachers developed their Daily 5 practices with a focus on consistency of language, structures and explicit teaching.

Our PLCs were structured to facilitate collaboration in order to deliver intentional teaching. All teachers shared practice, sought advice from peers, analysed data and planned together in PLCs.

Trauma Informed Practices continue to be an Elizabeth Partnership focus and we reviewed and refined our whole school practices and saw an increase in engagement and stamina for learning.

In 2021, our SIP will focus on evidence based high impact strategies such as differentiated professional learning, explicit teaching and PLC collaboration to continue our journey toward improved reading outcomes for all students. In addition to this and after the successful trial of a coaching program in 2020, 2021 will see our coaching program amplified to ensure all classroom teachers have a term of rigorous coaching with a highly skilled teacher.

Preschool improvement planning - review and evaluate

In 2020 the preschool QIP was replaced with the PQIP (Preschool Quality Improvement Plan). The PQIP now aligns well with the school's SIP and asks educators to choose one to two quality goals around improving literacy development with preschool children. It is a new system approach to develop and review the annual improvement cycle and the opportunity to monitor impact and change.

Our 2020 PQIP Goal: Children will increase the use of Tier 2 words in their everyday conversations during play.

Our actions that led our teaching and professional practice to achieve this goal were:

- Implement explicit small groups with a focus on oral language to introduce and expose children to tier 1 and tier 2 words from chosen texts.
- Create a yearly check-in timetable to ensure Educators have time to critically reflect on children's progress and to action future planning.
- Preschool and school Educators to combine and create an early years PLC and meet 2x per term with a focus on OL development.
- Collate data from a subset of children's assessment looking at instances of children's understanding and use of Tier 2 words. Compare and analyse term 1 and term 3 data to determine children's knowledge and to guide future actions. As a site we were able to identify growth by collecting on going data through PASM (phonological awareness) and Yakka Tracker (oral language). This data allowed us to track all the children as individuals and ensured that no children slipped 'under the radar'.

Educators created a yearly check in timetable to ensure educators were making time to check in on each child and to plan quality explicit lessons to cater for their learning needs.

Our onsite speech pathologist met with our SSOs each week and during this time upskilled and modelled ways to support children's speech and language. This was timetabled to allow SSOs time to observe, be observed & reflect of individual speech goals.

The data that was collected over the year showed improvements. This included the number of tier 2 words being used by children in play increased that that children were using more complex language with educators and peers.

Professional Training and Development was undertaken looking at child wellbeing. This training provided strategies to support sensory input for engagement.

In 2021 our site will continue with the goal on supporting the development of children's oral language and communication skills but will also introduce a second goal that targets phonological awareness. This goal will align with the school's SIP and the aim for this is to support children transitioning into reception with a strong literacy foundation.

Improvement: Aboriginal learners

In 2020, we continued to work, driven by our Site Improvement Plan, with a focus on reading improvement for all students.

We continued our APAS tutoring, focussing on students below benchmark in years 1-3. They attended weekly 1:1 tutoring sessions with a highly trained SSO. Through this program, we saw development of skills and reading levels.

Reading data was collected for all Aboriginal learners in the school. This data was input into Markit for analysis by our Aboriginal Education team. The data was colour coded to indicate whether students were below, at or above benchmark and interventions were put into place to assist students in need.

The AET met with classroom teachers to discuss and monitor the progress of students. During these formal and informal discussions, learning progress and the needs of the students were discussed, relevant and achievable goals were set and strategies were implemented to assist students.

Home visits were made for students at risk and with low attendance to keep them engaged in their schooling and relevant services were accessed to assist families to prioritise education.

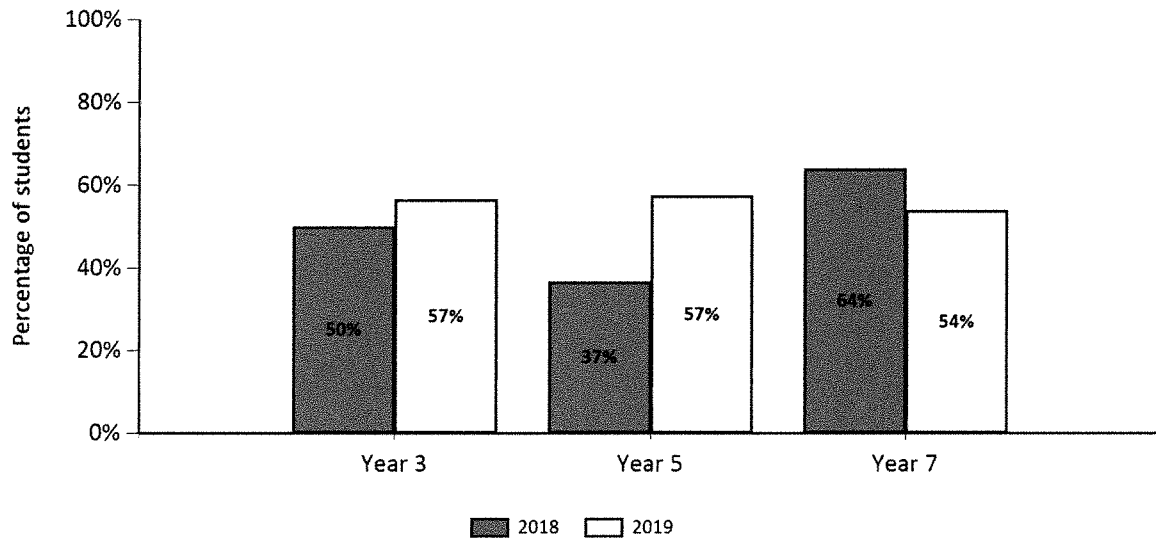
Student learning progress was reported to families through community days, Seesaw messages, interviews and reports.

