

Loxton North School and Loxton North Kindergarten



Government
of South Australia

Department for Education

2019 annual report to the community

Loxton North School Number: 678

Loxton North Kindergarten Number: 6529

Partnership: Renmark Loxton

Name of school principal:

Vanessa Wainwright

Name of governing council chairperson:

Lisette King

Date of endorsement:

13/02/2020

Site context and highlights

At Loxton North School we welcome everyone. Strengths are nurtured, minds are challenged and growth areas are developed. We enjoy each other's talents and share our experiences for the benefit of everyone. From Playgroup to Occasional Care, Preschool to Year 7, we enjoy a range of learning spaces including: Nature Play, refurbished classrooms, modern library, new technologies, mud kitchen and school swimming pool. We currently have 80 students enrolled from preschool to year seven, three classes and a site based preschool.

Loxton North School offers individualised learning plans for our students, we cater for all learning styles and needs; stretching students with their learning is a priority. We specialise in the Language of AUSLAN (sign language for the hearing impaired) and STEM, these are taught to students throughout the school. Our Preschool is a play based inquiry learning and adopts the Reggio Emilia philosophy. Students input into learning programs is valued and sought after while planning using the Early Years Learning Framework - Being, Belonging and Becoming.

Literacy and numeracy is a priority at our site. Literacy entails reading, spelling, writing, handwriting, and oral language. These elements of literacy are taught using research based approaches which are proven to progress students learning. We use synthetic phonics approach as the basis and activities occur daily developing student's rigour and deepen understanding of the English language. Students' progress is tracked and monitored regularly.

Numeracy involves students learning skills and concepts of: number & algebra, measurement & geometry and statistics & probability. These skills are taught specifically and then applied to real life problems so application can occur of the skill and further deepening of knowledge. Literacy and Numeracy is intertwined with all other curriculum areas; Science, Technology, The Arts and HASS (History & Geography).

Deepening students understanding of themselves as a learner occurs through our work on a growth mindset and learner dispositions. A growth mindset is modeled and taught to students from preschool onwards, they learn how their brain works, pathways that are created when learning, learning mistakes are part of this process and how we move through struggle in learning. The learner dispositions of seek, think, persist, communicate and self-regulate give students the skills to do this. Reflection and sharing of this with others is crucial in understanding the stages of learning and once we master something we then have new learning and the process repeats again.

The school has excellent facilities, with each classroom having a double room space, court yard for further play explorations, STEM Centre that connects facilities so students can access what they need i.e. kitchen, computers, woodwork, garden, science, construction, media tools. Also have a recently developed Orchard Grove with a range of fruit trees that are cared and maintained by all students. A magnificent Preschool and Occasional Care space both indoor and outdoor which fosters curiosity of learning through play.

At Loxton North School we believe a smooth transition from Preschool to school creates happier students and active learning. Loxton North School is a feeder school to Loxton High School. Year seven students undergo an extensive transition program with High School staff and students.

Loxton North School is a member of the Loxton Renmark Partnership.

Highlights for the year:

- Staff training in STEM 500 Technology, Maths in residence with Mark Traynor, LDAM with the partnership,
- Preschool training in Reggio Emilia and a field trip visiting other site based preschools with the Early Years Director
- Facilities upgraded seeing the completion of cabinetry, upgrade of library office and the completion of the preschool space; inside and outside, upgrade of the swimming pool to include solar heating and shade structure, tree audit seeing the removal and trimming of many trees on site, irrigation system replaced, Aboriginal murals by local artist and a major working bee attended by many families.
- Promotion of the school seeing events throughout the year; Harvest Festival, Mardi Gras, Riverland Expo in the Preschool, Pedal Prix, weekly Facebook posts, Loxton Bingo, Presentation Night, Loxton News- featuring regularly throughout the term, Aboriginal Culture Day, Christmas tree display, Loxton Show display and new signage installed on main roads.
- Students learning being tracked and monitored closely with tailored intervention programs where required.
- SRC holding fundraisers, involved in learner dispositions, development of a lunch games shed.
- permanency achieved for SSO's and 2 teachers which will assist greatly with consistency and continuity for students and the school with the directions and key learning.

