Central Yorke School and Point Pearce Child Parent Centre

2020 annual report to the community

Central Yorke School Number: 761

Point Pearce Child Parent Centre Number: 1612

Partnership: Southern Yorke

	Signature
School principal:	Mr Reginald Keleher
Governing council chair:	Janine Burrows
Date of endorsement:	**2 March 2021**

Government of South Australia

Department for Education

Context and highlights for the combined site

Central Yorke School is centrally located on the Yorke Peninsula and consists of two campuses, which are Maitland and Pt Pearce Aboriginal. Each Campus has their own onsite Kindergarten with pre kindy care. The student population includes Occasional and Rural Care, Kindergartens, Primary, Secondary and FLO students. The school is classified as a rural and isolated school with a Level 2 Index of Disadvantage.

Central Yorke School had an increase in enrolments for the 5th straight year. The current cohort consists of 38% ATSI and 9% FLO students.

This year has been filled with a multitude of both challenges and victories. Every year is different but this one has been filled with more change than normal. Our school is evolving quickly, and it has been reassuring to see how our colleagues have risen to meet every roadblock, while always looking out for what's best for our students.

Achievements this year include
• Merits in the Research Project,
• Our School transformed to an online learner management system in the space of 4 days due to COVID
• Won Trips to Darwin through the Spirit of ANZAC competition
• 3 students won the Governor's Citizenship award. One of them being the first Indigenous person to win it
• One student won a $10,000 STEM scholarship
• Our Prefect won the Maitland Young Australian of the year
• Won prizes in both the Adelaide and Kadina Shows with our Agriculture Team
• Had huge improvement in our Phonics Screening testing including ATSI students achieving SEA

However, most importantly the largest change we have seen in our students is they have represented themselves, their families and their school with pride. To be a student at our school means something. There is no greater honour than to be a part of the school and take it to a level that represents who we are and what we stand for. The talent, energy, good humour, and willing disposition of the students at Central Yorke is always commented upon by new staff and visitors to the school. The culture of welcoming others, respecting difference, and concern for the individual learning plans of students. Our students make a valuable contribution to the promotion of a learning environment that is full of energy.

As we look towards 2021 we are focusing on SACE improvement as well as reading and oral language and number as the cornerstone of our Site Improvement plan. Staff are using Dylan Wiliam's Formative Assessment approach as the driver to this.

Governing council report

At the start of the 2020 school year I took on the challenge of the Chairperson of Governing Council. I felt excited and enthusiastic for the role, taking over the position from Chris Rowe. I was excited after the AGM to have four new councillors in Chantel Adams, Ange Everleigh, Michelle Cross and Kerry Baker, who came on as parent representatives and covered a lot of the breadth of our school community, from Pre-School to Year 12. They joined other parent reps in Gavin Moore, Cheryl Agius, Victoria Johns, Danny Allen and myself, and staff representatives Linda Bubner, Dave Love, Mel Richards and Principal Grant Keleher.
And then... COVID-19.
We had a couple of Zoom meetings, and were proud of the way CYS staff quickly adapted to learning at home, developing the lesson portals and supporting many families to make lessons available through technology provisions. When school resumed many extracurricular activities were unable to happen and visitors to schools were not encouraged. Governing Council resumed normal face-to-face meetings, but our involvement in school this year was limited.
The school canteen continues to perform extremely well under the management of Vic Johns and Kelly Tape. This year we were able to self-fund the installation of more stainless steel benches and a new sandwich press.
Next year I aim for our Governing Council to be more active and plan to focus on playground redevelopment, at both campuses.
I encourage all parents to consider how they can further support their children's schooling by volunteering at school. Meetings and committees may not be your thing but could you listen to a child read, paint a set for the school production, pull some weeds at a working bee, or umpire a school sports game. Offer your skills whatever they may be and you'll be helping to make Central Yorke School even better.

