



Modbury School P-6 and Modbury Child Parent Centre

2022 annual report to the community

Modbury School P-6 Number: 272

Modbury Child Parent Centre Number: 1598

Partnership: Modbury

School principal:

Mrs Mary Ttikirou

Signature

Governing council chair:

Ben Kempster

Date of endorsement:

16 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Modbury School P-6 is a community oriented school, in the north-eastern suburb of Modbury North, with a category 4 classification. Our school is part of the Modbury Partnership schools. We provide a continuous educational platform from pre-school to year 6, with a popular playgroup for babies onwards. Modbury School also has a special options class for students in year 3-6. We have families from many cultures with approximately 70% of our families coming from overseas. Modbury P-6 continues to have a strong focus on the wellbeing of students and families, acknowledging the rich linguistic diversity of students and the different abilities of all learners. Students are encouraged to reach their full potential through high quality teaching, curriculum continuity and a sharp focus on core priorities. In April, a new Deputy Principal was appointed for 5 years, Kirsty Brumby and in term 3, a new Wellbeing Leader appointed for 3 years, Sheila Flavel.

Our new playground was completed over term 1 and 2. In term 3 it was opened during Reconciliation Week by Ben Kempster, our Governing Council Chairperson. The playground features a double slide, round basket swing and trampoline, all features chose by the children. 2022 saw the canteen close due to COVID limiting volunteers. We have used the services of a local business to support ordered lunches and the senior class developed their entrepreneurial skills by selling snacks to raise money for their graduation celebration. The school was able to plan and implement many significant events despite COVID that provided rich experiences for our students. A 3 day camp at Illawonga Camp was for many students a first time camp and an overall amazing event for all involved. While the R-5 students had swimming at Waterworld impacted by COVID, the senior students were able to complete Aquatics at West Lakes later in the year. The Book Week Parade saw our parent community join us for this colourful and momentous celebration. The whole site participated in the National Simultaneous Storytime –Space! Further whole school, events strengthened parent engagement which included The Dancing through the Decades Concert in term 3 and Sports Day in term 4. The Instrumental Music program provided students with an opportunity to learn, drums, keyboard and guitar. Students demonstrated their talents through a performance during November where all had opportunity to showcase their abilities. A successful whole school event with a Colour Slime Run supported fundraising for our new outdoor classroom. our site continues to have a strong and well attended OSHC. The Director has secured stable staff and together they provide a fun, engaging OSCH and Vacation care program, catering for children from preschool - year 6. Our on site preschool is a fundamental and key service for our families with young children. A playgroup program also operates from the preschool on Friday's and has supported our local families to make connect and share the joy of the developmental stages of babies right through to preschool aged children. I would like to thank and acknowledge all staff, students , parents and Governing Council for their support, commitment and hard work throughout the year. The year began with continued restrictions due to COVID, yet it is a wonderful reflection of our community working together and driving positive support to our improvement plans and commitment to teaching and learning at Modbury P-6.

Governing council report

Governance at Modbury School is the responsibility of the Governing Council. We meet twice every term, and our role is to work collaboratively with school staff on improving the learning outcomes for our children. Our responsibilities include reviewing and approving school budgets and total financial resources, reviewing site learning plans, approving fund raising events and grant applications, and setting Student Free days and school closures.

This year we have welcomed a number of new parents into the Governing Council, which brings new perspectives and experiences to the group. We are focused on ensuring all members of the group have a voice and an opportunity to share their ideas. We enjoy the thought-provoking and respectful discussions we can have as a group to improve our school.

Being part of Governing Council is a special role; one that comes with responsibilities and also opportunities to contribute to the future of our school and how it is shaped for success. We encourage all parents to think about being part of Governing Council when the time comes to nominate.

In 2022, we were delighted to see our new playground completed. This has been a long time coming and the children have taken to it with enthusiasm! It's great to see all the children enjoying the space, trying the new equipment, and taking on the risks and challenges this brings. Seeing this makes all of the efforts in fundraising and securing finances worthwhile.

We continue to engage with our local MP, Minister for Education, Training & Skills and our Local Education Team (LET) on getting the balance right with our approved Preschool enrolment numbers. We want to attract families and be able to offer as many places as we can to Preschool aged children, this gives the families certainty and sets the school up for long term success. We are making some positive progress with this and will continue to advocate for increased Preschool numbers.

Modbury School is so rich in its cultural diversity, this is something that makes our school special and something we are very proud of. One of the reasons we see new families wanting to come to our school is that it provides a vital connection to the local community, especially those that are new to the area or even to the country.

Covid-19 unfortunately continues to affect the world, the impacts are still felt daily. We are all now accustomed to dropping off and picking up at the gate. This is not always easy, but it is a testament to our children's resilience and adaptability to change. The school remains flexible and responsive to any changes that need to be made, which is not an easy task, so thank you to the school for the ongoing support.

We are adapting to having said goodbye to our Year 7's who are now well into their secondary school journey. Our Year 6's have stepped up to take the senior role in the school, showing leadership and giving support to our younger children. We wish them all the very best as they enter secondary school next year.

I would like to thank the teachers and school staff for their tireless efforts in creating and maintaining vibrant connections and for providing such positive leadership to our children. Thanks also to our families for giving love and support to your children so that they can thrive at school.