The school reflects the passion and dedication of staff, families and students.

Governing council report

As governing council chair for 2019 I was once again been privileged to work with a wonderful group of dedicated individuals who wanted to actively contribute to the direction of our school and its ongoing success. We began the year in a very positive fashion with a group of 12 enthusiastic parents and community members making up the 2019 council. And our year continued to be a very positive and engaging one.

Our meetings were active and light hearted gatherings full of humor that still managed to be very productive and were further enriched by the regular contributions of various teachers throughout the year. They provided us with very valuable and informative insights into the behind the scenes learning and planning that they are continually doing and instilled us with the confidence that our teachers are really ahead of the game when it comes to curriculum planning and implementation, and are truly dedicated to improving not only our children's learning experiences but their own teaching knowledge and capabilities.

It felt very much like, as a school community, we really hit our stride in 2019 and kept building on all the positive decisions and outcomes we have managed to achieve in the last few years. Our focus on building and improving the public image and reputation of the school has paid off and we are so thrilled to see our student numbers on the rise again and our play group and pre-school flourishing. We are incredibly lucky to be able to offer occasional care services and pre-school facilities on site and we will be working to continually promote these services and use them as a great way to introduce parents and children to Loxton North School and all it has to offer. The fact that we are able to offer pre-school to Year 7 learning is a big draw card and we are incredibly fortunate that we can offer a seamless transition for pre-school students and their families.

Once again our school held our annual Harvest Festival and Great Stomp fundraiser which was enjoyed by all who attended and again raised a significant amount of funds to be put back into the school. The school was also involved in the Loxton Mardi Gras and the Loxton Show, and our students got to enjoy and participate in events like Aboriginal Culture Day, Sports Day, Splash Carnival, SAPSASSA and Choir. It seems like there is always something happening for our students and it all contributes to an enriched learning environment which assist in making them well rounded individuals and also gives them the opportunity to try new things.

Our governing council achieved quite a lot in the past year and whilst our work is mainly behind the scenes and may not seem very visible, parents, students, teachers and the general community get to see the outcomes of our decisions in things like the approval of the annual school budget and school fees, distribution of fundraising monies, fruit orchard, the solar pool heating and permanent shade structure, breakfast club, our focus on and promotion of STEM education into the future, working bees, continual upgrades to our facilities, the rugby tops our students now get to wear, continuing review of school policies and the creation of the new fundraising committee to provide a more focused avenue of planning for fundraising opportunities for the school outside of our annual harvest festival.

We are excited to see our students continued learning of AUSLAN, the upcoming changes and improvements to the STEM learning area and anticipate that we will also be planning ahead for the future transition of Year 7's to high school which is set to occur in 2022.

We are continually striving to ensure that our council is an inclusive and positive group that is representative of the fantastic diversity within our school and that every one feels like there is someone on the council who is an advocate for them. Existing and new parents, guardians and grandparents to Loxton North School are encouraged to get involved with governing council as we feel that every person has something valuable to contribute. The more effort we are able to put in as a group and the greater our pool of resources then the more our students and the school as a whole will benefit.

On a more somber note, we farewelled not only our Year 7 students but also three families who have all been long contributing members of the Loxton North School community and we said good bye to a fantastic teacher as well. Annette and Travis Dubrich, Rob and Trish Gillard, and Dion and Milto Skinner, together with Janice Sawade as one of our longest serving teachers, have all contributed invaluable to our school in so many ways over the years and we cannot thank them enough for all their time and efforts.

We are all looking forward to another great year in 2020 and hope that you will consider joining us!

Lisette King
Governing Council Chair

Quality improvement planning (Preschool)

The QIP has 7 Quality areas which are constantly reviewed using an impact cycle. This provides a service that is critically reflecting to ensure it is providing a high quality service.

Quality Area 1: The educational program and practice of the service is heavily child centred. Ensuring that the play based learning is stimulating, ignites curiosity and builds on what the child brings - extending the development of learners and enhances opportunities.

Quality Area 2: Children's health and safety saw staff involved in training on interoception strategies. When a child is distressed or finding it hard to communicate an interoception strategy is modeled by staff and the child encouraged to do the same. This has led to children using strategies without being prompted.

