



One Tree Hill Primary School and One Tree Hill Preschool

2020 annual report to the community

One Tree Hill Primary School Number: 322

One Tree Hill Preschool Number: 1785

Partnership: Uleybury

Signature

School principal:

Ms Krystal Keogh

Governing council chair:

Corrina Van Der Meer

Date of endorsement:

4 March 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

One Tree Hill Primary School, Preschool-Year 7, is located in the serene and picturesque hills 30km north of Adelaide. There is a strong sense of family and community within the school and strong relationship between staff, families and children. The majority of children at One Tree Hill Primary commence their schooling at the preschool and continue into primary school.

Our school population has held steady at around 280 students. With many students in year 6 and 7 moving across to private schools. This will continue through 2021 as places become available in the private system for children to move across. At the beginning of 2020 we had 12 classes with slight room for intakes throughout the year in the Reception classes, most other classes are at capacity. At the beginning of 2021 we will have 290 enrolled students. In the Preschool we will have 55 confirmed enrolments, which has allocated an extra teacher in the Preschool for 2021. For 2021 we are looking at 11 classes with full capacity in years 2-7.

There are three leadership members at the school Principal, Teaching and Learning Assistant Principal and Wellbeing and Disability Assistant Principal. We have 12 classroom teachers, 3-part time teachers, Science and Japanese as our additional subjects offered by full time teachers, The Preschool has two teachers and three Student Support Officers. 2020 started off quite smoothly as we welcomed many new families to the school with most of our preschool students transitioning across to our reception classes. We had 12 classes a school funded class in the junior primary to ensure for smaller numbers of students in the class. We had a total of 289 students in the school and 52 students in the Preschool. In 2021 we will have 11 classes with all classes at capacity from years 2-7. Spaces will be available in our early year classes.

As a school we continued our work improvement, guided by our Site Improvement Plan. Our three areas of focus are the early reading and phonics, writing and numeracy. Over the year, teachers undertook onsite and offsite training to build their skills and knowledge. Teachers were continually tracking and monitoring students learning and able to give supportive feedback to students to extend rather learning.

Big plans and expectations were set for all at the beginning of 2020, until Covid-19 hit and everything changed in a flash. During the very uncertain time for everyone, I was proud of all our staff. I can not thank the teaching staff enough for their commitment and positivity during this very stressful and challenging time. Teaching as we knew it changed. Teachers were able to change very quickly to online teaching and learning. The staff came together along with our very dedicated and supportive support staff and provided access for learning for all our families. The whole school community including our families and students were very supportive during this time and we were all able to work together to ensure the best for everyone.

Normal schooling did not go back until around term 3. There were many families that needed to self isolate and quarantine for many different reasons. As children started to return slowly back to school, we then needed to work on social skills for children as any friendship groups had changed over COVID time. There were also teachers that needed to stay home due to being a vulnerable worker. This also made an impact on the school

A highlight was the Colour Run fundraiser, as we missed out on Sports Day, students and families had a wonderful afternoon throwing coloured chalk around and laughing. Camp was a major highlight for our year 5,6,7 students. This was the first camp in many years and we hope to be able to provide a camp each year.

A big area of work as a school was the collection of data from each and every student to help with the implementation for literacy and numeracy interventions for 2021. This will ensure that every child is not left behind and teachers can provide goals for each student to work towards in their own learning.

In 2021 we will see the last of the year 7 students as they move across to high school. An end of year graduation will be provided for all our year 6 and 7 students.

Overall, we have our fingers crossed for a non disruptive and healthy schooling year in 2021.

Krystal Keogh
Principal

Governing council report

Well, what a challenging year this has been! From the start of the year, it did seem to start as all our other years have, however it soon changed into what is now called the year of COVID.

The challenges that were put before our school have been ones, I think we can all safely say, is one we hope never to experience again. Unfortunately, due to COVID our governing council meetings were few and far between due to social distancing and density requirements so we had to be content with covering the main issues of our school via email.

