

Renmark North School and Renmark North Preschool

2020 annual report to the community

Renmark North School Number: 377

Renmark North Preschool Number: 1786

Partnership: Renmark Loxton

Signature

School principal:

Ms Mary Shannon

Governing council chair:

Mrs Emma Mullin

Date of endorsement:

10 February 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Renmark North Primary School is located approximately 10 km from the town of Renmark and is nestled amongst vineyards and fruit properties.

Our curriculum is focused upon developing independent lifelong learners with a major focus on literacy and numeracy. Renmark North Primary School demonstrated once again what great results can be achieved when staff, students and parents work together as a team to achieve identified goals. The support of parents and the significant impact that they have on the school cannot be underestimated.

2020 will go down as a year of uncertainty and many changes due to COVID-19 world pandemic. The word for the year was 'unprecedented' a word that was used often to explain unfamiliar times.

The school went through a lockdown, due to a positive case of a staff member of COVID-19, back in April. I have never been more prouder of a staff and community working through this ordeal and crisis, this certainly made us stronger and more connected.

There were many events that had to be cancelled, postponed or modified. The school's Continental, which has been running for 61 years, had to be cancelled, this had a heavy impact on fundraising and community connection. I acknowledge the disconnect families had at times not being a part of their child's school activities or events, but also acknowledge their amazing support and understanding.

The school went through it's second External School Review in Term 3. It was noted that there is a commitment to maintaining a community culture across the school. Students value their teachers and are proud of their school.

Teachers encourage students to be the best learner they can be. Dispositions to learning are collectively owned by students and staff, and visible in processes used by the school to support learning.

The following Directions are to be implemented:

Direction 1: Strengthen staff capacity to collectively develop and critically evaluate progress of the challenges of practice through developing effective practices to build common understandings and commitment to change.

Direction 2: Strengthen capacity of staff to provide effective evidence-based feedback for students ensuring they are clear about their current achievement and to inform their next steps in learning.

Direction 3: Strengthen the culture of high expectations through developing and maintaining processes which support the effective implementation of commonly agreed, high-yield differentiated learning practices.

Based on the school's current performance, Renmark North School will be externally reviewed again in 2023.

The Preschool also had a National Quality Standard Assessment and Rating Report in Term 4. The report indicated that the Preschool was meeting all National Quality Standards.

The Site Improvement Plan for 2020 clearly linked:

Targets; Challenges of Practice; and Success Criteria to these goals. Staff and Leadership throughout the year (PLC's, staff and leadership meetings) discussed and reviewed progress using Step 4 of the Improvement Review process. At a Pupil Free Day and during PLC groups staff reviewed the impact and effectiveness of our actions for improvement. This process can be read in the - Improvement Planning - review and evaluate section of the report.

Governing council report

2020 was a whirlwind of a year for everyone & saw us climb mountains we never saw on the horizon, it reminded us about the simple things in life and reinforced our school dispositions are wise words to live by, especially in a time when 'change' suddenly became a daily occurrence.

At the Annual General Meeting in 2020, we welcomed new faces to Governing Council and a change within the Office Holder positions (chairperson, secretary and treasurer) took place. Traditionally, meetings are held twice per term and while we made a positive start the year, the restrictions associated with the Covid-19 Pandemic prevented us from physically meeting towards the end of Term 1 and during Term 2. However, as a committed Governing Council, we maintained strong communication at regular intervals predominantly via email to continue to discuss and contribute towards important issues. When restrictions eased and meetings were able to be held in a face-to-face capacity again, the Governing Council were able to resume their meetings, while still utilising the email system as a means of communication in between scheduled meetings.

During 2020, Governing Council continued to work closely with the Leadership Team and staff. We discussed a variety of topics and provided constructive feedback where necessary, with our decisions based on positively improving the direction of the school and enhancing the learning environment.