School quality improvement planning

Increasing the students achieving SEA for reading for years R-10.
To support the literacy target the school employed a literacy coach for 2020 and given her a line of release time to support her to improve literacy outcomes across the school. This teacher ran PD days on how to read the PAT website, had staff map our students on their scaled scores and also use the PAT resources website to create language rich resources that teachers could do with their students. It was then a staff focus to use reciprocal teaching techniques to complete these resources, collect the data and measure student growth through out the year. There was also a large focus on formative assessment so staff could get real time measurements of where students were at and could adjust their teaching accordingly. From our 2020 PAT data we saw growth in our primary as a whole and large growth in our Year 5, 7, 8 and 9 cohorts in literacy. We achieved our 2020 target in relation to this goal. Our 2021 focus will be to consolidate on what we have done, but to also have a closer look at our students that just missed the high bands and work out what we need to do to get them into the higher bands.

Increasing Oral Language development from Birth to Year 2 across both Maitland and Point Pearce Campuses.
In 2020 there was an improvement on 2019 phonics screening data. This improvement was small, but for the first time, we included Point Pearce data in the overall data set. Our Early Years Leader, Mel Richards ran a PLC with this group with the focus on the Music Education Strategy and the Oral Language development that happened around this. What we found as a site was that the Junior Primary teachers were apprehensive at first, but when they embraced it, found it a good way to develop the Oral Language skills of our younger learners. It also helped with our transition point between Kindergarten and Junior Primary, as it helped to strengthen relationships between students and educators.
Many of our Junior Primary teachers are Early Career Teachers and they were looking for a phonics program that is a bit more explicit. We decided to invest in InitialLit, MiniLit and MacLit as both a literacy course and intervention strategy. Results from this were fantastic and we saw large growth in the primary in reading and comprehension, especially with our ATSI students. This was reflected by the increase in the number of students reaching SEA in the phonics screening check.

Preschool improvement planning - review and evaluate

The learning improvement goal for Central Yorke Early Learning Centre was, Children will develop their vocabulary to enable them to describe and express their ideas and theories. The challenge of practice was, If, we as a whole site have a consistent understanding on how to intentionally extend children's vocabulary during play then we will build children's vocabulary to enable them to describe and express their theories and ideas.
Educators were proactive in building their capacity in developing children's oral language skills and vocabulary development, through the actions outlined in the improvement plan. Educators were able to have robust conversations, critically reflect on their practices and implement their commitment to actions from staff meetings and trainings. We saw a shift in our pedagogical documentation. Educators were more purposeful in the data collected and date gave an accurate record of children's growth over time rather than snapshots.
The Music Strategy Training was an additional action added to our QIP and was an opportunity for educators B-8 years across the three CYS campuses to work collaboratively. The Music Strategy provided a common pedagogy for educators to use in each of their learning spaces across the three campuses. Through using music, rhythm and rhyme we were able to have a consistent approach to supporting and developing children's phonological awareness and skills.
After analyzing the data collected against our success criteria, we have been successful in achieving our learning improvement goal. There has been, a growth in children's confidence to engage in conversations about their learning with educators and peers. An increase in the amount of conversations which were occurring. An increase in the vocabulary children were using to describe their thinking, theories and wonderings. Children were using more complex sentences rather than one or two-word responses. An increase in children actively participating during group times in whole group discussions and brainstorms.

Improvement: Aboriginal learners

Oral Language has been a priority goal across our Pre School and R-2 classes. The focus has been on providing opportunities for all children to engage in meaningful oral language experiences, to be able to communicate more effectively with their peers and others.
ACEO funding has been targeted towards increasing the use of Narungga Language across children in the Kindy and R-2 Class. Formal lessons and activities including science, art, craft, singing, dancing and performing using Narungga words and language have increased the Cultural confidence, pride and identity of our children.
AET funding has been allocated to be used within the classrooms to support the Initial and Mini Lit Programs which has been invested in heavily across all CYS sites to improve the literacy skills of our children. The improved abilities of our children to identify letters, read words and books, and write creative stories with more confidence has been wonderful. There is real enjoyment and pride observed.