Having only met a few times in the year and parental restriction on premises I can only comment on what I saw from afar. When COVID first hit, our leadership group along with our teachers, handled the changes in their stride. They adjusted their teaching to provide equal assistance to online students as well as students who chose to remain at school. With the government regulations changing on a regular basis Lisa, Heather and Krystal changed the learning portals, the communication and the protocols in record time. Our staff also navigated this difficult year of teaching while still keeping a sunny attitude and professionalism in teaching. The support provided online and in the classroom was brilliant and seamless.

Unfortunately, most if not all activities were cancelled throughout the year however, our staff ensured that our kids still had an enjoyable, albeit unusual year. Our year 7's graduated and were able to hold a small intimate event Go Karting to celebrate all their time within One Tree Hill Primary School.

As always Mrs D wowed the students with her science experiments such as making flying ghosts and a Lego competition. I believe she was even surprised at the ingenuity of her students when they had to come up with creative ideas themselves for their science learning from home. Miss Golding made a welcome return and I have heard many a rave about the Green Tea Ice Cream that the children made in her classroom. Safe to say it was a big hit!

Our year 5s, 6's and 7s went on a camp to Arbury Park. Many an adventure was had and there were rave reviews on the food and activities on offer. A regular update from Heather provided anxious parents views of their children happy and smiling and having a great time.

Even in this difficult year we had an opportunity to run a modified Book Week Parade which the children enjoyed. We even had a colour run explosion which was a new event for One Tree Hill but I think it will make a welcome return this year as well. Along the way we celebrated Kindness week.

As modified as this year has been, I know our children and parents are eternally grateful to our wonderful staff for the help they have provided to our kids this year. Whilst not always being able to have the kids attend school the education of our kids was at the forefront and the continuity to online study saw us keep our kids up to date with their learning. This year has been challenging but I must say that even when it was challenging, I have been amazed at the quick thinking of our staff and school to adjust and to keep the spirits and morale up of the student body.

I would like to take this opportunity to thank everyone who is involved with our school. Especially in this COVID era it was not the most straight forward year however the experiences and opportunities to enrich our children's learning was second to none.

I look forward to an even better year in 2021.

Thankyou

Corinna Van Der Meer

School quality improvement planning

Goal 1 - To improve student achievement in Mathematics (number and problem solving) years 3-7.

If we design rich learning tasks with clear learning intentions and success criteria combined with promoting ownership of learning by regularly sharing assessment with students that enables them to benchmark their learning; students will become more motivated to improve and achievement in Mathematics will increase.

In 2020, we have not reached our mathematics targets based on PAT M. We have 69% of Year 5 students achieve SEA, rather than 85%. We have 36% of Year 7 students reach SEA, rather than 60%. Unfortunately we have no NAPLAN data for 2020. In 2020, there has been little focus or resourcing around Improvement in Mathematics. This will become a focus from 3-7 in 2021. From book looks and chats with students we see coverage of content but not Mathematics Proficiencies. This will form the basis of our work for 2021.

Goal 2 – Early Reading - To improve student achievement in reading in Reception to Year 7.

If we establish a common approach to phonics and phonological awareness as part of the Big 6, with ongoing monitoring through assessment of student knowledge, we will increase the proportions of students meeting the SEA in Reading.

In 2020. We have not reached our early reading targets based on running records and the Phonics Screening Check. We have 54% of Year 1 students have reached SEA in running records, rather than 70%. We have 48.5% of year 1 students reach SEA in the PSC, rather than 50%. We have 46% of year 2s who didn't meet SEA in 2019 have now reached Year 1 SEA. Although we have seen an improvement in our PSC results from 2019, we have not reached our target and would like to lift this target further in 2021. This has been major area of work for us in 2020 and will continue to be in 2021 with the adoption of the InitialLit program. We will build on the foundations established this year of collaboration, and regular tracking and monitoring.

