



Mallala Primary School and Mallala Preschool

2020 annual report to the community

Mallala Primary School Number: 241

Mallala Preschool Number: 1734

Partnership: Greater Gawler

Signature

School principal:

Mrs Sharon Okmasich

Governing council chair:

Mrs Angela O'Loan

Date of endorsement:

4 March 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Mallala Primary School originally opened in 1877. Students live within the local town as well as traveling from surrounding towns via the two bus services provided. The school values are Respect, Excellence, Perseverance and Diversity. Our site offers a seamless transition from home through to the final year of Primary School, with a Playgroup, Occasional Care, on-site Preschool and Happy Haven OSHC service. A number of staff work across more than one of these areas to support students and families in developing a strong connection and sense of belonging to the site. Primary school numbers for 2020 stayed consistently around 170 students with the preschool at 25 children. Students are provided with a wide variety of learning opportunities and outdoor learning across curriculum areas is supported and encouraged. Specialist subjects are Health and Physical Education, The Arts and Korean; Mallala being the only primary school in SA to offer this language. Our class and yard spaces are large and unique including multiple nature play opportunities with a remnant woodland area and two ovals.

In relation to its size, Mallala Primary School has a significant number of students with additional learning needs, including 32 students currently receiving IESP funding. These students are well supported through additional in-class support, the ongoing professional development of staff around SWD and trauma informed practices, and strong belief that all children and young people can learn. Developing in students a growth mindset and belief in themselves that they can learn has been an ongoing focus at the site.

Mallala Primary School has strong links to the community with students and community members working together both on and off school grounds. In 2020, through targeted and deliberate planning our volunteer numbers increased and currently are in excess of 60. Volunteers receive training to participate in a reading program, support our Kitchen Garden program, Breakfast Club and numerous other activities and events. Upper primary students visit the local Church run Caf? and Op Shop, on a rotational basis each week, assisting with sorting of donations, taking orders, interacting with local community members and developing life skills. Unfortunately due to COVID a number of our programs were unable to go ahead this year, however, we have every confidence that the enthusiasm and positive support of our volunteers will see these numbers continue to increase in 2021.

Our annual Colour Explosion Fun Run was combined with Sports Day, which due to careful planning and overwhelming cooperation and social-distancing from parents and the community, enabled students to be cheered on by at least one family member. Later in 2020, our annual Outdoor Learning Day involved the whole staff taking small groups of students on a town 'Scavenger Hunt'. Once again the incredible community spirit and support enabled a safe and successful event to occur.

We work hard to ensure that our preschool children have a strong connection with, and ongoing transition to, the larger school. Events such as Assemblies, Sports Day, Korean Day, Wellness Day and Colour Explosion are planned to include our preschool children. Older students visit with the preschool in a variety of ways including; during play breaks, reading, science activities and 'buddying up' during school visits.

Our Governing Council, although small, are a passionate and committed team of parents willing to put forward suggestions and strongly advocate for the students, families, community and school. Their work is greatly appreciated and highly valued.

Governing council report

This year has been a challenging year for everyone including Governing Council.

We have been fortunate to welcome Leonie Hewson, Mary-Jane McArdle, Sharna Wildbore and Brooke Griffiths. We thank them for their enthusiasm and willingness to get involved in the school community in a positive way. Our meetings are productive and friendly with a sense of pride in what our school community has achieved and a future focused direction for what we want for our children and staff of the school.

The challenges that Covid-19 has presented, has given us all a “new normal”. This new normal includes social restrictions that have impacted us in many ways, and will continue to do so until there is a vaccine. Our teaching staff has done an outstanding job coming to terms with learning from home during term 1, while some families needed to keep children at school due to being essential workers. They have also provided fun activities to keep the children happy and less stressed by providing lunchtime discos, crazy hair day and popcorn.

Many events have been postponed, and then run with reduced family participation, we have been fortunate to be able to have some limited family participation. This will continue for the foreseeable future whilst COVID restrictions remain in place. Fundraising has been limited, although we have offered printed bricks for sale to be placed in front of the gym and house t-shirts for sports day and other in-house activities.

