Cummins Area School and Cummins Child Parent Centre

2020 annual report to the community

Cummins Area School Number: 754

Cummins Child Parent Centre Number: 1569

Partnership: Central Eyre 1

	Signature
School principal:	Mrs Mel Degner
Governing council chair:	Kris Speed
Date of endorsement:	**9 March 2021**

Government of South Australia

Department for Education

Context and highlights for the combined site

Cummins Area School is a Category 7 School situated inland on Lower Eyre Peninsula. It is a Birth to Yr. 12 site with a site based Preschool and Rural Care service provided alongside of Primary and Secondary Education. In 2020 We had 429 Students from Foundation to Yr. 12, and an additional 23 students enrolled at our Preschool. Rural Care provided care for up to 19 children per day under a mix of two and three worker model programs throughout the week. 34 students enrolled in SACE Stage 2, our biggest cohort for some time and 23 students began in Foundation. There was a significant cohort in Yr. 7 which will grow in 2021 with 4 students expected from Feeder schools. The student population includes:
• 16.5% school card holders,
• 0.93% students with English as an Additional Dialect
• 6.99% students with disabilities and
• 3.73% Aboriginal students.
There continues to be a focus on Agriculture due to our location in the midst of a farming community and steps were made in 2020 to reinvigorate the Agriculture program to meet modern farming practices.
COVID-19 saw the site move to a mix of online and face to face teaching for a short period of time but generally attendance was minimally impacted. Staff upskilled quickly into delivering via online platforms and I believe this has been a "silver lining" for us amongst some challenges. Fortunately we had Swimming Carnival and Sports Day before the restrictions came into play but there has been significant impact on SAPSASA events which are often pathways for our students into higher level sports as well as a rite of passage. Our Graduation Assembly was held with restricted numbers of adult guests and students and we postponed the Graduation dinner until the beginning of 2021 due to restrictions on functions. Fortunately we were able to run our two major school camps for the year in Term 4 and a rescheduled, albeit highly modified, Careers Trip to Adelaide was able to go ahead. Whilst communication channels were open and used consistently between families and school there was a vast difference in our community connections with the school which was noticeable. It was a challenging and uncertain time for staff, students and family due to the constant state of uncertainty and all members of our school community are to be commended on their resilience throughout the year.

Governing council report

2020 a year like no other! The Governing Council and parents as a whole would like to show their appreciation for Mel Degner, the Leadership team and staff, for keeping the learning & engagement happening while things were so challenging. We have all missed out on some of our "normal" activities such as sports, competitions, study tours etc. but hopefully this may have helped us to appreciate where we live and who we have around us. We should be proud of our student efforts in this time and congratulate the Class of 2020 on a job well done. We acknowledge the efforts of GC in 2020, with a few Zoom meetings and very few school visits, well done to exiting member & Treasurer Bernie Redden with her Community Service award, and thank everyone for their continued support. Look forward to seeing some new members in 2021, hit us up over the Summer to find out more!

