



Coomandook Area School and Coomandook & Districts Kgtn

2020 annual report to the community

Coomandook Area School Number: 729

Coomandook & Districts Kgtn Number: 6508

Partnership: Coorong & Mallee

Signature

School principal:

Mr. John Sutton

Governing council chair:

Mrs. Louise Pitt

Date of endorsement:

25 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Coomandook Area School (CAS) is a quality K-12 school in the Coorong Mallee Partnership. In 2019, the school amalgamated with the Coomandook and Districts Kindergarten to become a Pre-School to Year 12 site. The early learning environment became known as "The Coop". In 2020 The Coop has provided learning opportunities associated through its Pre school Quality Improvement Plan and the School through its Site Improvement Plan. Students and Teachers from Preschool to Year 2 have worked in a successful team environment. CAS caters for Pre school to Year 12 students. It is situated 140 kms from the Adelaide CBD on the Dukes Highway. The enrolment in 2020 is 125 which includes 8 Pre School students. The local Partnership is Coorong Mallee. The school has an ICSEA score of 990, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes 3 % Aboriginal students, 12% students with disabilities, 0% students with English as an additional language or dialect (EALD) background, 0.8% children/young people in care and 37 % of students eligible for School Card assistance. The school Leadership team consists of an Acting Principal in 2020 and an Acting Principal in 2021, Deputy Principal, SACE / Transition Coordinator and the School Administration Officer. There are 14 teachers including 4 in their first few years of teaching. The school consists of 1 Early Years and 3 Primary teachers, 1 Non instructional Time teacher and 10 teachers with secondary background. The school employs 11 SSOs of which 5 provide classroom support, a Youth Worker, an ICT management, a Librarian and 3 Office Staff, one with Line Management and Leadership responsibilities. Our school vision has the whole school dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential. Our values are: Respect, Honesty and Persistence and these form the basis of our Pastoral Care program. Staff, students and parents have focussed on "Literacy is Everyone's Business", as we have seen staff in non traditional writing areas support students in their ability to write reports associated with their subject areas. This has seen a massive growth in our Literacy achievement across all sections of secondary schooling and is a tribute to students and staff for its integration. In 2020 the school delivered all Australian Curriculum required learning areas F-10, the SACE Certificate and VET options. We had students sit external exams seeking an ATAR to go onto further study. In 2020 the school continued on planning from the Department for Education's Improvement model with three Challenges of Practice focusing specifically on Writing, Reading and Number. Staff underwent professional development, were actively involved in Professional Learning Communities and dedicated to pedagogical improvement. Writing has been the major focus of new learning for staff from this plan. All staff have been actively engaged in the scaffolding of student work, explicit teaching, constructive and critical feedback and the development of subject specific language to improve student grades. In 2020 most students have seen their grades increase as a result of this focus. Covid 19 Impacted our ability to provide our students with outside opportunities to develop their skills but the school provided opportunities for students to learn through participation in co-curricular programs within the school setting. Whilst we weren't able to enter many opportunities face to face or off site we provided the opportunities through and within the school setting. COVID did have a silver lining for us as a site as we were able to engineer a major costless upgrade of all of our infrastructure, cabling and devices. All Secondary students had access to laptops. Internet speed and reliability was increased. Our Year 7s and 8s will be provided with a new laptop in 2021 as part of the Year 7 to High School program. New Promethium interactive wifi TVs have been provided to classrooms. Students with no home access were provided with a laptop and internet dongle to support their learning from home. Parents now have access to Daymap at home. All students' assessment tasks success criteria subject information is available to students and parents online and is making communication between home and school much easier Highlights included our meat animals (Best quality Export steer) at The Royal Adelaide Show, numerous school sports including Athletics, Swimming and Team sports, the Journey program, Inquiry Convention, Primary Schools Music Festival, Instrumental Music, Camps and Excursions across the whole school, Kitchen Garden Program and Cherifa's presentation to the Coorong Council. Our school's Governing Council and Parents & Friends Association continue to provide support for student learning programs.

Governing council report

At the beginning of the year Governing Council had a job list, put together from a parent survey we had previously sent out. We were keen to get started but obviously everything went on hold this year. I am happy to say though that due to the hard work of John Sutton and Jacob Dawson many of the things on our job list was completed – some coming in much cheaper than we budgeted and that is always a good thing!