Thank you Sharon for your leadership, energy and passion. We know that you don't do this job alone and the dedicated staff that support our children do an amazing job. Thank-you for all that you do. Finally thank-you to our Committee members Daryl Standley, Kyle Pym, Jess Daniel, Leonie Hewson, Brooke Griffiths, Mary-Jane McArdle, Sharna Wildbore, Karen Arts & Jayne Tiller. You always bring a positive and happy attitude to meetings, thank-you for all the time you have given this year.

2021 will continue to provide us with more challenges. We will tackle them head on. We hope to welcome more new faces to the committee and continue to support our children on their educational journey.

School quality improvement planning

Despite strong endeavours and targeted actions to achieve improvement goals we have not met expected targets in either Literacy or Numeracy. When analysed at a student level data shows growth among students of varying academic achievement levels and also identifies students with no movement. Investigations have looked at the correlation between higher level absence due to COVID and achievement results. A thorough review has been completed with staff individually and in teams identifying their own specific needs, perceived barriers to success and the way forward to have greater impact on learner achievement. Results from this have clearly informed and identified a focus on high impact teaching strategies (HITS) as part of our SIP. The targeted group of year 4-6 in Reading and the tracking of current year 5 students across both SIP goals, encompasses a cohort that receives the most significant and largest amount of IESP funding. This supports the need to focus on the strategies required to ensure that we are providing the best opportunities for these students to progress. At the other end of the scale we must be targeted to increase and maintain students in the higher bands. Teachers have the necessary content knowledge, which supports the pedagogical focus. through our self-reviews the strategies identified by teachers are relevant across both goals and are best practice across all curriculum areas. Moving forward current targets need to be reassessed with a focus on individual growth for each student. With some cohorts being relatively small it is difficult to gain a clear indication through looking at percentage data. For example, with our Year 7 group at the end of 2019 four of our highest achieving year 6 students moved to the private sector for year 7 a further high achiever left in 2020 prior to PAT testing. We also gained two students into year 7 who were working below year level standard.

Department tools including Guide Books, literacy and numeracy progressions, new curriculum resources, scope and sequence documents and best practice resources available on the intranet will continue to be used and/or further investigated to a higher level. Opportunities for collaborative work between staff, utilising the vast expertise available and increased leadership presence working alongside staff and students within the classroom as opposed to being behaviour response are documented, planned and essential for moving forward. Leadership and staff are motivated at the clearer and more focused direction planned for 2021 and the opportunities that present for student learning and staff development. Leadership and staff planning and collaboration will continue to develop with greater connections between goals, actions, challenges of practice and success criteria are evident in the SIP. Site goals remain the same with the areas mentioned above fine-tuned for 2021. Access to the Curriculum Lead and Literacy Guarantee Unit are positive and exciting prospects that will value add to the clear and identified plan.

Preschool improvement planning - review and evaluate

The two identified preschool goals have been regularly monitored and reviewed with strong outcomes evident in both areas.

The first goal to develop children's oral language and vocabulary skills included staff training and the implementation of the Yakka Tracker tool. Throughout the year there was evidence of development and by Term 4 the goal was achieved. This was evidenced through the success criteria set with all children demonstrating improvement in the number of verbal interactions in conversations and all moving up a 'Yakka Tracker' category unless already in the Proficient Communicator category. By Term 4 there were no longer any children in the Reluctant Talkers category. Anecdotal data also showed the conversations that children engaged in and supported the findings. The implementation of the Strive for 5 strategy, with all staff engaged in recording the number of verbal interactions and a focus on conversations when working with small groups of children. Literacy focus groups were held with children on a daily basis. Analysis identified a correlation between children who have attended Playgroup and Occasional Care, those who have had high attendance and those who have engaged in support programs, with the growth in oral language demonstrated through Yakka Tracker and anecdotal data collected throughout the year. During the early part of the year children's absence due to COVID-19 impacted some results, however improved attendance as the year progressed resulted in no impeding factors. Recommended next steps moving into 2021 are to have Emergent Literacy as a continued goal with ongoing implementation of the current successful approaches; maintaining a high level focus on oral language and also including developmentally appropriate print knowledge, phonological awareness and representation and writing. Incorporating the Emergent Literacy Project, EYLF, Preschool Literacy Indicators, Literacy Guidebooks, "Starting School" project book for Term 4, site developed Transition to School and PASM (Phonological Awareness Skill Mapping) are a key focus. Heggerty's Phonemic Awareness Program is to be considered later in the year for children ready to move on with their phonemic awareness.