Quality Area 3: We have reinvigorated 3 physical spaces; Occasional Care, Preschool guttered and refurbished and the outside extension of play space. These areas have undergone major changes which link to the preschool philosophy.

Quality Areas 4: Consistency in staffing and relationships between students is paramount. 2019 saw Sue Jones SSO achieve permanency, this ensures we have 2 permanent staff in the preschool. Our regular TRT contingency expanded introducing another TRT to children and families.

Quality Area 5: Relationships with children; involvement of the preschool in whole school events has developed relationships with families across the school community making them feel valued and part of the school. This includes regular assemblies, sports day, excursions with the junior primary class, working bees and end of year celebration.

Quality Area 6: Collaborative partnerships with families and communities. Our Early years EXPO was held in the preschool. This saw services across the Riverland present information and have stalls set up to share information, activities and to connect with our families. Services included a dietician, support services, local library, Headspace and essential oils for the home.

Quality Area 7: Governance and Leadership. Our Governing Council values preschool and understands the importance of the Early Years. The Chairperson has attended all Preschool functions and welcomed families to the school personally. Policies and procedures were centralised and updated with a cyclic review date. This is more accessible and referred to with families when sharing and discussing process.

This is a snapshot of key outcomes of the QIP which were reviewed regularly and updated. At our last pupil free day we self reviewed and celebrated these successes and identified areas of focus for 2020

I'd like to acknowledge the commitment of staff to providing high quality care and learning opportunities through play.

Improvement planning - review and evaluate (School)

Term 4, 2019 saw our final pupil free day; review and evaluation of the Site Improvement Plan and Quality Improvement Plan. This gave staff the opportunity to spend time analysing data, measure distance traveled for individuals and identify what was it that lead to the results. This enabled us to narrow down actions and develop our learning cycle for the following year. Ownership of the plan is crucial, having the time to discuss and make informed decisions is beneficial to the consistent practice across the sight and going deeper in learning of best practice.

Goal 1 - Maths; seeing students demonstrate effective learner dispositions and working mathematically to solve problems AND teachers planning and programming for students is mapped against BIN and AC numeracy progression. Video diary evidence showed the benefits and mindsets of students from implementing the Week of Inspirational maths across the site as well as going deeper with the learner dispositions. SRC and 2 students lead the work on this with all students in the school to make the connection. Our work on LDAM has created deeper conversations and connections of moving students forward with learning using consistency across site through the AC progression.

Goal 2 - Reading; R-2 students being able to recognise alphabet letter, high frequency words, phonemes and apply phonic principles to known and unknown words AND students with specific reading difficulties provided with precise scaffolded support. Through using synthetics phonics, decodable readers, trained SSO's implementing daily reading and funding of a reading coach to do deeper analysis of students great results occurred; 6/10 yr1 students at SEA and all Yr2/4/5 at SEA. This will continue for 2020, staff seeing great benefits from the approaches. Also identifying the need for further understanding of reading difficulties with staff to be involved in 'Dyslexia and Reading Difficulties' training early in 2020.

Goal 3 - Writing; in work samples we see students writing skills improved and see progression in control and use of sentence structure including secretarial elements. Staff did a lot of work on moderating work samples which enabled identification on what skills students showed and what their next steps were. Vocabulary training occurred identifying ways teachers can deepen students understanding of words. 30/64 students showed growth in 6 months; upon further analysis this identified the need of students learning and use of simple, compound and complex sentences. Staff identified the need to develop a range of pedagogies to teach these concepts. As part of our visible learning work we will explore ways to implement goal setting by students using success criteria to guide progression of where next.

The Preschools goals that came from the review line up with the schools; Literacy- increase students achievement in phonological awareness focusing on rhymes and syllables AND Numeracy- increased achievement in number sense, particularly in subitising. The sites focus on improvement follows EYLF and AC progression. This highlights consistency for students in pedagogical practices across the site.