Goal 3 – To improve student achievement in writing, specifically in years 3 and 5.

If we design rich learning tasks that link reading and writing, with clear learning intentions and success criteria combined with promoting ownership of learning by regularly sharing assessment with students that enables them to benchmark their learning; students will become more motivated to improve and achievement in Writing will increase.

In 2020, we have not reached our writing targets based on Brightpath. We have 62% of year 3s meeting the target, rather than 75%, 40% of year 4s meeting the target, rather than 75%, and 38% of Year 5s meeting the target, rather than 70%. These results also reflects our inexperience in using Brightpath for target setting and suggests that 2021 targets need to be adjusted now we have this data for each student. Unfortunately we have no NAPLAN data for 2020. From book looks and chats with students we see pleasing progress against the success criteria. Our work in Writing for 2021 will build on using the Brightpath tool to focus on Authorial Choices of our writers. Regular collaborative planning and a 3-7 PLC group will look at student choice and challenge in writing lessons.

Preschool improvement planning - review and evaluate

In 2020, the preschool team's quality improvement agenda included 2 goals:

Goal 1: Children will develop their skills, abilities and learning dispositions to effectively construct and articulate plans for their learning.

Goal 2: To accelerate children's oral language skill development through quality conversations and play.

Throughout the year, every child created a daily plan for their play/learning. The power of this process in supporting children to develop important skills and learning dispositions exceeded our expectations. This simple regular practise had a significant impact upon children's motor, expressive language, communication, organisation, autonomy and social skills. The success of this work has been documented in an e book co authored with Dr Deborah Harcourt and is now being used by preschools and childcare facilities around the country to support them in beginning to engage with Planning Pedagogy. The e book can be found here:

<https://drive.google.com/file/d/1onHw6kpghfDIXXkXfxTIOZlvNNE7uzcZ/view?usp=drivesdk>

Our investigation into children's oral language development through quality conversations was another fascinating journey. Although Covid -19 had a significant impact upon this work our data showed significant numbers of children moving from being Early Communicators into the Proficient Communicator range. Data also showed notable development in children's Phonological Awareness Skills. Phonological Awareness data was included in children's Statement of Learning and was shared with the school to support transition to their foundation year of school.

The staff team engaged in research into children's conversation. Our research question: "How are the children's conversation skills (verbal/ non verbal) supporting them to engage in sustained, collaborative play and what are the barriers?"

Our findings have resulted in significant changes in our day to day practice. We found that many children did not understand important social cues that support successful conversation and play eg: gaining attention, establishing eye contact, being in close proximity to the person that you want to talk to. As a result we developed a social cues for conversation checklist to identify children who needed to be explicitly taught these cues. We introduced key phrases to be used by all educators to support the children to engage with one another and implemented "Talking Meetings" with the children as a way to scaffold them when conflict arises. These "tools" are now imbedded in our practice and are valued by educators.