The second goal to increase children's problem-solving and coping skills involved targeted use of developmentally appropriate Social Emotional Learning (SEL) programs and tools. Children were introduced to the Berry Street Education Model (BSEM) Volume of Emotions tool and Kimochis to identify and label simple emotions. Through the introduction of these along with the Child Protection Curriculum, Friendly Schools program, effective modelling and opportunities throughout the day; children were demonstrating and verbalising problem solving and coping skills within their play. They were active and engaged learners with self-regulation skills being demonstrated both verbally and non-verbally. The ongoing sharing of information and strategies for individual children

Improvement: Aboriginal learners

In 2020, Mallala Primary School had 6 Aboriginal students in the school and 2 children attending the preschool. The families have vastly different connections to their cultural and family groups.

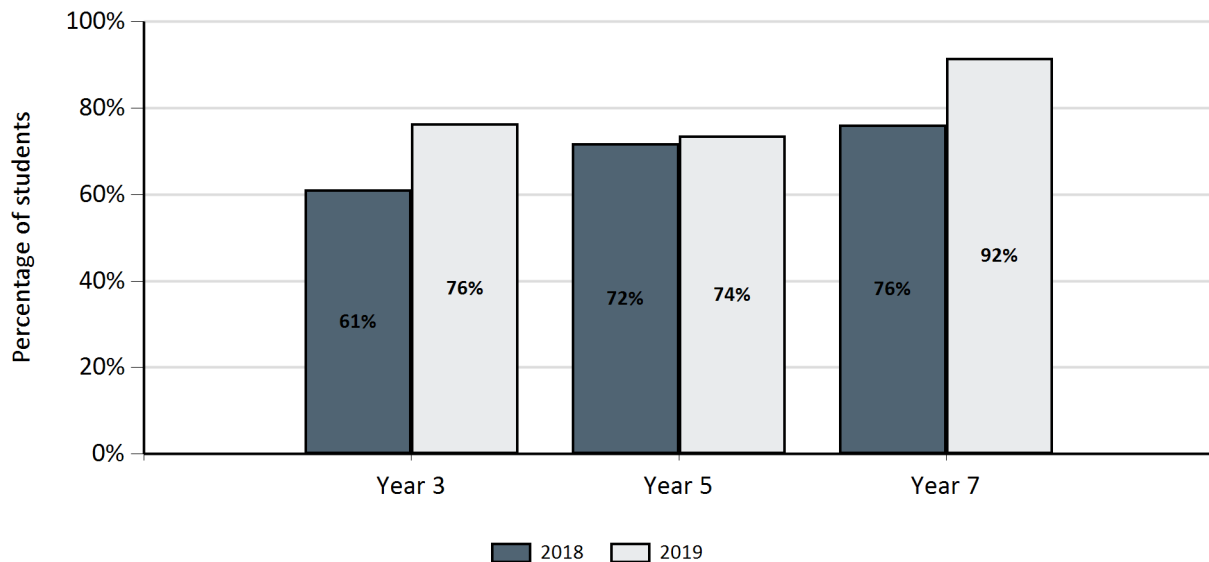
During 2020, in order to provide targeted and regular support to our Aboriginal learners, we initiated a trial involving a teacher providing one to one weekly sessions with our Aboriginal learners. Individual goals were set primarily in consultation with the students, with families and class teachers then providing input. From these goals, shorter term achievable goals were developed with students then provided with targeted and engaging learning opportunities to set about achieving the goals. These goals were articulated on the student One Plans. The development of self-concept and belief in themselves as learners weaved throughout the learning.