Some of the major achievements and strategies implemented included:

- Review and monitor the school improvement plan.
 - Monitor & provide input (where applicable) to school finances, along with the approval of the 2021 school budget.
 - Active participation in the External School Review
 - Supported the official name change of the school, from Renmark North Primary School to Renmark North School, to promote inclusion of the site-based Pre-school.
 - Surveyed Parents/Caregivers twice, obtaining valuable input from the greater school community.
 - o Online survey (Survey Monkey): Fundraising Goals & Plan – to gain a better understanding of the school communities' perspective on where fundraising monies should be invested. Results indicated there was a genuine concern for no fence along the front of the school and purchasing additional learning resources & refurbishment of the Junior Primary building thought to be especially important. Additional outdoor play equipment was also deemed as somewhat important.
 - o "Car Park Survey" – to determine the preference for contributions towards end of year raffle.
 - Organising and undertaking fundraising raffles at the Renmark Club (raising a total of \$625.10)
 - Initiated the Cadbury Chocolate Boxes Fundraiser (raising a total of \$2,432.97)
 - Addressed concerns regarding Sports Day and the inability to allow parent attendance due to Covid-19 restrictions and associated risks
 - Proposed a 'rewards' system be introduced for students who trying their best & making good choices. This was further developed & implemented by staff through the introduction of 'success time' each Friday.
 - Out of appreciation, surprised the teachers with small gift to celebrate World Teachers Day
 - Suggested & purchased 20 new wobble chairs. This was made possible with the assistance from Bakers Delight Renmark, an anonymous parent and through our fundraising funds.
 - Improvements & upgrades made to the preschool grounds.
 - Encouraged a strong communication ethic and school promotion through social media
 - Initiated the introduction of Renmark North School branded school bags, designed to be ergonomically friendly, fit for purpose & durable. The bags have proven to be popular, with the first order exceeding initial expectations.
 - Continued to advocate for funding to complete the fencing along the front of the school (funding since confirmed in early 2021)
 - Supported Jack Rucioch's proposal of a therapy dog for the students (funded entirely in a personal capacity of Jack's)
 - Acknowledged the Rothe & Aston families with a special thank you at the end of year assembly for their dedicated & enthusiastic contributions to Governing Council and fundraising events
 - Extended appreciation and thank you to Tegan Moldovan, who volunteered on Governing Council as a community member and contributed an enormous effort to ensure the upgrades of the preschool grounds were completed
- Traditionally, the Governing Council would also coordinate the annual major fundraiser, Renmark North Continental, however following lengthy discussions it was determined the requirements to ensure a Covid-Safe event were not achievable and the event was cancelled for 2020. In lieu of the event, an end of year celebration and raffle was suggested and supported by the staff, students & families however due to a change in the Covid-19 situation, this unfortunately had to be cancelled.

Thank you to all Governing Council members; Susy Vaughn (secretary), Chelsea Ekonomopoulos (treasurer), Belinda Morrison, Stacey Taylor, C

School quality improvement planning

Tegan Moldovan was the Educator/Teacher appointed to the position for the 2020 school year. School Principal, Mary Shannon is the service's nominated supervisor. There were 2 SSO's appointed to the Preschool (Barb Chamberlain and Nicole Clark) to support at risk students and student-teacher ratio's.

Regular meetings throughout 2020, were scheduled with the Early Childhood Leader Helen Barney, Site Principal and Educational Leader Mary Shannon, Teacher/Educator Tegan Moldovan and other Preschool Educators/SSO's.

Discussions

around 'everyone' being responsible for all children and their learning needs in line with previous NQS directions to meet standard, was a constant agenda item for discussion. The PQIP was implemented with a clear cycle of review in place, in line with the step 4 and 5 process, that is constantly referred to at fortnightly Staff meetings.

Learning Improvement Plan aligns with school priorities.