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.
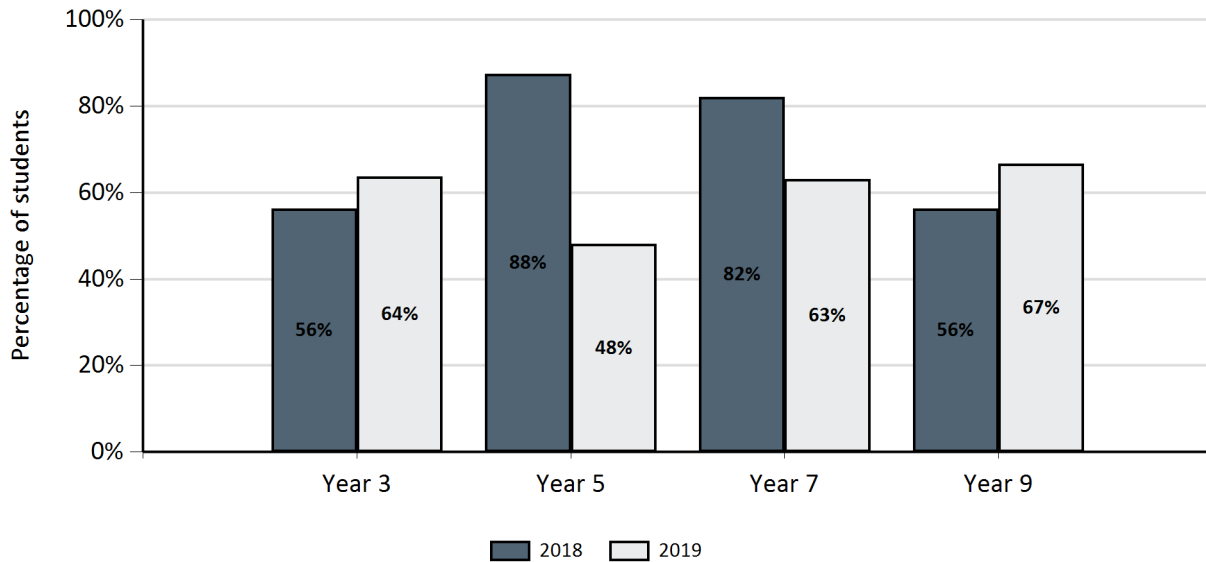
Reading
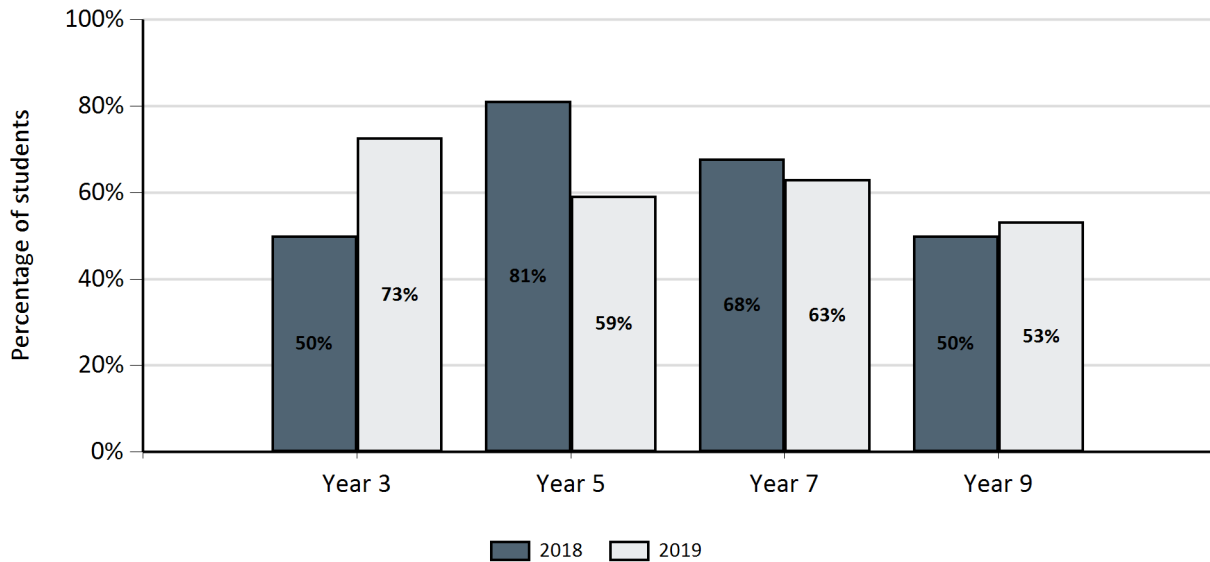
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.