School quality improvement planning

2020 began with a focus on collaborative learning for staff to meet our SIP goals. Key components of this strategy were:
• The use of staff meetings for professional learning in a mix of PLCs, Yr. level / Area Learning Teams and whole staff activities.
• The PDP process was integral to tying together all the work being done with staff and seeing how this transposed into Teacher practice then student learning/ outcomes.
• A focus on differentiation learning strategies and High Impact teaching strategies to maximise impact on targets around meeting SEA and Stretch.
• Introduction to the Teaching and Learning Cycle to staff to ensure quality teaching of writing. This was initiated at a SFD in March.
• "Six pack" tracking. Each staff member selected six students from various demographics to track against their improvement work
Whilst we were initially involved in Brightpath in 2020 a decision was made not to pursue this to support staff during the initial strategies put in place around COVID-19. When coupled with the cancellation of NAPLAN in 2020 this left a gap in target collection against our writing Improvement agenda. As a result, we have relied more heavily on A-E data and formative assessment in reviewing and evaluating our progress and our impact on student writing development. We also utilized PAT-R data given the links between reading and writing and the emphasis on this within the teaching and Learning Cycle.
In the Review and evaluate stage of the Improvement cycle performed at the end of 2020 we ascertained that whilst we had made considerable progress in our goals around increasing students meeting SEA that there is still a need to consolidate and embed practices to drive us towards our targets in increasing high band achievement. In working with staff, it was decided to continue to make writing improvement our main agenda and the consensus was that the Teaching and Learning cycle would be a driving force, therefore we left this in as our Challenge of Practice. Leadership and staff see the considered planning involved with the implementation of the teaching and Learning Cycle will assist with strengthening differentiated planning to enable lift across all students.
Given the same results were obvious in our Numeracy results (Pat -M) were examined where we were at with this goal. On reflection and after conversation with LET it was apparent our Challenge of Practice needed to be modified. The movement from Additive to Multiplicative thinking appears to be crucial so we have reformed our COP in Numeracy to address this, along with a focus in Yrs. 5-9.
Our Phonics Screening Results indicated a need to place this back on our Improvement Agenda and this is the focus for our F-3 staff.

Preschool improvement planning - review and evaluate

2020, was a year of great progress and change, including a new leader at Cummins Area School Preschool and Rural Care. Several changes in staff occurred during Term one with maternity leave and shuffling of the SSO staffing team. To ensure these changes occurred smoothly, regular staff meetings and open communication was given to support and strengthen our working relationships and the construction of group norms. We began with all staff and families revising and updating the centre's philosophy to make it better reflect our current beliefs and actions.
We began and finished the year with 23 enrolments and all children now attend Cummins Area School.
This year, it was decided to focus on one Preschool Quality Improvement goal (increase and consolidate children's phonological awareness skills) across the entire centre, which aligned with the School's Site Improvement Plan. Having one goal, allowed for clear direction and vision, and as a result, we were able to produce outstanding PASM results. All children were able to meet developmental sequence of what was expected of them at the end of preschool/early reception. 5 out of 23 children were also extended with their learning and meet the standards for what was expected at the end of reception and one student even excelled and was challenged to meet the end of Year 1/2 standard.
Some major contributors to the success of achieving our PQIP goal (improving children's phonological awareness skills) was the Learning Design, Assessment and Reflective Practice (LDAR) professional developments. This professional development allowed us to identify an inquiry question based on our PQIP goal; collect and analyse our data and decide on next steps for planning and programming. As a result, we were able to intentionally plan for phonological awareness in the children's play. Pre-Lit was also introduced in 2020, which was extremely beneficial, as it focussed on two components, shared book reading and phonological awareness skills. We will continue to adjust the Pre-Lit program to suit the needs of the children in 2021, adjusting the program to make it more hands-on and play based.
Staff continued to deepen their knowledge and understanding and implement the indicators for literacy and numeracy for teaching, planning and assessment and as a format for reporting to parents about the progress of their child. Staff will continue to align child observations to literacy and numeracy indicators, ensuring data collection is purposeful and informs future directions in the child's learning.

Improvement: Aboriginal learners

The Use of the ALALR in 2020 enabled a more structured and targeted approach for our Aboriginal learners. Principal Mel Degner attended PD around this at Leaders Day and this was followed up with intensive PD within the Eyre and Western region for our Inclusion Leader and ACEO. Our initial focus has been in key element, Data Informed Planning which has seen us reflect on how we collect this data and wat it is used for. The ACEO has taken on the role of collecting updated attendance, literacy and numeracy data for our students throughout the year and this is then worked through by staff involved. As a result, we have seen improved attendance from one of our families and ensured our ATSI students have access to a range of intervention programs where required or are being challenged appropriately. Our ACEO and Inclusion Leader have had training in the EALD Hub to build our capacity at this level and will continue to develop their skills in this space in 2021.