Goal 1: Improve children's Phonological Awareness (PA) skills (syllables, rhyme, initial sounds)

Goal 2: Improve children's Number Sense skills (recognise, subitise, count)

NQS responsibilities:

1. Continue to develop outdoor nature play learning environment, inc: sensory garden, cubby house, loose parts, chicken coop, etc

2. Establish strategies to support children's Social and Emotional Wellbeing through: Berry Street, BeYou, Kimochis informed practices

3. Building Community Partnerships: nursing home, public library, Bush Kindy,

4. Embedding Aboriginal and Torres Strait Islander Perspectives: Aboriginal Learner Achievement Plan

Highlights included the chicken coop and cubby house being built.

Preschool NQS review occurred in Term 4. Overall Rating: Meeting NQS

Preschool improvement planning - review and evaluate

Goal 1

Target: For the cohort enrolled in Reception (Year 1) 2020 70% will achieve 14 or above on the Running Records broadband scale.

We reached our target with 87.5% of students reaching 14 or above on the running Record scale.

For the cohort enrolled in Year 1 we reviewed our progress during PLC meetings and discovered there were a number of students who were not on track to reach Benchmarks. Interventions were put in place such as targeting students not on track for Mini lit intervention.

Students were tracked and monitored. The 2 students identified were discussed with teachers during PLC and planning will target specific strategies needed for these students to reach target.

2021

How do we maintain students in higher bands for reading?

Goal 2

Target: For the cohort enrolled in Year 3 in 2019 (Year 4 2020) 84% of students achieve a scale score of 106 or above in PAT-R.

69.2 % achieved the target.

Two students who were expected to reach Benchmark did not achieve and these two students have been identified and reading strategies are being implemented to support them.

2021 planning:

What strategies need to be embedded to improve reading in years 3-7

Has the Reciprocal reading continued from year 3-7?

How do we create the net to catch these students?

Goal 3

Target: For the cohort enrolled in Year 3 in 2019 (Year 4 2020) 75% of students achieve a scale score of 110 or above PAT-M.

76.9 achieved the target.

2021 planning:

How do we maintain students in higher bands for Maths.

Improvement: Aboriginal learners

Targeted differentiated support for our ATSI students has resulted in improved outcomes and better engagement. AET has successfully engaged with parents regarding their children's progress and attendance rates, resulting in better outcomes.

Staff have been involved in unpacking the Department's Aboriginal Strategic Plan and staff and Governing Council have endorsed our Aboriginal Learner Achievement Action Template.

Key Element 1: Data Informed Planning

How does the school effectively collect data for Aboriginal learners?

Ensure assessment and reporting schedule is applied for all Aboriginal learners.

Access and utilise the Dashboard to track data collection, to inform One Plan goals

Collate all data including PAT, NAPLAN, Phonics Screening, Attendance, EALD level, and Intervention, on one sheet per child/class. Keep updating as data is collected.

Attendance linked to Literacy and Numeracy outcomes, so notify parents as necessary.

Complete Running records as necessary.

How does the school support deep analysis of individual Aboriginal learner data?

Analyse Aboriginal learners' data from PAT Tests, NAPLAN, Phonics screening, Attendance, Sight Words and Running Records to inform planning.

Make Data spreadsheets available for all teachers to access on staff shared drive & display in Data room.

Hold scheduled, regular and purposeful meetings between classroom teachers, Student Intervention Leader & AET to analyse Aboriginal learners' progress and track growth.

How does the school ensure Aboriginal learners are prominent in improvement planning?

Identify Aboriginal Learners at risk, using colour coding

Identify Aboriginal Learners who receive APAS funding

Use Running Records data and PAT R data from previous year to set individual goals for Aboriginal Learners Hold scheduled meetings between classroom teachers & AET to set SMARTAR goals, plan intervention & review post-data

Review One Plans for Aboriginal learners, as goals are met.