Improvement: Aboriginal learners

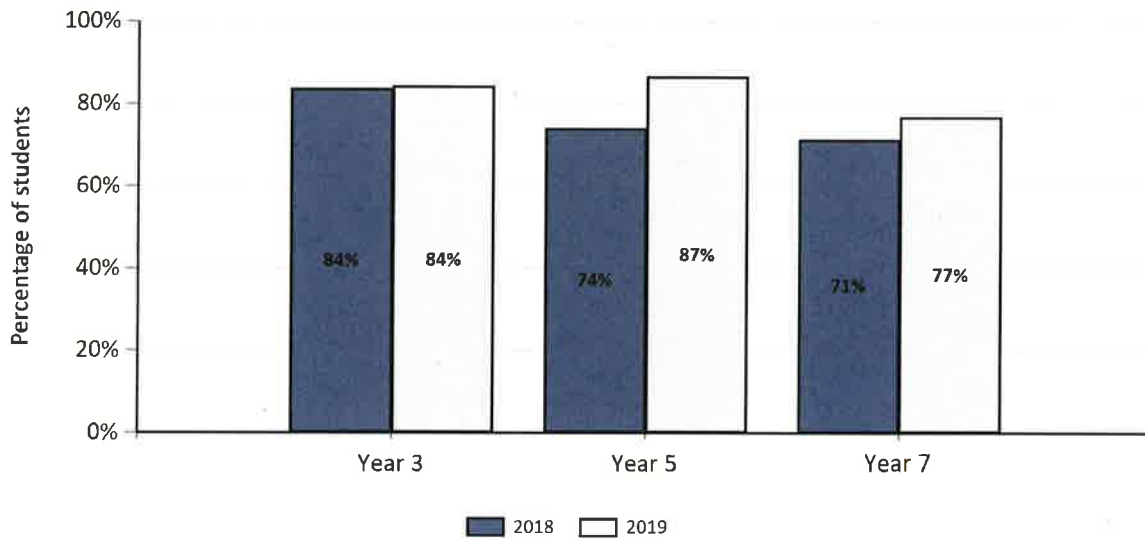
In 2020 and 2021 an Aboriginal Learner Framework was developed to track and monitor our students.

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

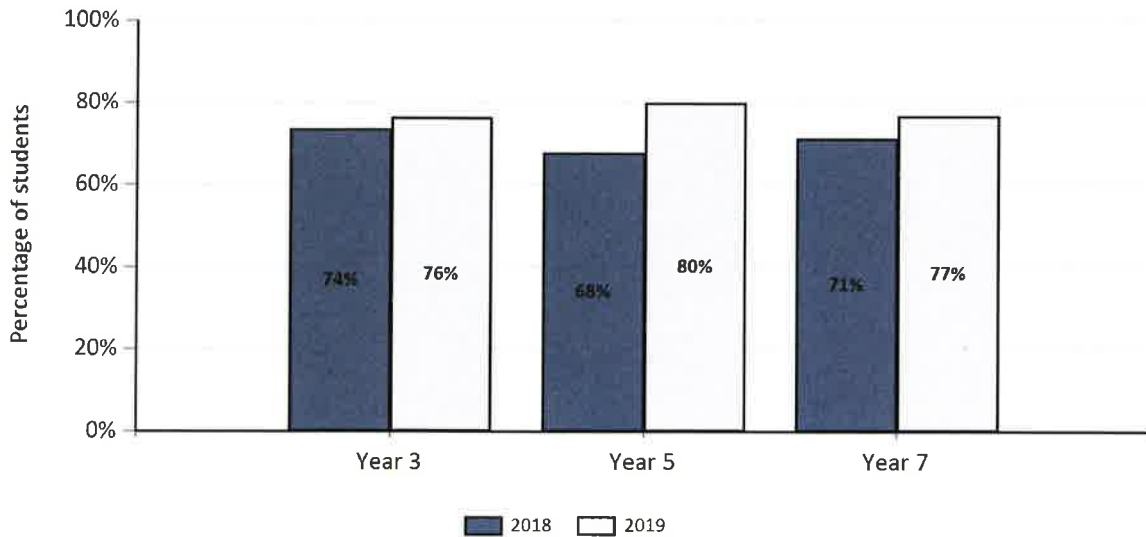


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	50%
Lower progress group	46%	58%	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	46%	*	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	32	34	9	7	28%	21%
Year 3 2017-2019 Average	32.0	33.0	11.7	6.3	36%	19%
Year 5 2019	15	15	3	1	20%	7%
Year 5 2017-2019 Average	21.3	21.7	3.3	2.0	16%	9%
Year 7 2019	13	13	0	1	0%	8%
Year 7 2017-2019 Average	11.3	11.3	0.7	1.0	6%	9%

*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

*NOTE: No NAPLAN testing was conducted in 2020.