There were major maintenance issues, like the roof over the computer room leaking for example, that have recently been fixed. The Coop had its massive upgrade and many things are still ongoing and by all reports our Junior School is thriving. Another item on the list was improving our online tech at the school, which came in handy this year, which also looked at creating better lines of communication. Once our school systems could run Daymap, parents were all been invited to keep track of school work and notes. If you haven't looked into it yet, please let me recommend that you do. In the end we have had a successful year growing our school and thank all the Governing Councilor's, Parents and Friends and other volunteers who did what they could this year to support. I particularly want to thank David Peter for his commitment to Governing Council for the last 6 or 7 years, as their families time at CAS comes to an end.

Next year look out for another survey for more ideas of what you would like to see in the school, what your concerns are and where you think we can improve CAS and we look forward to working with new Principal Mal Jurgs to achieve these ends. Our AGM is Feb 22nd if you feel passionate about your children's education and the community at Coomandook Area School, please come along.

School quality improvement planning

GGGoal 1: Increase student achievement writing, specifically the language conventions and textual features. This was achieved through whole staff training in TEEL structure completed with success criteria and exemplars to be further developed

- Each primary teacher incorporated daily writing activities that responded to texts in their literacy block to ensure students developed increased proficiency to apply these in their writing.
- All Primary teachers explicitly taught two written genres, with a focus on punctuation vocab and sentence structure in response to Language & Literacy progressions and reported back to leadership in the PDPs how students were tracking using the Brightpath scales
- All teachers participated in Partnership PD and collaborative moderation of assessment tasks
- SACE teachers examined the Performance Standards in closer detail
- Secondary teachers taught subject specific genre using modelled texts to ensure students developed increased proficiency to apply these in their writing.
- Secondary HASS and English teachers (2) tracked and monitored student progress in writing and report to Leadership through their PDPs using the Brightpath scales and literacy progressions.
- Secondary teachers provided students with scaffolded tasks in writing to support their learning journey.
- Teachers displayed/used vocab supports / word walls with meanings to support student understanding and use of in written work

Goal 2: Increase student achievement in reading by exposing students to a range of texts and promote reading for meaning to develop increased proficiency to interpret texts

- Primary staff participated in Jolly Phonics and grammar training. Agreements on consistency across classes
- Primary staff explored and identified Literacy across their subject areas and identified what it is
- Primary staff developed Literacy Agreement mapping all aspects.
- Secondary staff developed Literacy plans across all subject areas. Literacy became everyone's business.
- Explicit teaching of relevant genres including poetry focusing on inferring, interpreting, analyzing and applying knowledge.
- Secondary English teachers used high quality literature to expose students to a range of texts and make meaningful connections
- Secondary teachers identified core texts for each new topic and used a gradual release of responsibility model to develop increased proficiency to interpret texts using a highly scaffolded approach with supporting vocab.
- All Teachers use PAT R Resource library to support teaching of inferring interpreting and applying knowledge
- Running Record data across Reception to Year 5 demonstrated pleasing growth in the majority of students with many reaching an independent level from Year 2 upwards. When comparing Term 1 and Term 3 results, students' individual growth was evident with one student increasing by 17 levels (average approximately 6).

Goal 3: Increase student achievement in the number strand

- Goal was strongly met with Numeracy Consultant Kathy Palmer working with staff. Feedback from Kathy was that our school was considered to be "exemplary" in implementing improvements in practice.
- Site wide numeracy plan developed including developmental stages of improving Investigative reports from Year 7 to 12.
- Scope and sequence for teaching Mathematics developed R-10.
- Scaffolding Numeracy in the Middle Years program used to support students in developing basic number skills in Years 6-10.
- Staff engaged in Partnership PD with Kathy Palmer to develop unit plans and strategies to support number development
- Teachers' primary learning plans encompass the Big Ideas in Number strategy to sequence student learning to strengthen trusting the count, place value and multiplicative thinking
- Teachers worked collaboratively to analyze data in Identifying wave 1 and 3 students and plan relevant interventions or extensions