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

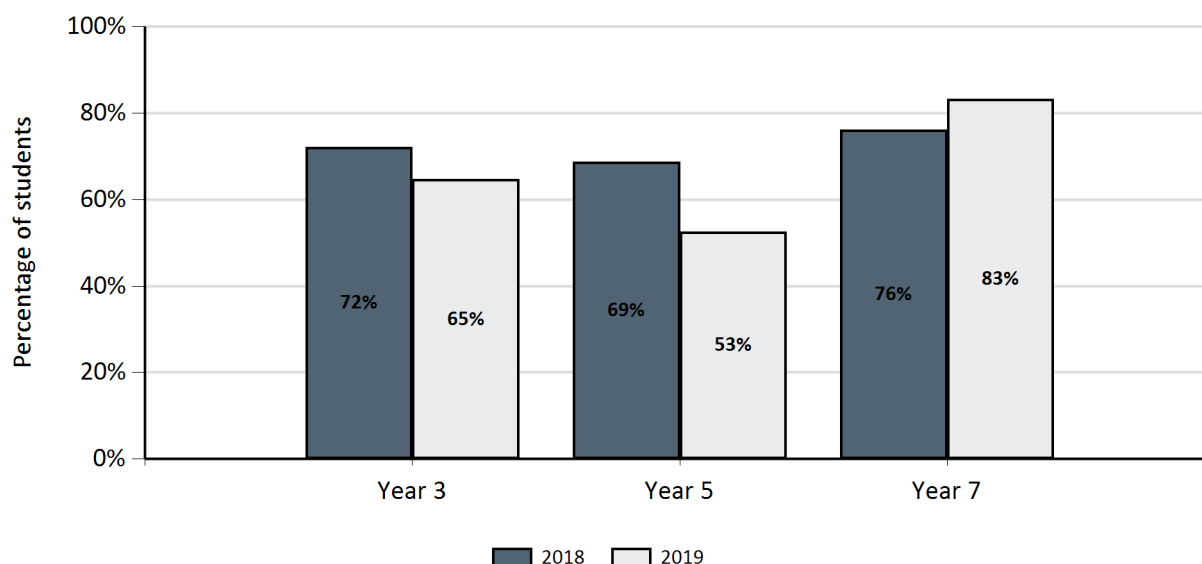


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	25%
Middle progress group	62%	0%	50%
Lower progress group	*	*	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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	60%	0%	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	17	17	6	2	35%	12%
Year 3 2017-2019 Average	18.7	18.7	5.3	3.3	29%	18%
Year 5 2019	19	19	4	0	21%	0%
Year 5 2017-2019 Average	22.0	22.0	4.7	1.7	21%	8%
Year 7 2019	12	12	3	0	25%	0%
Year 7 2017-2019 Average	13.7	13.7	2.3	1.3	17%	10%

*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

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 Improvement Planning Outcomes 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.

Year 2 Running Records data showed that a significantly larger % of our students were on the highest levels of 27-31 in comparison to Partnership, State and IoED. Please note that the comparison to Category 5 is incorrect as we had been re-classified as Category 4 in term 2 of 2020 coming from a Category 3 in 2019. Of the 19 students in year 2; 5 were in the upper quartile, 12 in the medium quartile and 2 in the lower quartile, with both of these students receiving IESP funding.