Numeracy

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	55%	*	*	50%
Lower progress group	41%	*	*	25%

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	52%	40%	*	50%
Lower progress group	43%	40%	*	25%

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	22	22	2	2	9%	9%
Year 3 2017-2019 Average	30.0	30.0	6.7	7.3	22%	24%
Year 5 2019	54	54	2	0	4%	0%
Year 5 2017-2019 Average	39.3	39.3	6.0	5.3	15%	14%
Year 7 2019	38	38	10	8	26%	21%
Year 7 2017-2019 Average	38.7	38.7	7.3	8.7	19%	22%
Year 9 2019	30	30	0	0	0%	0%
Year 9 2017-2019 Average	28.7	28.7	0.0	2.0	0%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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
100%	100%	100%	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 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%	5%	0%
A	0%	8%	5%	5%
A-	8%	8%	12%	9%
B+	10%	13%	12%	17%
B	18%	15%	24%	19%
B-	15%	23%	17%	7%
C+	20%	15%	10%	12%
C	23%	18%	10%	19%
C-	8%	3%	7%	5%
D+	0%	0%	0%	7%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	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%	100%	100%	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	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	N/A	67%	93%	63%

School performance comment

From the data available it is evident that there have been good improvements in 2020 that need continued focus in order to be extended. The analysis and use of reliable, quality data will enable teachers and leaders to make informed choices about their teaching plans and programs. Teachers need to use data regularly, to track students progress and to take necessary and timely actions to provide targeted and tailored support. The challenge we have is to make these improvements consistent. We moved to a new literacy program using the Macquarie University Literacy programs. We found lots of lift across our primary due to this.

In regards to SACE, we again achieved a 100% completion rate and had a large improvement in students achieving ATAR scores. Many of these students would not have done so without VET which aligns to our emphasis on Multiple Pathways for all students. There was a small moderation movement within one of our SACE subjects, which was due to a new teacher. The aggregation of grades in "the middle" has decreased with more grades, however we didn't get as many high end A 's and will still continue the emphasis on improved pedagogy and task design.

Phonics testing: There was an improvement in the Phonics testing with more students achieving the SEA of 28. This included an ATSI student from Point Pearce. Overall our sites average mark decreased by 5 points. The data itself is very bi modal due to high percentage of IESP students that sat the testing this year.
PAT- Maths & Reading: most of the of students in Years3-10 achieved the age appropriate achievement standards compared to 2019. The increase in the reading can be attributed the strong Site Improvement focus in 2020 where staff mapped students PAT scores and created resources from the PAT data. The staff that embraced these resources showed the highest growth. This was in years 5, 7,8 and 9. It was noticed that many more students achieved SEA's, but our top end students either decreased or showed minimal improvement. This is a focus for 2021.

A-E Data: This data suggests there is more consistency in the marking and grading of students' work particularly between the Primary and Middle School areas and between Stage 1 and 2 SACE as standardised test results are aligning to end of semester grades. This is most obvious where students move to Year 7 and 9, where even though there are less higher grades, they correspond better to previous grades. This is due to the work across the sub-schools to ensure that the curriculum progression is planned and mapped to provide congruence and coherence for learners, particularly for the subjects not explicitly described in the AC. One area we need to focus on is our Primary Staff not just giving out C's because students are at standard, but pushing them to achieve A's and B's to promote a culture of excellence.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	61.3%	72.7%	56.2%	69.3%
2018 centre	64.0%	69.2%	61.5%	68.6%
2019 centre	84.5%	56.7%	74.0%	77.3%
2020 centre	93.7%	57.1%	80.0%	80%
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	89.3%	89.8%	79.1%	89.5%
Year 1	92.1%	87.1%	85.8%	85.5%
Year 2	84.7%	91.1%	88.7%	86.5%
Year 3	91.9%	87.1%	79.1%	90.6%
Year 4	92.4%	89.2%	80.3%	89.7%
Year 5	91.7%	92.0%	88.0%	84.3%
Year 6	93.3%	86.5%	85.2%	89.5%
Year 7	91.6%	89.2%	83.4%	89.4%
Primary Other	0.0%	N/A	N/A	N/A
Year 8	87.1%	91.3%	89.3%	93.4%
Year 9	92.2%	83.6%	84.4%	89.8%
Year 10	84.7%	89.5%	84.0%	87.6%
Year 11	85.7%	92.0%	96.9%	87.4%
Year 12	90.9%	93.9%	95.2%	96.2%
Secondary Other	99.5%	100.0%	100.0%	89.7%
Total	90.5%	89.9%	86.7%	89.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