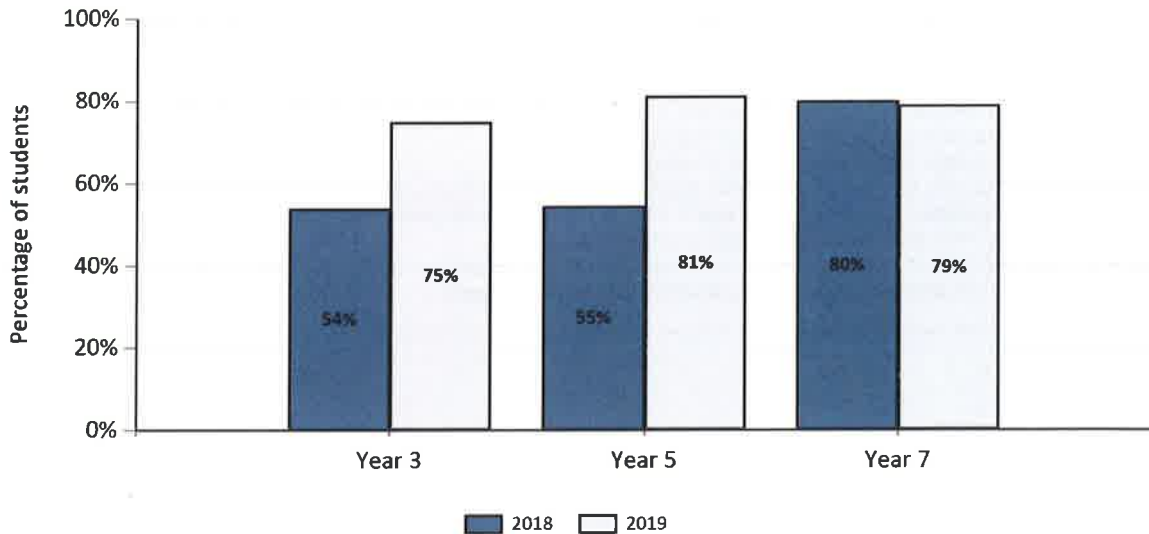
Involve Aboriginal learners in setting goals by involving them in looking at their data/work with teachers, helping identify what areas they need to work on & what they can do to achieve their goals

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

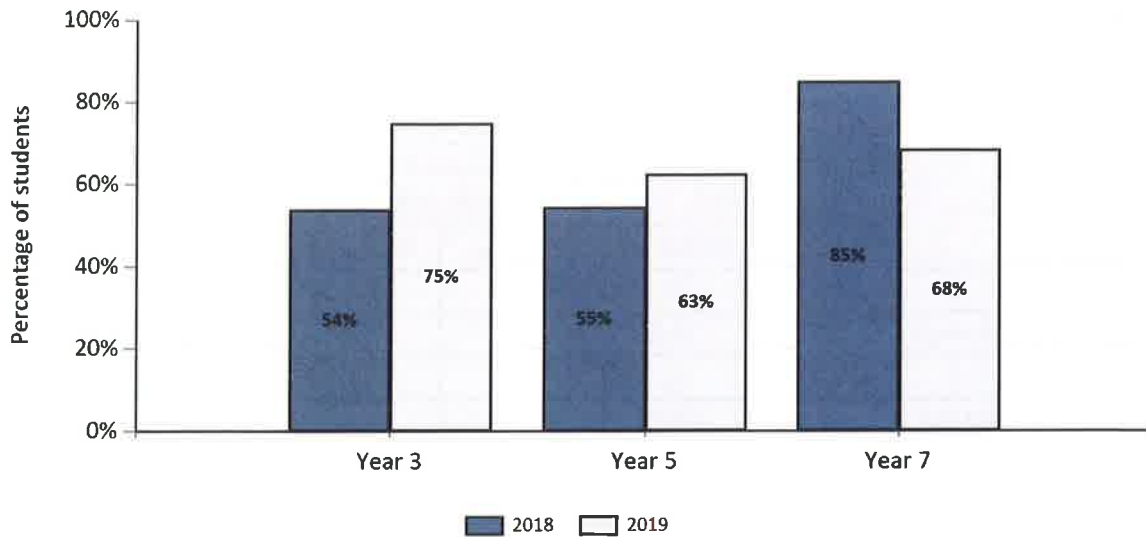


*NOTE: No NAPLAN testing was conducted in 2020.