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

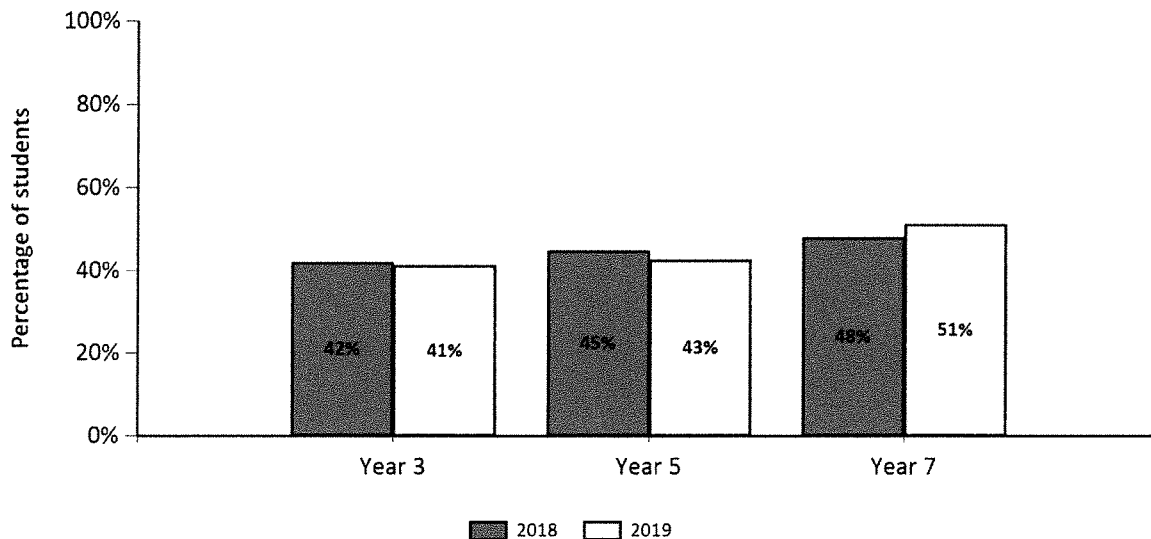


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	29%	25%
Middle progress group	59%	48%	50%
Lower progress group	28%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	24%	25%
Middle progress group	61%	52%	50%
Lower progress group	29%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	46	46	5	4	11%	9%
Year 3 2017-2019 Average	44.3	44.3	7.0	3.3	16%	8%
Year 5 2019	47	47	6	1	13%	2%
Year 5 2017-2019 Average	45.7	45.7	4.0	1.0	9%	2%
Year 7 2019	39	39	5	3	13%	8%
Year 7 2017-2019 Average	41.3	41.3	2.7	2.3	6%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

With the absence of NAPLAN data for measurable growth in 2020, PAT-R and the Year 1 Phonics Screening Check data has been used to analyze student performance in reading.

Year 1 (Phonics screen check) - In 2019 we saw 51% of our students decoding 28 words or more within the check, however this dropped significantly to 24% in 2020. That drop can largely be attributed to the delayed start of explicit synthetic phonics teaching for that cohort – Jolly Phonics instruction did not commence until the end of term 2. This was a decision made by leadership and Reception staff to meet the needs of the complex cohort which was largely focusing on engagement and school readiness. Due to the significant drop in year 1 student achievement in 2020, the Reception cohort of 2020 had a major focus on Phonemic Awareness skills training (Heggerty) and explicit instruction of synthetic phonics (Jolly Phonics) beginning in term 1. The increase in Reception phonics knowledge throughout 2020 showed significant growth and as a result we expect that their year 1 phonics screening data will reflect this.