Preschool improvement planning - review and evaluate

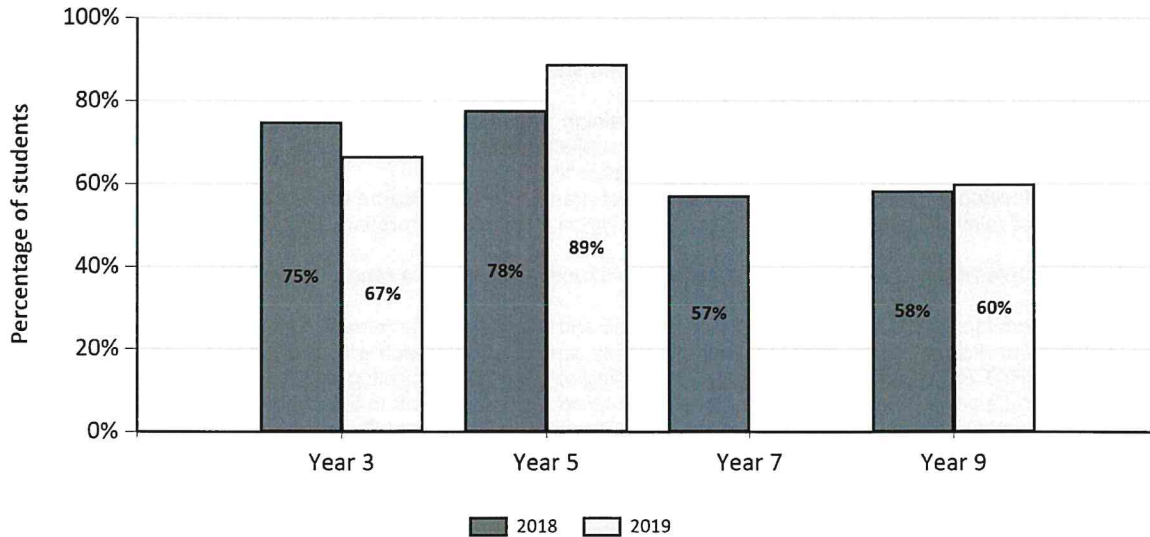
The Preschool Quality Improvement Plan (PQIP) has been developed in consultation with staff working in the Coop and the Early Childhood Leader. There is one Challenge of Practice which is to use a shared approach to teaching Oral language development. The actions include using Conversational Reading strategies, scaffolding and modelling appropriate language conventions, developing phonological awareness through the use of rhyme and song, and engaging families in the learning activities.

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

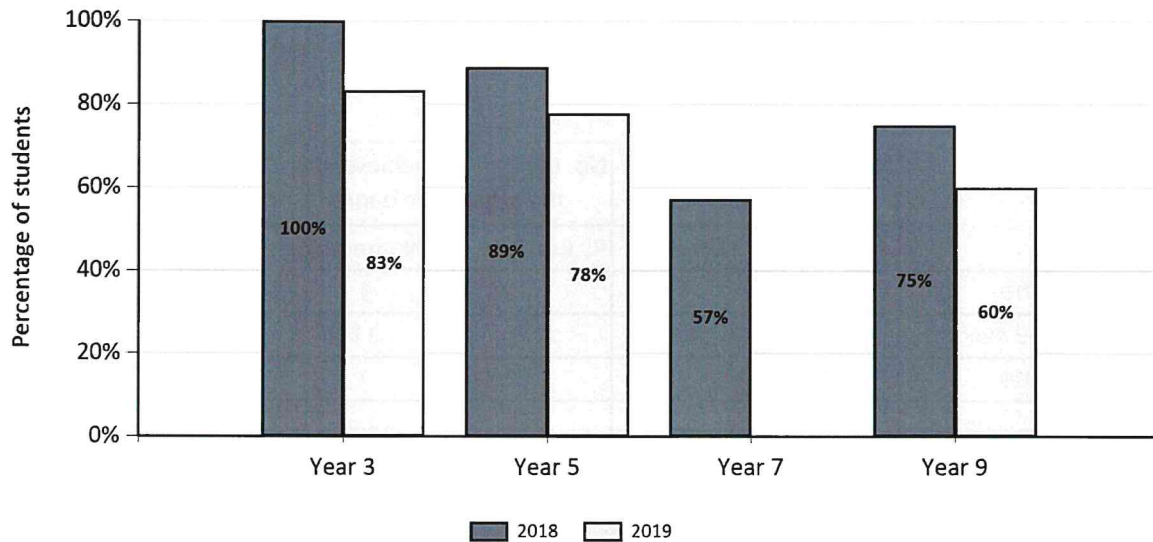


*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	0%	*	57%	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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	62%	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%.