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

PHONICS SCREENING CHECK

In 2020, 48% of year 1 students made SEA (28/40). This is an increase from our 2019 result of 37%, but on level with our result from 2018. In 2021 we have increased improvement work in this area, with the introduction of a new synthetic phonics program, InitialLit, and have a target of 65% of our year 1 students reaching SEA.

RUNNING RECORDS

In 2020, 54% of year 1 students made SEA (level 13), and 42% of our year 2 students made SEA (level 21)

PAT-R2020

Reading Y3 73% SEA

Reading Y4 56% SEA

Reading Y5 82% SEA

Reading Y6 59% SEA

Reading Y7 55% SEA

PAT-M2020

Mathematics Y3 73% SEA

Mathematics Y4 74% SEA

Mathematics Y5 69% SEA

Mathematics Y6 68% SEA

Mathematics Y7 36% SEA

Across Reading and Mathematics, proportions of students at SEA has increased between 2019 and 2020 with growth in the year 3-5 cohort. However, there has been very poor cohort progress between year 5-7 in both Reading and Mathematics. There will be an increased focus on Mathematics in the year 4-7 classes, as well as extra reading support in year 6/7 in 2021.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	82.1%	85.9%	85.8%	89.1%
2018 centre	90.2%	87.6%	84.2%	78.4%
2019 centre	95.9%	90.0%	72.0%	83.5%
2020 centre	82.4%	N/A	83.7%	90%
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	90.8%	93.3%	89.5%	89.1%
Year 1	91.3%	90.3%	91.7%	87.8%
Year 2	92.6%	90.6%	90.5%	87.9%
Year 3	92.5%	94.3%	90.9%	88.4%
Year 4	88.7%	89.9%	91.9%	87.2%
Year 5	89.4%	89.5%	90.9%	88.6%
Year 6	88.0%	88.7%	87.4%	91.6%
Year 7	86.6%	92.1%	84.9%	87.8%
Total	90.6%	91.3%	90.2%	88.3%

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

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

Attendance comment

Targets were

- To reach the DECD expectation of 95%.
- To decrease the incidences of unexplained absences.

Staff

- reviewed attendance records to identify any patterns or regular unexplained absences.
- provided support for students not attending regularly via the Student Wellbeing Leader.
- used data to identify patterns of chronic non-attendance.
- addressed issues of chronic lateness and unexplained absences by Week 5 each term.
- highlighted the importance of regular attendance and procedures to report absences in newsletters.

Parents encouraged to ensure they notify the school on the day of or day after absence through phone call, skoolbag or dojo.

Phone calls were made home by the front office person on second day of non-attendance with no contact from parent.

Attendance was very hard to track and monitor in 2020 due to Covid. Therefore, the target was not reached.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	55	55	54	54
2018	45	48	45	47
2019	42	42	43	41
2020	51	N/A	47	52

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

In 2020 we held steady in our Preschool numbers. The Preschool was able to maintain the numbers throughout the year, despite Covid. Teachers and SSO kept track of students and touched base with students at home, through zoom, videos and phone calls. The relationships were able to be maintained over the year.

Behaviour support comment

Our focus on positive education has enabled us to strive for a peaceful and calm school environment, a trait which is often noticed by those who visit our school. Our commitment to student wellbeing has greatly influenced the positive school culture at One Tree Hill. Our introduction of Circle Time has been very beneficial for our students to be acknowledged, welcomed and listened to each morning. Our afternoon circle time is an opportunity for students to speak about yard issues and how to work through the issues to prevent them for next time it is a major factor in our increase in positive behaviours, and a calmer school environment. We also introduced zones of regulation work in our classes, which will be a focus for our site in 2021. The introduction of Kindness afternoon has allowed cross age work and to establish relationships across the whole school. We believe this has had a positive result of our whole-school approach to wellbeing.