Heggerty's Phonemic Awareness Program was introduced to support the Jolly Phonics program already embedded. Using PASM testing from the beginning of Term 1 to the beginning of Term 3, data showed that all of our Reception students had made significant growth in all areas of phonemic awareness. Year 1 Data also identified growth in all areas, although not as significant. Our year 1 Phonics Screening results were at 47% however when looking more closely at the data quite extreme with 11 of the Year 1 cohort achieving mid to high 30s, 2 scoring 28, one just missing the benchmark at 25 while the remainder of the students were at a concerning level; with 3 SWD including one hearing impaired. Measures have been identified and put into place for 2021 to address the concerns. This includes the continuation of the Heggerty's Program embedded into daily literacy structures and the retraining of all teachers including leaders in the Jolly Phonics Program to ensure fidelity of implementation across all classes. Termly testing will occur to ensure that specific gaps in learning are identified and addressed.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	85.6%	89.6%	93.3%	90.2%
2018 centre	93.5%	87.2%	89.7%	90.4%
2019 centre	87.7%	91.7%	83.6%	85.2%
2020 centre	97.1%	83.7%	89.0%	13%
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	90.6%	91.6%	89.0%	82.5%
Year 1	91.1%	91.5%	92.8%	88.1%
Year 2	88.5%	90.5%	91.6%	90.3%
Year 3	93.1%	89.9%	91.2%	92.9%
Year 4	92.2%	90.5%	89.3%	87.1%
Year 5	91.2%	91.3%	91.4%	89.0%
Year 6	94.0%	90.3%	91.1%	90.5%
Year 7	92.2%	91.4%	93.2%	90.0%
Total	91.6%	91.0%	91.0%	88.6%

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

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

Attendance comment

Attendance was quite significantly impacted this year due to COVID-19 as a number of parents elected to keep children at home even after Department information was provided to them with the expectation that students return to school. This was particularly evident with our Reception children. A small number of families with ongoing attendance concerns that have previously been referred to department processes and have had continued intervention and support from the school continued to significantly impact attendance data.

We maintained ongoing communication with families, including regular parent meetings and offered alternate support strategies and modified programs to engage students; as well as seeking involvement from the Child Wellbeing Practitioners as an attempt to further engage families. Department processes as identified on our Attendance Policy were strictly followed.

During the year we introduced the Academy Attendance recording system and began sending text messages daily to families notifying them of absences and requesting explanations. This has been well received and will be monitored in 2021 as to the potential impact on increased attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	25	25	24	25
2018	28	30	30	33
2019	28	27	26	26
2020	21	25	24	25

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

Preschool enrolments remained strong in 2020 enabling us to continue with a two teacher structure. At Mallala we have a strong transition programme that revolves around consistency, continuity and familiarity. An SSO is funded to support parents in the running of the successful Mallala Playgroup. This Support Officer also works in the pre-school, Library and within our Reception classes. Parents are able to make strong community connections and are welcomed across all areas of the school.

The pre-school continues to participate with the daily school operations such as participation in school Assemblies, Sports Day, incursions, family Open Days, the Colour Explosion Fun Run and other special events. A skilled, well-organised and professional staff within the pre-school continues to ensure that ongoing parental information is strong and contemporary practice is identified and in place.

Behaviour support comment

2020 continued the training in the Positive Behaviour Support program led by a Behavioural Scientist from Learning 4 All. Key staff became more adept at identifying the changing needs and functional behaviour of our students to provide the most effective preventative support structures for them. This work compliments and enhances prior training and evidence based programs/practice including BSEM, Trauma Informed Practice, Keeping Safe: CPC and Friendly Schools; that underpin the development of our whole site practice. Friendly Schools is a Partnership wide Social Emotional Learning initiative that has been funded to continue through 2020. Even with all of the positive intervention this year was a difficult year with concerns that COVID impacts had a flow-on effect to children. In 2020 we had a greater number of higher level consequences required for a small number of students with repeat behaviours.

Client opinion summary

The Parent Opinion Survey was completed by 7 parents with 9 of the 14 questions achieving an average rating of 4.0 or above and the remaining five questions achieving an average of 3.0 or above. The higher ratings included staff expectations for students to do their best (4.3); students like being at our school (4.0) a well-maintained school (4.3) and being able to speak to staff about concerns (4.3). The lowest ranking related to student behaviour management (3.0) which correlates with the information provided in the behaviour section.