We did not reach our target of 95%, and there was a decrease of 1% overall. Attendance decreased across R-10 which is disappointing. This can be attributed to a few factors.
1. We increased our enrolment with a lot transient, students, who were known non-attenders
2. We have had an increase in students under the age of 13 with severe anxiety issues and hence have not come to school.
3. We decreased our FLO numbers and that student data now exists in mainstream reporting.

We are currently working very closely with our attendance officer to address these issues.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	8	11	13	15
2018	12	13	13	13
2019	7	6	8	9
2020	5	6	6	32

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

As with previous years there was an increase in enrolments over the year at both the Maitland and Point Pearce Campuses.
Attendance was impacted by COVID-19 with many families choosing to keep their children at home rather than sending them to preschool.
Point Pearce Community went into lockdown, therefore the preschool was not open to families. Children living in Maitland were able to access the Maitland Campus for preschool, one family took up this offer and their child attended for 6 weeks in the Maitland ELC.
Attendance was also impacted by the new immunization policy, No Jab No Play. Despite two exemption periods for Aboriginal and Torres Strait Islander children and children under the guardianship of the minister, there were children across both campuses who were unable to attend.

Behaviour support comment

Data from our internal auditing (office/yard/suspension data) confirms that Central Yorke School is a very safe school to attend. At our school, all students have the right to be safe and the right to learn. Our staff are diligent in identifying and following up on unsafe behaviours and this year our Bullying and SBM procedures were reviewed through staff and Governing Council with great success.
We have a zero tolerance approach to bullying and students are taught about cyber-bullying (through the SA Police) including effective strategies to keep themselves safe on line. 2020's parent opinion survey indicated that the vast majority of respondents said their child felt safe at our school and that issues were dealt with fairly.

Client opinion summary

In 2020, parents were given the opportunity to complete an on-line opinion survey. 30 responses were received which was up on the previous year Parents were asked to rate their responses from 0 to 5 (5 being the highest) on the same set of questions as 2018. Observations from the collated results reflected improvement in all category.

- My child feels safe at this school'- rating of 4.2 (out of 5)
-'The school looks for ways to improve'- 4.1
-'My child likes being at this school'- 4.2
-'I can talk to my child's teachers about my concerns'- 4.4
-'The teachers expect my child to do their best'- 4.2

All responses were 3.7 or higher but areas identified for future exploration and action include:

-'Student behaviour is well managed at this school.'- 4.0, this was an increase from 2020 data.
-'Teachers at this school treat students fairly'- 3.7, this remained constant.

In 2020 students were invited to participate in a wellbeing/anti-bullying survey. The JP survey was a paper one and the primary survey was via an on-line 'Survey Monkey'. The students were asked questions around their wellbeing, safety and emotional resilience. This initial participation rate gave us a 'snap shot' into students' perspectives around a range of topics and gave us some baseline data to work from. Generally across the school, students felt safe, knew what bullying was and how to support someone else if it occurred. They felt happy attending school and reported bullying has decreased to become only a couple of reports a term. Areas where responses were lower were around being resilient if things went wrong and knowing what to do if this was the case.

All students participated in the Resilience and Wellbeing survey and scores indicated appropriate wellbeing levels but we need to remain vigilant.