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
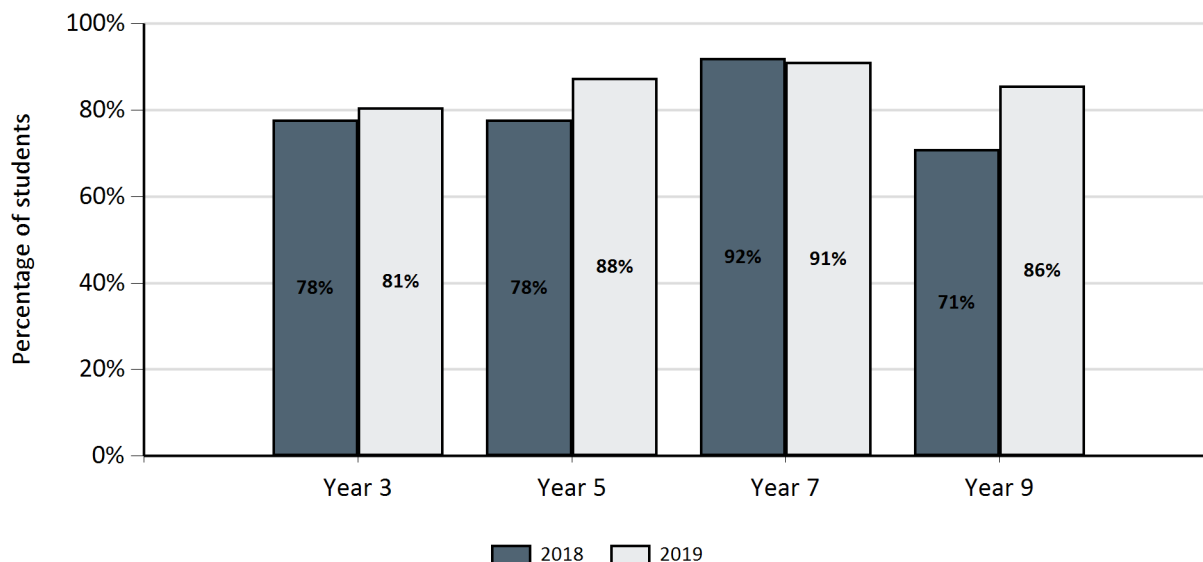
*NOTE: No NAPLAN testing was conducted in 2020.

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.
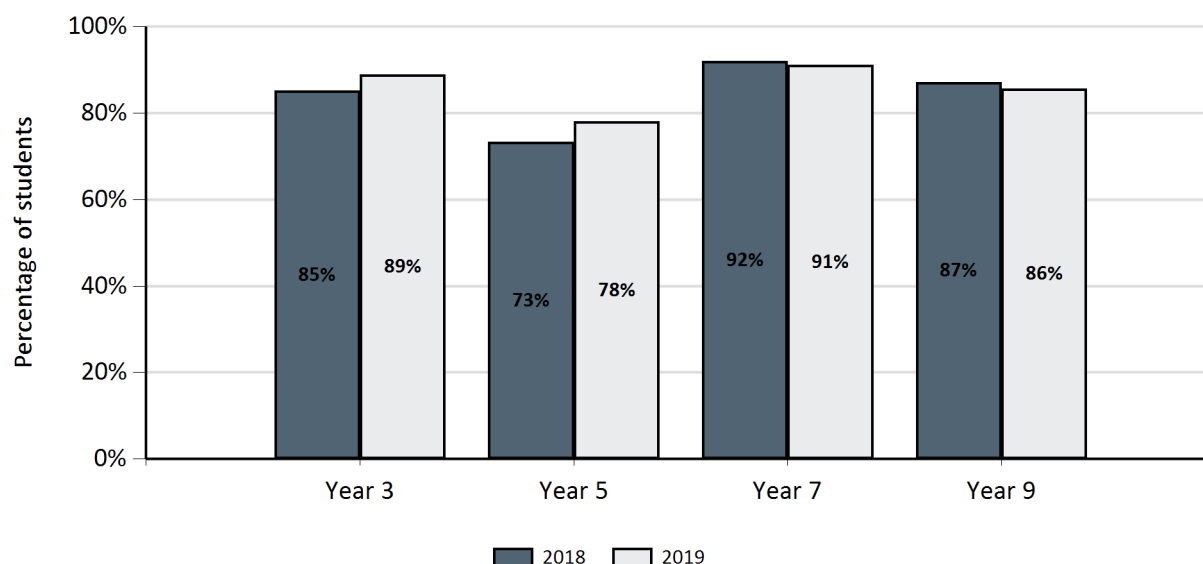
Numeracy