PAT-R 2020

Year 4 – in 2020 this cohort had a 2% increase in students meeting the standard of educational achievement (SEA) from 2019. This brought the total of students above or at SEA to 66%. The daily implementation of a reading program focusing on the Big 6 and the appointment of a reading coordinator and spelling intervention teacher has certainly proved worthwhile across the middle and upper primary. This will continue to be a focus in 2021.

Year 5 – in 2020 this cohort had a 10% increase in students meeting the standard of educational achievement (SEA) from 2019. This brought the total of students above or at SEA to 81%. The consistency of practice across the middle and upper years provides our students with the opportunity to have agency in their learning and develop the building blocks to become proficient readers. This is reflected in the data.

Year 6 - in 2020 this cohort had a 7% decrease in students meeting the standard of educational achievement (SEA) from 2019. This brought the total of students above or at SEA down from 70% in 2019 to 64% in 2020. We identified that this cohort had a significant increase in student numbers from 2019-2020 (an additional 33 students) sitting the PAT-R test. These additional students have had an impact on the achievement percentages.

Year 7 - in 2020 this cohort had a 21% increase in students meeting the standard of educational achievement (SEA) from 2019. This brought the total of students above or at SEA to 80%.

In 2021 we have decided to continue with our single site improvement goal around reading improvement. As a site that encompasses a preschool, this year we have combined our site improvement plan with the PQIP to ensure strong literacy foundations are established for our early years learners. Preschool –Reception focus will be Heggerty and Jolly Phonics. Year 1-7 will continue with Jolly Grammar and Daily 5 focus. This year we have appointed 2 reading coaches to work with all teachers across the site to ensure consistency of practice.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	81.7%	80.6%	78.8%	79.6%
2018 centre	77.5%	72.1%	73.2%	70.7%
2019 centre	80.8%	79.1%	75.6%	73.0%
2020 centre	75.5%	64.9%	66.1%	80%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	88.2%	87.3%	86.1%	85.0%
Year 1	84.1%	83.8%	86.0%	88.6%
Year 2	91.5%	86.1%	86.4%	89.5%
Year 3	90.5%	89.4%	84.8%	88.1%
Year 4	88.6%	89.4%	91.8%	89.8%
Year 5	89.9%	84.8%	87.9%	88.4%
Year 6	87.9%	88.8%	84.8%	84.7%
Year 7	88.5%	85.4%	88.4%	83.2%
Primary Other	87.2%	81.8%	88.0%	74.9%
Year 8	N/A	85.9%	N/A	N/A
Total	88.5%	86.6%	86.9%	86.7%

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

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

Attendance comment

In 2020 attendance was difficult to track due to the impact on COVID. Due to students spending time at home throughout the year, the school implemented plans for students to learn from home. This also helped staff to track and monitor all students but importantly those at risk and vulnerable.

During this time SeeSaw, which was implemented in 2019, became an important tool to aid in monitoring student's attendance.

The school has continued to implement clear processes with the aim to support families. There are a range of complex factors that impact on student attendance.

Below outline steps taken to ensure regular attendance.

Line Manager inducts all staff into attendance procedures.

The Line Manager is responsible for ensuring that parents are contacted when a teacher raises concern about attendance. The Line Manager is responsible for contacting the Partnership Attendance Officer to lodge a referral form or advice on further management of any difficulties. Class teachers must enter attendance onto Academy on a daily basis. Any lateness or absence must have an explanation from the parents / caregivers.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	59	60	60	58
2018	47	58	58	63
2019	55	54	54	55
2020	56	59	58	61

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.

Preschool enrolment comment

The Preschool enrolment capacity is capped at 60 children. The preschool runs two 3 hour sessions a day.
Session 1: 30 children attending from 8:30-11:30am
Session 2: 30 children attending from 12:15-3:15pm
Each child can access 15 hours of preschool a week.

In term 4, 2020 the preschool held two meet and greet sessions for the 2021 enrolling families. One session was to support families with completing enrolment packs including documents such as medical forms, immunisation records, excursion forms and kindyhub permission forms. We employ BSSOs to attend the session to support our new families. The other session held is for the 2021 children to attend as an opportunity to meet preschool educators and become familiar with the centre and its environment. In term 4 2020 58 of the 60 available enrolment spaces for 2021 were already filled. We have created a new preschool enrolment procedure for families to support them with time lines and procedures about how to enrol their children for the following year and the steps involved. Families of children with medical needs meet with leadership before preschool commences to complete the required medical forms (Regulation 91).

Behaviour support comment

In 2020 we had 1500 recorded behaviour incidents for the year. These included both yard and class behaviours and resulted in counselling, buddy class, office time out, take home and suspensions.

In 2020 we implemented the use of Flow Charts and Ready to Learn Plans across the school. These supported our continuation of Trauma Informed Practice.