Client opinion summary

Due to Covid we did not undertake the parent survey.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
322 - One Tree Hill Primary School	94.0%	83.0%	97.6%	95.8%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	1	2.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	15.0%
Transfer to SA Govt School	33	82.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

A high percentage (90%) of preschool students have been enrolling as reception students at One Tree Hill as we have a preschool on site. The transition processes between school and preschool are extensive and seamless. Each year the number of year 7 students enrolling in non government high schools is increasing. This is largely due to our academic achievements and great reputation in the community. Our main feeder public high schools are Tyndale, Trinity and Hope being the most popular in the non government sector. This year even Year 5/6 students also transferred to the private sector for high school.

Relevant history screening

We have transitioned to the new Working with Children checks this year at One Tree Hill Primary School. An up to date data base is collected and all staff members are aware of DCSI compliant volunteers in their rooms. The importance of completing this training is highlighted to all interested members of the school community. All documentation for pre-service teachers, contractors, external service providers, staff and volunteers is current and consistently reviewed. RAN training is also available online to all volunteers.

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	29
Post Graduate Qualifications	7

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	17.2	0.0	11.7
Persons	0	20	0	18

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

Financial statement

Funding Source	Amount
Grants: State	\$3,375,795
Grants: Commonwealth	\$0
Parent Contributions	\$101,099
Fund Raising	\$20,530
Other	\$17,300

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 Improved outcomes for students with an additional language or dialect	Staff have been trained in CPC. Leadership in Berry Street. Further implementation of social skills programs, What's the Buzz. Whole school approach to positive behaviour through Play is The Way. Work hard, be kind motto We were given approximately 0.110 teacher FTE to support students with their learning	Reduced number of behaviour incidents recorded specifically in bullying. An overall improvement of achievement in students Language and Literacy levels
Targeted funding for groups of students	Inclusive Education Support Program 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	The funding was used to employ SSOs to support students with disabilities as well as complex behaviours to achieve their goals outlined in their One Child, One Plan The funding (Numeracy and Literacy and Inclusive Education Support Program) was used to employ SSOs to support students as well as implement staff interventions such as Minilit, MacqLit, What's the Buzz, early speech intervention and was used to support learning goals.	Reviews of One Plans indicated that goals were achieved Improvement in the number of students reaching benchmark. Teachers across the partnership worked together to plan and moderate which gained deeper knowledge AC
Program funding for all students	Australian Curriculum	The Australian Curriculum money was used to release teachers for PLCs for collaborative planning and to support teachers with moderation in preparation for our pupil free days	Increase professional development in the areas of inquiry, Numeracy and Literacy
Other discretionary funding	Aboriginal languages programs initiatives	The funding was used to support attendance and Literacy and Numeracy outcomes through intervention and in class supports	Through tracking, monitoring and achieving goals in their OCOOP
	Better schools funding	This funding was used to build workplace capacity, implement intervention programs, support students to achieve independent learning goals and to support improved learning outcomes for students with needs.	An improvement in SEA outcomes through Literacy and Numeracy data
	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	The funding was used through the Deb Harcourt training in developing staff skills for better communication outcomes for our students.	The Deb Harcourt training has developed staff knowledge in encouraging children to 'Plan' their day at Preschool.
Improved ECD and parenting outcomes (children's centres only)	Oral language and expressive language is the main focus of development. Time was allocated for staff to gather data using the Yakka Trakka format, from the initial scan, intervention groups have been developed for speech and language. Data was also collected around reciprocal conversations.	Small group interventions Staff identification on language used speech and language support
Inclusive Education Support Program	1:1 specific teaching and learning program for children who have learning difficulties as well as intervention programs. Wave 2 and 3. This also includes social group programs. Implementation of goals identified in OCOP. Development of resources to support identified learning needs such as visuals, social stories	individualised programs and supported access to the curriculum were delivered for children with verified learning disabilities
Improved outcomes for non-English speaking children who received bilingual support	contributed to program and planning to be culturally inclusive, individual support for children with little English, small group teaching and learning	individualised literacy programs implemented for targeted students, increasing access to preschool program

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