*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%	*	25%
Middle progress group	46%	38%	52%	50%
Lower progress group	42%	38%	30%	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	*	31%	27%	25%
Middle progress group	44%	44%	38%	50%
Lower progress group	44%	25%	35%	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	36	36	16	16	44%	44%
Year 3 2017-2019 Average	30.0	30.0	14.7	12.3	49%	41%
Year 5 2019	32	32	10	3	31%	9%
Year 5 2017-2019 Average	36.3	36.3	13.3	5.3	37%	15%
Year 7 2019	34	34	11	10	32%	29%
Year 7 2017-2019 Average	29.0	29.0	9.0	10.0	31%	34%
Year 9 2019	28	28	4	3	14%	11%
Year 9 2017-2019 Average	33.0	33.0	5.7	3.3	17%	10%

*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	2020
99%	98%	99%	99%	98%

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+	2%	1%	0%	0%
A	8%	11%	3%	7%
A-	20%	8%	7%	8%
B+	10%	13%	12%	17%
B	18%	18%	18%	15%
B-	12%	24%	18%	15%
C+	16%	12%	18%	15%
C	8%	9%	20%	18%
C-	4%	1%	5%	1%
D+	1%	2%	0%	0%
D	0%	0%	1%	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	2020
100%	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	29%	17%	4%	38%
Percentage of year 12 students undertaking vocational training or trade training	33%	17%	17%	56%

School performance comment

Given the absence of the NAPLAN Data we had set our targets against we instead reviewed our PAT data against our goals. What is apparent form both our PAT M and PAT R data is that we are making impact against our goals at meeting SEA – in 2020 we saw that 85% of our students met SEA in both numeracy and literacy. Our area of targeted growth remains high band achievement where we recognize a significant drop in high bands from those children achieving within them in Yr. 3 throughout their journey into Yr. 9. Interestingly we see a rise in high band achievement in PAT Data at Yr. 10 level which has created discussion amongst Leadership and staff.

In the triangulation of data sets we generally see patterns of consistency for our students which has enabled us to target our students to track through the six-pack strategy. What was evident through the tracking of this data was that outcomes for students in lower bands or other categories such as SWD demonstrated growth more readily than those in higher bands. Many of these students were involved in targeted intervention strategies designed to build literacy skills and these are having positive impact.

There has been a downward trend in students meeting SEA in Running Record data over the past few years and this was replicated in our initial Phonics Screening Check in 2019. As a result of this a site decision was made to implement the Initialit program and use decodable readers for all beginning readers. Our Preschool also implemented the Prelit program as a way to introduce the skills in the Big 6 and provide a continuous learning program for our students. In 2020 there was improvement in the Phonics screening check, but we still sit considerably below like sites in both percentage of students achieving 28/40 and a low average score. The analysis of this data show that the students' exposure to Initialit had improved capacity in nonsense words from 2019 but several students had poor letter / sound correlation at the basic level. These students have been part of targeted intervention throughout 2020 and many will continue to participate in 2021 as we continue to test the students against the screening. Students who failed the screening in 2019 and are now in Yr. 3 were retested at the beginning of the year and are participating in Initialit every morning to build their capacity and will be retested each term.