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	6	6	1	1	17%	17%
Year 3 2017-2019 Average	8.3	8.3	3.0	3.0	36%	36%
Year 5 2019	9	9	4	1	44%	11%
Year 5 2017-2019 Average	8.3	8.3	3.0	1.3	36%	16%
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	7.7	7.7	1.7	0.7	22%	9%
Year 9 2019	15	15	2	2	13%	13%
Year 9 2017-2019 Average	13.7	13.7	0.7	0.7	5%	5%

*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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2017	2018	2019	2020
97%	88%	90%	97%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	0%	0%	0%
A	6%	0%	2%	5%
A-	6%	6%	10%	5%
B+	19%	14%	7%	8%
B	19%	16%	12%	3%
B-	11%	12%	24%	21%
C+	19%	10%	17%	21%
C	6%	18%	14%	23%
C-	11%	10%	5%	13%
D+	0%	6%	5%	3%
D	3%	4%	2%	0%
D-	0%	0%	2%	0%
E+	0%	2%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

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

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020
100%	88%	89%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	20%	27%	0%	72%
Percentage of year 12 students undertaking vocational training or trade training	40%	55%	22%	75%

School performance comment

No NAPLAN testing was conducted in 2020

SACE

Overall 92% of students achieved in the C and above range, representing growth from 2019. Of those students, 50% were in the A-B range which is a slight decrease on 2019.

89% (8 out of 9) students attained their SACE certificate in 2020

100% of students successfully completed the Research Project in Year 11 to support SACE completion. All students also in Year 11 have passed their compulsory English and Mathematics subjects as part of their SACE completion. All Year 11 students are on track to complete SACE in 2021

PAT Results

For PAT-R, 81% of students including 13% in the high Bands in Year 1-10 met the DECD SEA and for PAT-M, 84% including 11% in the High Bands met the DECD SEA.

Recommendation: Strategic support and differentiation to lift the 20% of students not achieving SEA. Staff to identify those students and support with 3rd wave intervention, scaffolds, one plans and / or additional support for students not reaching SEA.

Other school based testing

Phonics

100% of our Year 1 students made SEA in the phonics screening test showing the excellent work of our early years teachers. This has occurred both for 2019 and 2020 and is setting up our students reading proficiency

Running Records

In F to Year 2 73% of students have reached SEA by Term 3 2020.

Recommendation: Strategic support and differentiation to lift the 27% of students not achieving SEA. Staff to identify those students and support with 3rd wave intervention, additional phonological awareness and Heggarty's interventions, one plans and / or additional support for students not reaching SEA. Additional support will be needed for 2 Year 3 students

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	97.5%	48.4%	87.5%	100.0%
2018 centre	96.9%	80.0%	81.3%	97.2%
2019 centre	100.0%	90.0%	85.0%	90.0%
2020 centre	90.0%	71.4%	77.1%	6.4%
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	89.2%	87.5%	92.6%	91.2%
Year 1	94.9%	93.2%	92.9%	90.2%
Year 2	93.6%	86.4%	92.0%	92.0%
Year 3	94.3%	93.4%	95.1%	88.9%
Year 4	93.3%	93.9%	90.3%	93.9%
Year 5	95.4%	92.2%	93.7%	95.0%
Year 6	93.7%	90.2%	94.2%	94.3%
Year 7	90.9%	96.4%	95.2%	91.4%
Year 8	91.2%	89.7%	97.5%	94.7%
Year 9	93.4%	84.9%	90.0%	96.4%
Year 10	89.3%	91.0%	87.2%	89.2%
Year 11	84.1%	82.7%	92.9%	85.9%
Year 12	76.2%	84.9%	91.2%	88.5%
Secondary Other	56.4%	87.1%	N/A	81.4%
Total	89.5%	89.5%	92.3%	91.4%

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

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

Attendance comment

The attendance rate for 2020 demonstrates an improvement on 2019 especially considering the effects of COVID 19 with both staff and students exempted for long periods of time. Staff and students showed strong persistence and resilience in ensuring that assessment tasks due dates and student support was to the fore using email and daymap. The school continues to monitor student absences, routinely following up on unexplained and unacceptable absences. A number of attendance awards in the Bronze, Silver and Gold categories were presented to students who consistently had 100% attendance in one or more terms. The school actively promotes and encourages attendance as a strong lever in improving student learning outcomes.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	8	8	8	7
2018	8	8	8	7
2019	5	5	5	5
2020	6	7	8	8

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

Enrolments increased to above 5 in 2020.
 The Pre School was provided with an Early Years Teacher as predicted enrolments for future years above 5.
 The Pre School was deemed "inside scope" for 2020.