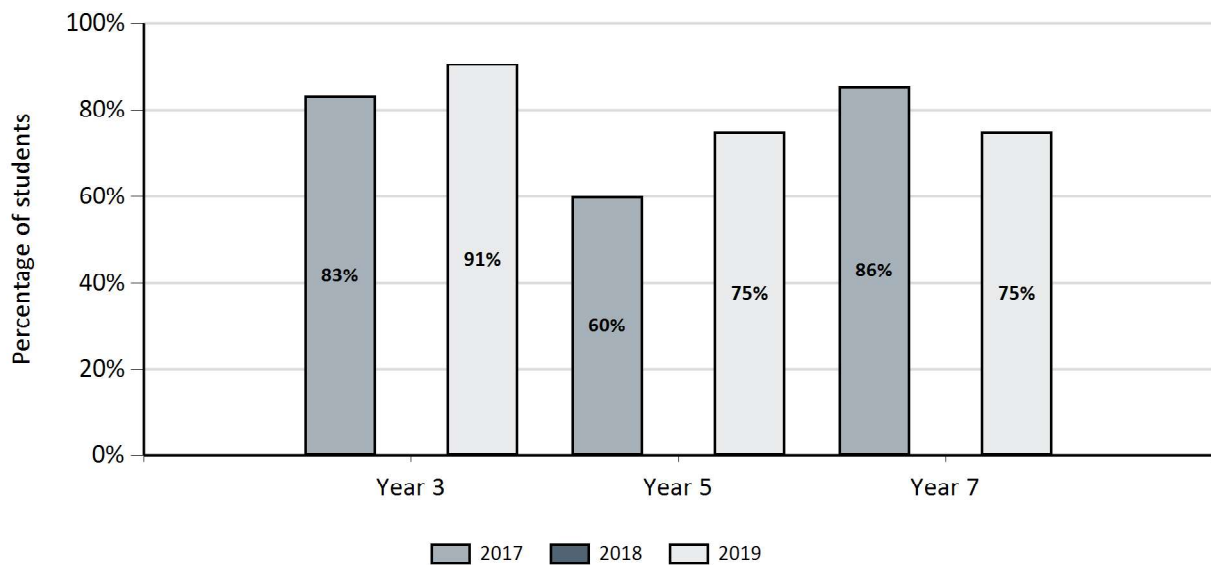
From reviewing and evaluating staff are aware of the action and directions of the work that will occur in 2020. Funding has been allocated to assist with implementation.

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.

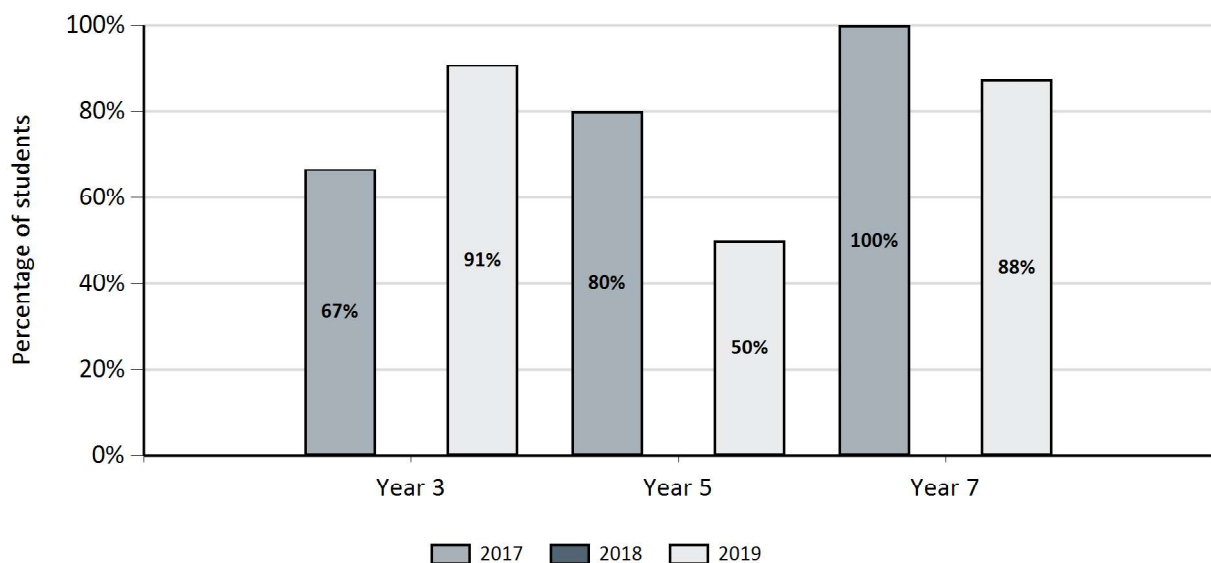
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	29%	25%
Middle progress group	*	14%	50%
Lower progress group	*	57%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	*	43%	25%
Middle progress group	*	43%	50%
Lower progress group	*	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	11	11	3	3	27%	27%
Year 3 2014-16 Average	7.3	7.3	2.7	1.3	36%	18%
Year 5 2019	8	8	1	1	13%	13%
Year 5 2014-16 Average	9.3	9.3	3.0	2.0	32%	21%
Year 7 2019	8	8	2	3	25%	38%
Year 7 2014-16 Average	6.3	6.3	1.3	1.7	21%	26%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