Our SACE results saw 100% completion and a strengthening of results within the B band. There was a drop in the percentage of students receiving A's from previous years but there were significantly more students within the B and C bands. Our data indicates a growth in students achieving A and B for school-based assessment which would indicate some success in our Writing improvement agenda. Many results were impacted by the external examination component and exam performance is an area which requires further investigation.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.3%	92.1%	92.9%	92.9%
2018 centre	95.4%	93.4%	93.4%	96.1%
2019 centre	91.6%	86.5%	85.7%	91.8%
2020 centre	93.9%	94.8%	85.2%	92.2%
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	88.4%	91.5%	92.1%	87.5%
Year 1	92.4%	92.3%	93.4%	92.5%
Year 2	93.0%	93.8%	90.6%	92.4%
Year 3	91.7%	94.2%	94.6%	90.8%
Year 4	91.0%	92.4%	94.1%	92.8%
Year 5	96.0%	92.2%	92.6%	92.7%
Year 6	91.8%	95.0%	92.1%	92.7%
Year 7	91.5%	93.3%	93.3%	90.9%
Year 8	90.4%	89.9%	92.5%	91.4%
Year 9	91.5%	93.8%	90.5%	90.8%
Year 10	93.0%	88.7%	93.5%	87.6%
Year 11	88.8%	94.6%	90.8%	92.5%
Year 12	93.2%	89.5%	94.6%	92.6%
Total	91.7%	92.4%	92.6%	91.3%

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

Attendance comment

Attendance in 2020 was slightly down on historical data. Whilst we did not have the usual number of extended family holidays, there was a pleasing response by families to keeping sick children at home. Figures were also accentuated by several students who found resettling at school after the Term 1 extended COVID closure a challenge. Initial concerns are followed up by Home group teachers and there is a referral process to the Leadership team if there are significant concerns. Attendance and Engagement are contacted for chronic and continued absences where Leadership intervention has not altered attendance, including the Aboriginal Services Engagement officer where applicable.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	28	28	28	28
2018	31	31	31	32
2019	31	34	35	34
2020	23	23	23	23

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

23 students started and completed the year at preschool.
One of these students is vision impaired and receives 1:1 support to assist her in her education.
There were   Aboriginal students, and the majority of our students accessed the service using the buses allocated to the school.
Many of the children had attended the Rural Care service attached to the preschool and all will attend Cummins Area School in 2021.

Behaviour support comment

Behaviour data indicates few incidences of physical violence onsite, with the four altercations resulting in suspension emanating from two students. MDI data indicates concerns around verbal bullying and social exclusion as being most prevalent for our students. Pastoral Care programs pertaining to Respectful and positive relationships and a staff commitment to intervening and acting in this space are having some traction on formative data collected since MDI. The social exclusion information is reflected in our students sense of belonging and is a common theme in students looking to establish relationships with their peers. Generally, this is resolved as students stay at school and develop relationships with staff and peers.

Client opinion summary

The online links and ease of access saw significant improvement in the numbers of staff accessing the Perspectives survey and Parents responding to the Parent Opinion Survey. In 2019 only 16 parents responded to this survey, so the 2020 opportunity has given us some valid feedback from a reliable sample. Parents noted considerable improvement in communication strategies utilised by the school and through this survey and the ESR held in August expressed trust in the staff and Leadership team. There appears to be a need for greater clarity / consistency for parents around behaviour management, particularly with challenging behaviours and this will be a review point in the policy. Parents greatest desire is more information about their children's learning. When narrowed down in a reporting survey sent out to parents after term 4 reports it appears that this is about clarity of where their children sit in relation to their peers/ expected levels, indicating a need to re-educate families around A-E grading in Australian Curriculum. More importantly, parents are seeking more information around ways to support their children at home and next steps in learning which is driving our reflection on our reporting processes.
Site constructed student feedback surveys have acknowledged strong staff / student relationships and a willingness to seek teachers out for feedback and questioning. Students identified that many teachers were not consistently differentiating work and that they would like more explicit teaching of concepts to assist them to complete tasks more independently.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
754 - Cummins Area School	100.0%	96.0%	97.1%	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), Term 3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	7	14.9%
Interstate/Overseas	3	6.4%
Other	0	NA
Seeking Employment	2	4.3%
Tertiary/TAFE/Training	8	17.0%
Transfer to Non-Govt School	13	27.7%
Transfer to SA Govt School	7	14.9%
Unknown	7	14.9%
Unknown (TG - Not Found)	0	NA