Behaviour support comment

The 2020 school year has seen only one suspension through violence as staff engaged students in their learning reducing the number of incidences at the school. Staff are to be congratulated on their proactive support of students through providing them with multiple entry points in their learning and providing multiple scaffolded opportunities to complete their work on time and to an improved level. Strong support for the school's values of Respect, Honesty and Persistence are further consolidated in home class pastoral care sessions. Dealing consistently and fairly within class groups and consistent consequences applied by the school's Leadership team, brought about a change in the general tone and demeanour of students in the yard and classroom. The school's stance of zero tolerance to bullying has continued. In 2020 suspensions decreased from 7 in 2019 to 1 in 2020, with 3 internal suspensions. Apart from these, the remainder of behaviours were very low level resulting primarily in detention, time out and buddy class. More students were able to adjust their behaviours as a result of proactive interventions from staff and leadership. Overall an excellent result for 2020.

Client opinion summary

The Parent Survey was completed by 22 families in 2020, a much improved rate to the previous year. The following items were highlighted by parents as positives: The survey indicates that approx. 75% parents surveyed (17 parents) are happy with the way the school is operating. Communicating to parents in regular time frames has been a major issue for the school over the years. As a result the school has introduced SMS messaging, Daymap to home, Facebook page showing events and continues with its fortnightly newsletter. Whilst there has been improvement in communicating to parents regarding student work and attitudes parents are encouraging teachers to ensure excursion, activities and camp notes go out in plenty of time to ensure families are able to plan payments more easily.

Other strong points from the survey include

- I feel like my child is important to the school
- I know what standard of work the school expects of my child
- Our work with parents to support their children when working from home
- The school provides an opportunity for me to have input about my child's learning

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
729 - Coomandook Area School	90.0%	100.0%	100.0%	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	1	4.0%
Interstate/Overseas	5	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	1	4.0%
Transfer to Non-Govt School	1	4.0%
Transfer to SA Govt School	8	32.0%
Unknown	9	36.0%
Unknown (TG - Not Found)	0	NA

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

Destination comment

Most students who left Coomandook in 2020 went to other government schools, or to further training or employment. There was a small number who left to attend non-government schools.

Relevant history screening

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

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	24
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 Equivalentents	0.0	12.6	0.0	8.6
Persons	0	15	0	13

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

Financial statement

Funding Source	Amount
Grants: State	\$2,522,811
Grants: Commonwealth	\$7,922
Parent Contributions	\$38,094
Fund Raising	\$914
Other	\$1,246

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	This funding was used to provide students with SSO support, either one on one or in small groups to assist the students monitor and modify their behaviour and engagement in class.	For some students this was successful, improving their attendance and engagement
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Two enrolments with South African background, Year 6 and Year 1. Students were provided with EALD specific booklets to check off milestones. SSO support provided 1:1.	Students transferred to Non Govt School, end of Term 1.
Targeted funding for groups of students	Inclusive Education Support Program	This funding was used to employ SSO to support identified students particularly in developing their literacy and numeracy skills. Specific programmes - Beat Dyslexia, Multilit and Quicksmart delivered by SSO's.	Testing showed ongoing growth.
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	The Early Years support funding was used to reduce class sizes and to provide SSO support particularly in literacy and numeracy learning. The Rural and Isolated Student funding was used to support students attending off site activities such as camps and excursions and VET programs. All costs for students undertaking VET programs were covered. This included covering transport costs and entry fees. Supporting students via Quicksmart Beat Dyslexia and Multilit. PAT Maths testing to identify students eligible for Quicksmart.	Pre and Post testing indicated improvement.
Program funding for all students	Australian Curriculum	This funding has been used to build teachers capacity by releasing them to attend professional development opportunities especially in literacy and numeracy learning. These projects included BrightPath workshops.	Increased staff capacity has lead to improved student outcomes.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Supporting students via Quicksmart Beat Dyslexia and Multilit. PAT Maths testing to identify students eligible for Quicksmart. Supporting students in classes with additional SSO Support	Pre and Post testing indicated improvement between both tests.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

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	This funding was used to provide one on one SSO support for identified children.	Children showed growth in both areas.
Improved ECD and parenting outcomes (children's centres only)	NA	NA
Inclusive Education Support Program	This funding was used to provide one on one SSO support for identified children.	Children developed skills in identified areas.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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