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	57%	53%	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	57%	40%	50%
Lower progress group	43%	40%	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	12	12	1	3	8%	25%
Year 3 2017-2019 Average	14.3	14.3	2.0	2.0	14%	14%
Year 5 2019	16	16	2	0	13%	0%
Year 5 2017-2019 Average	16.0	16.0	3.7	1.3	23%	8%
Year 7 2019	19	19	4	3	21%	16%
Year 7 2017-2019 Average	19.7	19.7	2.3	3.7	12%	19%

*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

Due to COVID 19 Pandemic NAPLAN testing did not take place across Australia.
The focus of data shifted to PAT-R and PAT-M for student performance.

PAT - Reading Data:

Year 7 Scale score of 120 or above - 5 out of 9 students = 55.5%
Year 6 Scale score of 118 or above - 13 out of 14 students = 92.8%
Year 5 Scale score of 112 or above - 10 out of 11 students = 90.9 %
Year 4 Scale score of 106 or above - 9 out of 12 students = 75%
Year 3 Scale score of 95 or above - 9 out of 12 students = 75%

PAT - Maths Data:

Year 7 Scale score of 121 or above - 7 out of 11 students = 63.6%
Year 6 Scale score of 120 or above - 15 out of 16 students = 93.75%
Year 5 Scale score of 112 or above - 12 out of 14 students = 85.7 %
Year 4 Scale score of 110 or above - 10 out of 13 students = 76.9 %
Year 3 Scale score of 101 or above - 9 out of 14 students = 64.2 %

Phonics Screening - Year 1 students.

Target 28 or above - 9 out of 14 students = 64.2 %

Running Record Data - Reception to Year 2

By the end of Reception broadband level of 5 or above - 9 out of 16 = 56.25 %
By the end of Year 1 broadband level of 13 or above - 12 out of 14 = 85.7 %
By the end of Year 2 broadband level of 21 or above - 12 out of 19 = 63.1 %

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	97.9%	96.8%	92.9%	0.0%
2018 centre	92.8%	0.0%	93.8%	86.9%
2019 centre	92.0%	91.9%	57.8%	86.3%
2020 centre	75.0%	N/A	76.5%	#Error
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	93.5%	88.3%	89.2%	89.4%
Year 1	94.7%	91.6%	88.2%	90.7%
Year 2	94.2%	95.4%	92.2%	88.2%
Year 3	92.1%	93.5%	96.2%	89.6%
Year 4	95.7%	92.2%	92.5%	93.8%
Year 5	94.7%	94.3%	92.6%	90.3%
Year 6	94.1%	94.0%	94.4%	89.9%
Year 7	92.9%	95.1%	91.8%	91.3%
Total	93.9%	92.9%	91.9%	90.3%

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

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

Attendance comment

Overall attendance rate 91.3%

Reception 92.2

Year 1 91.5

Year 2 89.9

Year 3 90.5

Year 4 93.1

Year 5 89.7

Year 6 91.8

Year 7 92.5

Every family whose child or children had high absentee rates was contacted by letter and in some cases by phone, to stress the importance of regular attendance at school.

School attendance is monitored closely through our attendance policy guidelines and this will continue in 2020.

On a daily basis, student absences are queried in order that the correct code is recorded, and if students are absent for more than three days in a row without a prior explanation, parents are contacted by the Principal or school leader.

Any major concerns were follow up with the DECD Social Worker - Attendance and Engagement officer.

All documentation has been rigorous.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	19	19	20	19
2018	18	16	16	16
2019	15	16	18	19
2020	16	N/A	17	17

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

Of the 17 children enrolled in Preschool Term 4 2020 16 of the children will be attending Renmark North School for Reception.
One of the children not attending is moving to Berri.
2021 Preschool enrolments start the year with 13 children.