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

Destination comment

The majority of CAS students remain at school beyond compulsion and complete their SACE. A few students who have SBATs will complete Research Project in Yr. 11 and remain enrolled at school to complete their SACE using VET qualifications. All of the 2020 Yr., 12 students have either gained employment (many through their SBAT) or will be accessing Tertiary Education. One is accessing online whilst remaining in the district and working with the others heading to Adelaide. There are a number of families with history of sending students to non-government schools in Adelaide and others who are looking to access opportunities such as sports, specialist areas / subjects we are unable to offer. Whilst a challenge for us we see our Improvement agenda as one way to tackle this.

Relevant history screening

All volunteers at our site are asked to complete / show their Relevant History Screening, even parents. This has been readily accepted by all concerned. All staff across the site have current checks in place. Our Finance Officer monitors the checks of all SSO, bus drivers, volunteers and the Deputy ensures all appropriate documentation is in place for TRTs and Practicum teachers.

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	54
Post Graduate Qualifications	15

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	33.5	0.6	15.5
Persons	0	39	2	22

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

Financial statement

Funding Source	Amount
Grants: State	$6,179,932
Grants: Commonwealth	$8,200
Parent Contributions	$161,929
Fund Raising	$11,943
Other	$120,754

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	Along with school-based funding a wellbeing team was created with staff across JP/Primary and Secondary. CPSW was also part of this team as well as our Band B-1 Wellbeing and Inclusion Leader who oversees the group. A mi	Significant student engagement with the team and referrals made to several servi
	Improved outcomes for students with an additional language or dialect	SSO support to work with identified students. Training in EALD Hub for ACEO and Wellbeing / Inclusion Leader to further support moving forward.	Regular testing indicates improved outcomes but still deficits to work on.
	Inclusive Education Support Program	A significant amount of time went into ensuring ALL students received at least their funded time. % students receive 1:1 support and the rest a mixture of periodical in class support, access to intervention programs etc.	All students progressing through goals on One Plans. Teachers working with SSO s
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	Evidence based intervention programs in place to meet the needs of these students. Extra teacher in place during morning literacy sessions in JP to allow for grouped Initialit exposure. Aboriginal students accessing support time with ACEO – in class where appropriate or out of class for cultural / family support.	Data for Aboriginal students was monitored regularly and acted upon by Inclusion Leader, teachers and ACEO. Reading Tutor, Quicksmart and MiniLit programs showe
Program funding for all students	Australian Curriculum	Teachers were released to work in collaborative teams to plan and program together / observe QTP. This was followed up with release to work with leaders on goals out of the PDP process.	Consistency of practice / moderation of grades across yr. levels.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Release groups of teachers to track and monitor students through data and implement HITS.	Improved awareness of data and tracking of six-pack students. Development of nex
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Staff were trained in the Prelit program and ran this consistently throughout the year as well as embodying the principles of the program in developing activities and play based learning opportunities. Reporting to parents was then aligned to literacy and numeracy indicators.	Students demonstrated significant improvement in PASM testing from Term 1 to Term 3. All students met appropriately levelled goals in T
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	IESP funding was used to implement speech and language programs for 7 students with identified needs in this area. This was done in alignment with DfE Speech pathologists and small group / independent work with SSO. Individual IESP funding was acquired to support a student with vision impairment. This enabled her to	Testing at the end of the year indicated ROC's were required for 3 students but the remainder had shown great improvement as a result o
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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