All students have made growth within the year, many are at different starting points and distance traveled in a year can be seen on students Scorelink data which is shared with families at parent interviews and sent home with student reports. Our visible learning focus is on students knowing where they are at and what they need to do to progress. NAPLAN is 1 form of data that occurs biannually. Scorelink shares students Running Records, PAT data for Numeracy and Reading Comprehension, NAPLAN and any other formative assessments that teachers administer which informs planning and evaluates progress.

Our Site Improvement Plan focused on:

- maintaining students in higher bands in Numeracy from yr 3-5 and 5-7
- Increasing students achievement in reading, year R-2
- increase students achievement in writing yr 3/5/7

In Numeracy we achieved a larger proportion of students with upper growth of 43% compared to the state average of 25%. In Reading upper growth occurred of 29% which is above the state average of 25%. A reading coach was employed to monitor and review year 1 & 2 students to track progress and implement intervention if required, 80% of students achieved SEA.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	96.0%	80.0%	92.7%	69.1%
2018 centre	96.7%	85.7%	100.0%	40.8%
2019 centre	73.3%	100.0%	88.1%	
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%	

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.

School attendance

Year level	2016	2017	2018	2019
Reception	93.8%	92.9%	92.1%	90.2%
Year 1	96.3%	93.6%	97.1%	88.6%
Year 2	94.9%	91.2%	94.0%	93.7%
Year 3	97.6%	94.9%	93.9%	93.4%
Year 4	94.5%	95.8%	91.5%	80.5%
Year 5	92.3%	94.6%	97.1%	86.9%
Year 6	94.2%	92.3%	96.3%	95.9%
Year 7	88.8%	97.7%	93.4%	96.3%
Primary Other			50.0%	
Total	94.0%	94.3%	94.5%	90.8%

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

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

Attendance comment

Preschool attendance was regular for majority of families.

Any absences were followed up with the importance of attendance emphasized.

We do note that preschool is not compulsory, we encourage all to attend as the value is significant to a child's learning and development.

The schools attendance continues to be at a high.

Students absences are followed up by note, phone call or email.

Families have increased their use of submitting absentee through Skoolbag,

Regular inserts in our school newsletter highlight the attendance rate and tips for getting children to school. This information came from the Berri Office Attendance Officer.

2 students had an attendance plan developed, with families. This resulted in improvement to individuals attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	7	8	8	8
2017	10	11	11	11
2018	6	7	9	10
2019	9	8	9	11

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.

Preschool enrolment comment

We began early term 2 promoting preschool enrollments for the following year. Our transition program commenced early term 4 with 18 enrollments.

Occasional Care and Playgroup was promoted to assist children who are experiencing anxiety, transition, socialisation with other peers and develop simple routines.

Behaviour support comment

Interception strategies are being implemented by all staff across the site. These strategies assist students in self-regulating their behaviour and emotions.

Play times are supervised by minimum of 2 staff members and the library is open and supervised as well.

When inappropriate behaviour occurs the focus is on restorative practice.

Client opinion summary

The Department Opinion Surveys goes to our families in preschool and school, we have offered the survey Online and paper copies. Students and staff also completed the surveys with varying questions to gain an insight into opinions about the school.