Students also provide feedback to teaching staff through observation data and conference. From this all of our teachers received great feedback. Student Voice has really improved in 2020 and has gone from strength to strength.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
846 - Central Yorke School - Point Pearce	83.0%	50.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	4	7.8%
Interstate/Overseas	6	11.8%
Other	0	NA
Seeking Employment	4	7.8%
Tertiary/TAFE/Training	1	2.0%
Transfer to Non-Govt School	11	21.6%
Transfer to SA Govt School	12	23.5%
Unknown	13	25.5%
Unknown (TG - Not Found)	0	NA

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

Destination comment

All students who wished to achieve an ATAR in 2020 successfully qualified for an ATAR. Of these eleven students ten of them received a first round offer to their first preference of Tertiary Study which they accepted. The two students who did not qualify for an ATAR both successfully completed a Certificate 3 through School Based Apprenticeships. One continues to work in their industry and the other has used their qualification and work experience to move into an apprenticeship in another field.

Relevant history screening

Our 2020 practices remained of high standard. Our site remains compliant and all new temporary relieving teachers (TRT) are required to submit their clearance before teaching. In 2020, new Governing Council members obtained their screening clearances.
We monitor expiry dates and screenings through our DfE Screening Register.

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	46
Post Graduate Qualifications	18

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	26.2	3.0	19.8
Persons	0	30	5	30

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

Financial statement

Funding Source	Amount
Grants: State	$6,091,819
Grants: Commonwealth	$14,300
Parent Contributions	$107,251
Fund Raising	$0
Other	$59,948

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	Considerable investment into learning devices, laptops and dongles, within approved limits. Access to on-line programs developed by the School and supported work placements were also funded	Higher engagement, all students had approved learning for continuing students.
	Improved outcomes for students with an additional language or dialect	SSO employment to run oral language intervention in conjunction with speech therapists with EALD students SSO employed to run Narungga language with EALD students Intervention through literacy	Most EALD students achieved SEA in phonics screening. 56% achieved PAT SEA
	Inclusive Education Support Program	Used to employ 1:1 SSO's for high category students. Creation of programs with DfE Spec ed and WCH Health Network Employed SSO's in primary and secondary to provide intervention and support.	Reduction in SBM Increased engagement in programs as set against one plans.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	0.4 AET implemented Quiksmart intervention with ATSI students SSO employed to run Quiksmart intervention with non ATSI students. Cultural Groups were implemented for ATSI students SSO support for literacy intervention and small groups Google Classroom resource created to engage and include in classroom learning. Regular Narungga language lessons provided to R-2 students on a weekly basis.	Increase in words correct per minute reading and one minute math tests. Increase in students achieving SEA in PAT across most of the primary school.
Program funding for all students	Australian Curriculum	Purchase of Macquarie literacy programs. Initialit, minilit, macqlit, multilit	increase in PAT scores increase in students meeting phonics testing scores
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable - Did not receive this funding	Not Applicable - Did not receive this funding
	Better schools funding	Was used to purchase Quiksmart program for numeracy intervention Was used to provide secondary 1:1 support with an SSO. SSO support time for senior school students.	Year 9 increase in numeracy in PAT-M Year 8/9 increase in comprehension in PAT-R
	Specialist school reporting (as required)	Employed as SSO to manage the school farm and look after the maintenance of it as well as the farm schedule for cropping and livestock	Teachers had more time to concentrate on teaching and learning.
	Improved outcomes for gifted students	Not Applicable	Not Applicable

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Staff released for literacy PD - playful literacies, music strategy Staff released for pedagogical document training TRT used to release staff for collaboration in regards to formative assessment and data collection.	Students showed growth in literacy and numeracy indicators Pedagogical documentation reflected what was happening on the floor
Improved ECD and parenting outcomes (children's centres only)	Not Applicable	Not Applicable
Inclusive Education Support Program	An SSO was employed to support children with speech and language programs from the DfE speech pathologist in one to one sessions. At the beginning of the year, an SSO conducted articulation screenings for all preschool children. SSO support to a child with an extensive adjustment and children that did not meet criteria	Increased oral language communication - including visual cues and signing Improved fine and gross motor skills Improved self regulation
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

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