The student survey was completed by 35 students with average ratings for responses ranging from 2.8 to 4.5 and being generally lower rated than parents and staff. Six of the questions rated 4.0 or higher with five rating 3.0 or above. The most concerning is that children do not believe behaviour is well-managed at the school at 2.8. Students agreed with their parents about liking to be at school (4.0).

Of the 16 questions in the Staff Opinion Survey, 10 rated between 4.0 and 4.5. (teachers expect students to do their best and teachers treat students fairly). Students feel safe at school rated at 3.8. Again management of student behaviour rated the lowest at 2.6%. There were 11 staff members who completed the survey amounting to approximately 30% of the total staff.

Although there were some surprising results the opinion surveys confirmed our already in place work on developing whole site consistency to the Social Emotional Learning approaches used to strengthen student wellbeing and behaviour development processes. Parent engagement with school and student learning remains the high priorities and will continue to develop throughout 2021 and beyond.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
241 - Mallala Primary School	94.0%	95.0%	100.0%	100.0%

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	3	11.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	14.8%
Transfer to SA Govt School	20	74.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

100% of our current Year 7 students are moving to a Department for Education Secondary School, Balaklava High School. We have four year 6 students moving into the private sector for year 7 due to the expectations from those sites with regard to attending their schools, Xavier College and Horizon.

Relevant history screening

All staff employed at the school and all volunteers working at Mallala Primary School have a current Working With Children Check. Volunteers are well supported by the site to gain clearances. The date of the clearance is recorded in EDSAS and an up to date file is kept with all certificates and registrations. Volunteers are also provided with two opportunities per year to attend reporting Abuse and Neglect Education and Care training facilitated by the principal. In addition to this, a spreadsheet is used to record names, roles and expiry dates of clearances.

Mallala Primary School is 100% compliant with the clearance requirements.

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	20
Post Graduate Qualifications	4

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	12.4	0.0	10.9
Persons	0	15	0	18

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

Financial statement

Funding Source	Amount
Grants: State	\$286,818,186
Grants: Commonwealth	\$2,200
Parent Contributions	\$53,254
Fund Raising	\$7,900
Other	\$0

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
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing Leader time and involvement in the Positive Behaviour Support (PBS) program supporting staff to develop their understanding of the functional need of identified learners.	Data collected on focus students, analysis to ensure appropriate strategies.
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	Increased leadership and in class support to target identified students not receiving additional individual funding.	Increased student engagement with degrees of growth made by targeted students
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	0.4 teacher providing individualised support to Aboriginal students and students in care with a focus on personal goals within Literacy and Numeracy.	Growth against individual goals evident with all students involved in intervention / personalised support.
Program funding for all students	Australian Curriculum	Additional teacher working across two classes identified as having greatest need and target group of year 4-6. Targeted training and additional SSO support.	Analysis of individual student data PAT R identified varying levels of growth
Other discretionary funding	Aboriginal languages programs Initiatives	Targeted support to achieve One Plan goals provided by 0.4 teacher working one to one with Aboriginal children.	One Plan goals met and adjusted to reflect growth and next steps.
	Better schools funding	Targeted training for staff linked to SIP and Guide book recommendations. COVID at home learning needs required additional staff training to enable quality programs to also be provided during this period.	Increase in quality current practice, student outcomes maintained
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

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	Funds allocated to enable additional support for educators to provide targeted speech programs. Staff released to work with lead educator and curriculum leader re oral language and numeracy.	Approaches embedded across site. PASM data identified strong growth with literacy and improved entry level skills for Reception
Improved ECD and parenting outcomes (children's centres only)	Not applicable	Not applicable
Inclusive Education Support Program	Additional support staff were employed and provided with ongoing professional learning to develop their skills in being able to support the individual needs of the students. Classroom teachers provided SSOs with guidelines, instruction and clear targeted learning activities to support goals identified on One Plans.	Small individual progress was made in relation to learning and/or self-regulation to enable increased access to learning
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

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