Behaviour support comment

The introduction of 'Success Friday' has been a welcomed addition to acknowledging positive student behaviour and work ethic throughout 2020. This was a suggestion raised by the parenting body at Governing Council.
Implementation of the Berry Street Model across the site to show consistency - circle time, brain breaks and ready to learn plans.
School Data for 2019:
Exclusion = 0; Suspensions = 6; Internal Suspensions = 2; Take Homes = 14

Client opinion summary

Staff Perspective Survey
28 out of 32 staff completed the survey = 88%
Overall Engagement Score = 46% previously in 2018 was 61%

Dimension Priorities

1. Student Safety Climate - A site-wide behavioural support policy is consistently applied
2. Leadership - There is strong evidence of effective leadership from site leaders
3. Leadership - We are confident that the results from this survey will be acted upon by our site leaders
4. Change - At our site, major change initiatives are well managed and help us to deliver better performance (i.e. improved learner outcomes)
5. Decision Making - At our site, our resources are allocated in line with our key priorities
6. Decision Making - At our site, we make high quality decisions to achieve our improvement goals
7. Site Improvement Perceptions - I am confident our site's improvement goals will be achieved as planned
8. Reward & Recognition - At our site, high performing staff members are recognised for their work
9. Connectedness - At our site, we respectfully manage conflict when we have a difference in opinion
10. High Expectations - Our site leaders challenge the status quo to be more ambitious in our goals

Preschool Parent Survey

This year went online and a link sent home to families. Unfortunately we only had one parent respond to the survey.

School Student / Parent Survey

Due to COVID-19 this did not occur in 2020

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
377 - Renmark North School	100.0%	100.0%	86.7%	100.0%

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	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	3.3%
Transfer to SA Govt School	27	90.0%
Unknown	2	6.7%
Unknown (TG - Not Found)	0	NA

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

Destination comment

Numbers for 2021 are stable with 5 classes from Year R-7. 2020 saw 12 year 7 students leave for High School with 18 students coming from Preschool into Reception for 2021.

Relevant history screening

In 2020, all screening was up to date and processed online in accordance with The Department policy.

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	0

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	10.5	0.0	11.2
Persons	0	11	0	17

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

Financial statement

Funding Source	Amount
Grants: State	\$2,051,450
Grants: Commonwealth	\$4,263
Parent Contributions	\$50,012
Fund Raising	\$7,949
Other	\$166,318

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	Appointment of SWL to lead priorities. Implementing the Berry Street Model across the site (2 trainings in 2020 and 2 more in 2021). Kimochi program implemented in Preschool and JP classes, S&L competencies.	Berry Street Model - roll out 2020 in classrooms; Circle Time and Ready to Learn
	Improved outcomes for students with an additional language or dialect	EALD teacher - working in classrooms (modelling and team teaching) differentiated teacher instruction. Small group work	All students EALD scaling
	Inclusive Education Support Program	Resources directed to support development, implementation and review of One Plans, T&D, accessing Support Services, collaborative teacher planning opportunities to implement differentiated programs.	One Plans updated. Student Review Team meetings - once a term, teachers released
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	Numeracy and Literacy funding used to support students not meeting SEA through intervention programs, building capacity of teachers to differentiate curriculum for all and increasing teacher clarity through learning intentions and success criteria.	Increased capacity of teachers to support students develop personalised learning goals and track progress.
Program funding for all students	Australian Curriculum	Australian Curriculum funding used to implement LDAM strategy, including time for collaborative learning design and moderation across Partnership Schools and T&D for staff.	Collaborative moderation for accurate A-E reporting.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used to implement high-impact strategies including teacher collaboration to design quality learning/assessment tasks and SSO support and interventions.	Focus on tracking and monitoring student progress through formative assessment
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	TRT cover for teacher to meet with Support Services - identifying students requiring speech programs or additional needs support. PLC with Reception Teacher - Book based Literacy and Numeracy program to support transition.	Programming reflects deepening understanding of supporting book based learning approaches.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	SSO time for implementing specific programs and developing resources as per recommendations. Purchasing of resources to supplement differentiated learning programs. Intensive support for identified student as per One Plan goals.	Progress testing and diagnostic assessment - transition to school in 2021.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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