We continued the use of the Interception Room and had a total of 3999 recorded visits by students which was an increase on 2019 numbers. This number is evidence for the need for students needing assistance to de-escalate and manage their emotions.

We will now look to make improvements in these areas as we continue to develop our skills in the Berry Street Education Model.

Client opinion summary

In 2020 we conducted the preschool opinion survey online and sent home a paper survey with the greater school community. Both systems only got a small response.

The paper survey we sent home included the following questions to be rated. All responses rated these aspects highly.
I think my child receives high quality teaching at this school.

My child's teachers know my child well.

This school has high expectations of students.

Support of Learning

My child enjoys coming to school

Staff provide help and support to my child when it is needed.

This school provides a safe and secure environment.

Relationships and Communication

I feel welcome at this school.

I am comfortable about approaching my child's teachers to talk about his/her progress.

Students from all backgrounds and cultures are welcome at this school.

Staff listen to what I have to say about my child.

I receive helpful information about my child's progress and achievement.

I receive communication about school activities.

I believe that if I have concerns or suggestions, the school would respond.

Leadership

I have confidence in how the school is managed.

There is effective leadership at the school.

The responses received online for the preschool client opinion survey also rated the quality of the preschool program as being high.

Overwhelmingly the feedback we received was that we are a caring preschool that works hard to support the educational needs of their children.

Our Aboriginal families feel well supported by our ACEO and our Aboriginal Education team and have provided informal feedback through this avenue.

Our EALD families have provided feedback that they find the BSSOs in the centre really support the communication of notes going home and information sharing about their child's learning and wellbeing.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
948 - Elizabeth Park Primary School	92.0%	83.0%	86.1%	80.4%
1038 - South Downs Primary School	1.0%	4.0%	4.7%	7.8%
9023 - St Thomas More School	1.0%	4.0%	4.7%	5.9%

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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	4.8%
Other	1	1.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	8.3%
Transfer to SA Govt School	72	85.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

The majority of students enrolled at our preschool then enroll at the school site.
In 2020 the majority of our year 7 students were intending to attend Playford International College. Year 7s were also enrolled in Craigmore High School and Mark Oliphant.

A small percentage of students enrol in non-government settings.

Relevant history screening

Elizabeth Park Schools staff member with responsibility for ensuring compliance follows the guidelines as required by WWCC website.

All staff have the appropriate screenings which are sighted and signed by Principal. These are kept on file by the business manager and accessible if required.

All volunteers must have a WWCC clearance, which is also sighted and copies filed and maintained by business manager.

Records are maintained for all screening and expiry dates

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	42
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	29.9	1.4	21.6
Persons	0	35	2	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$6,094,477
Grants: Commonwealth	\$27,000
Parent Contributions	\$108,651
Fund Raising	\$0
Other	\$79,252

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved wellbeing and engagement	1.0 Band B2 Leaders to support Intervention and Support and Wellbeing. Interception Room, Play Therapy Class and yard support.	More support provided to at risk students and families.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Phonics Parent Workshops, additional ancillary support in classes targeted intervention from EALD teacher. BSSO support.	Increased attainment in reading and writing of students
	Inclusive Education Support Program	1:1, small group and in class support for all verified students support for teachers to develop One Plans. Range of targeted intervention.	Ongoing achievement are per individual SMART goals
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	Aboriginal perspectives across the school small group reading tutoring for Aboriginal children who are not meeting benchmarks Additional BSSO support for FLMD. Range of targeted intervention groups. Aboriginal Learner Achievement Plan.	Increased attainment in reading
Program funding for all students	Australian Curriculum	Professional Development for staff purchasing of resources to support PLC Structure	Staff participated in relevant training and development.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Employment of pedagogical coaches to develop teacher practice Speech pathologist employed, works in school to implement a Phonological Awareness program. Extra Coordinators employed	Capacity of teachers' has increased Growth in reception students' PA
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable).*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Employment of speech pathologist time to assist in the development of targeted intervention programs. Speech pathologist supports the SSOs to implement the programs. Develop staff knowledge in regards to the literacy and numeracy indicators provided additional support for children with additional needs.	Improvement in vocab & articulation or targeted students Increased attendance of targeted children Increased Phonological Awareness
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Additional staff employed to provide preschool support for identified children in small groups and 1:1 Targeted speech program implemented for identified children Targeted social skills program implemented for identified children Assistance in toileting for identified children.	At risk children attendance improves improved expressive and receptive language of targeted students early identification and verificat
Improved outcomes for non-English speaking children who received bilingual support	BSSO support staff were employed to support both children and families access the preschool program Aboriginal support staff employed to provide cultural and dialectal support for Aboriginal children and families.	Increased enrolment and attendance of children from targeted groups. Children developed their English language acquisition with support

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