Preschool Survey: Results were scored from 0-5, 5 being strongly agree. All results fell between 4.7-5.0, this shows great satisfaction by our families in the support of their child's learning and the quality of teaching and learning. Highlights were "I feel welcome at this preschool", "The preschool assists the development of my child's personal learning", "Children have enough materials and resources for their learning".

School Survey: Results were scored the same, seeing scores fall between 4.5-5.0 - agree/strongly agree. The highlights were "teachers at this school expect my child to do his or her best", "The school is well maintained", "My child feels safe at this school". We have done a lot of work with families sharing the learning and work on facilities at the school, this is a pleasing reflection of the work that has occurred.

Student Survey: Results were scored the same, seeing scores from 4-4.7 - agree to strongly agree. The highest was "My school gives me opportunities to do interesting things", lowest being (agree) "I can talk to my teachers about my concerns and student behaviour is well managed at my school".

Staff Survey: Results were scored the same, seeing scores from 4.3 to 4.8 - agree to strongly agree. Highest being "Teachers at this school expect students to do their best" and "This school looks for ways to improve".

Being a smaller school we seek and receive feedback regularly. Our interactions with families occurs on a range of levels and transparency has been our focus. Our families are strong supporters of the school and value the strong relationships that have been created.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2019
678 - Loxton North School	87.0%	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 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	8.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	8.3%
Transfer to SA Govt School	9	75.0%
Unknown	1	8.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

The Preschool continues to be the main feeder of children into the school.

A seamless transition occurs throughout the year as the Preschool is involved in school events e.g. sports day, buddy class, assemblies, school newsletter

4 of the preschoolers enrolled in the reception class, 1 preschooler enrolled at Loxton Lutheran and the other students are 3 year old Aboriginals.

All year 7's attend Loxton High School

Relevant history screening

It is our intention to provide a safe and secure environment. Therefore we screen all volunteers and comply with all regulations.

Volunteers completed the RAN update which was done online.

All screening was processed on line in accordance with DECD policy, being more effective and efficient.

Our pool of volunteers has increased.

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	8
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	5.7	0.0	4.1
Persons	0	6	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$990.00
Grants: Commonwealth	\$1 217 981.64
Parent Contributions	\$27 969.35
Fund Raising	\$32 595.29
Other	\$80.00

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

2019 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 2019 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 behaviour management and engagement	Resources purchased for use in special projects/programmes Additional social story books purchased	Improved behaviour and reduction in yard issues and suspensions.
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	All identified students were supported in relation to their level of support. They were supported by SSO's in relation to their learning and support materials purchased	All progressing towards benchmarks and goals as per One Plan
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	All students were subsidized for camps and excursions, this meant we had 100% attendance at year level excursions and incursions across the school. Aboriginal students were supported intensely with reading skills and transition with school Reading Coach and SSO employed for intervention program using decodable readers and reading strategies to assist struggling readers. SSO Support as per One Plan	100% attendance at incursions and excursions Running Records data increased for individuals - made progress, most at SEA Progressing towards goals in One Plan
	Australian Curriculum	Implementation of AC - Digital Technology from Preschool to 7. Teachers received Professional learning days, curriculum support and planning with the AC through LDAM and STEM 500	Moderation has seen greater consistency in achievement grades
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Extra SSO time to support individual and group work - Jolly Phonics, Symphony Maths and TOO Smart	Pleasing results with programmes continuing 2020. Students progress is tracked
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	Visible Learning - Corwin Differentiating the learning for all students	individual learning goals
	Primary school counsellor (if applicable)	.04 is attached to Principal role - support students throughout the week, not at set times	student, parent and teacher opinion surveys were positive

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Funding was used to support the focus on phonemic awareness and rhyme Targeted intervention for students at risk. Staff T&D and implementation of improved practice	Embed maths concepts in play for learning Literacy packs for family created PASIM data collected Term 1 & 4 Preschool indicators asses
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	1:1 targeted intervention to students through recommendations from DECD speech pathologists Students were supported to access all curriculum areas	specific children's goals met all students able to access curriculum areas. Improvement in baseline data, Term 1 & 4 comparisons
Improved outcomes for non-English speaking children who received bilingual support		

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