I'm proud to be part of such a unique school, and enjoy the opportunity to help shape its future through Governing Council.

Thank you.

Ben Kempster
Chairperson Governing Council

School quality improvement planning

Our School Improvement Planning was to improve Literacy and Numeracy through the goals, targets and challenge of practice outlined in our Site Improvement Plan (SIP). The Success Criteria is a significant feature of the plan, indicating the outcomes we want our students achieve. Progress against the Site Improvement Plan has teacher voice through a regular review process and helps to build a good picture of how well the improvement directions are being actioned and are working. In week 0, staff worked in community teams to analyse our data to be ready for our students. This strategy supported teachers in developing learning programs and tasks and Individual Student Goals ready to share in collaboration with families. The new School Improvement Plan cycle formed a consistent platform which aligned with the school's 2021 External Review Directions of:

- To collaboratively develop and embed a whole school approach that consistently provides opportunities for all students to be challenged in their reading.
- Strengthen and embed effective differentiation and task design across year levels and areas of learning.
- Build and strengthen teacher capacity through analysing planned observations of peers within the site and across the partnership.

Our School Improvement Plan ensured consistent, high quality classroom practice. We actioned several consistent practices which are embedded and we will continue to refine and improve on these in 2023. - Our 2022 SIP included targets for improvement that were set against student NAPLAN results. Professional learning to build consistent pedagogy and teacher capacity within the school has been a priority.

To strengthen the learning undertaken by staff the site was involved in inquiry based learning sprints through professional learning communities. These short bursts focused on a change in pedagogical practice, based on data driven evidence by each teacher. The process included sharing practice with colleagues, reviewing and measuring impact provided the impetus for effective change processes. Teachers were able to analyse their data with their professional learning and identify one area of practice they could change. The impact of pedagogical change on student learning was significant. Staff shared their sprints with each other to share good practice and celebrate achievements.

Preschool quality improvement planning

Preschool quality improvement planning Quality Area 1: Educational Program and Practice: During 2022, the preschool educator team focused on developing children's understanding and use of number and quantification to describe and compare during play.

At Modbury Preschool we have a focus on using a range of evidence-based strategies that could be used for intentional teaching. This teaching pedagogy provided strategies that could be used through spontaneous learning and play opportunities with young children. We also used evidence-based research and tools to support children's learning of phonological awareness skills. Pre-Lit and Heggerty programs supported whole group times and trialed more in-depth intentional teaching. A Music strategy through our Partnership with Gaby Freer supported a dramatic increase in children's ability to clap out syllables, match rhymes and generate rhymes. These skills were assessed, monitored and analysed using PASM.

This year we explored new ways to document children's learning and interests to help develop more coherent planning cycles that capture the children's voice. The teachers documented and analysed the learning that occurred each week using a method of reflection and planning.

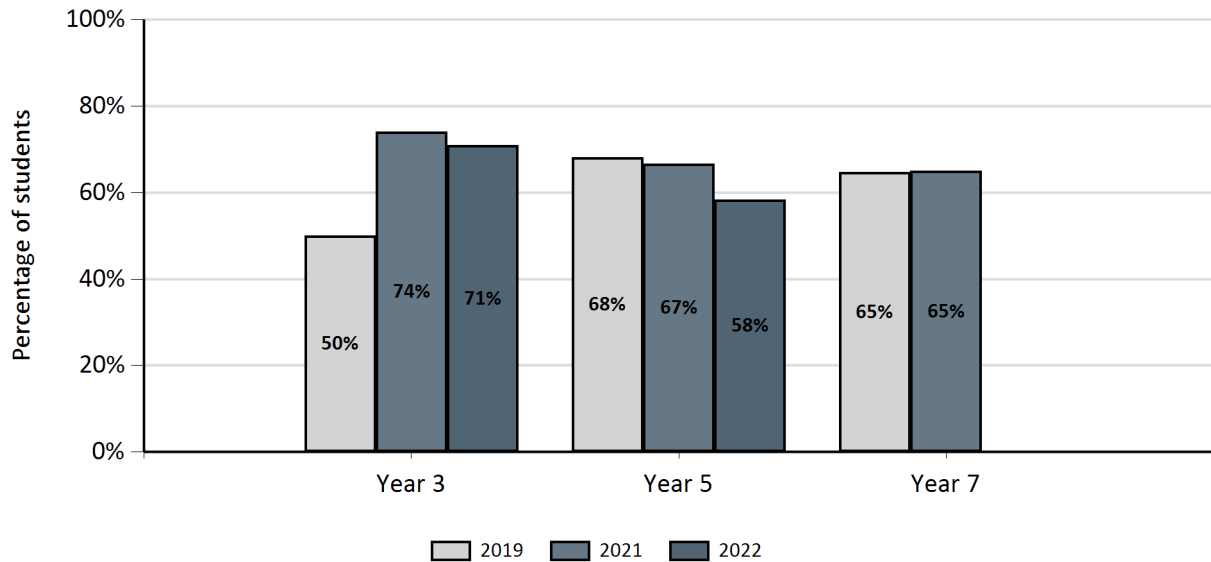
Pre School staff and onsite Early Years teachers have also collaborated to co-design a continuity of learning program that supports 4yr- 6 year olds to develop strong relationships and continuity in their learning, providing opportunities for educators to build relationships with children between both areas and minimising the need for extensive transitions.

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

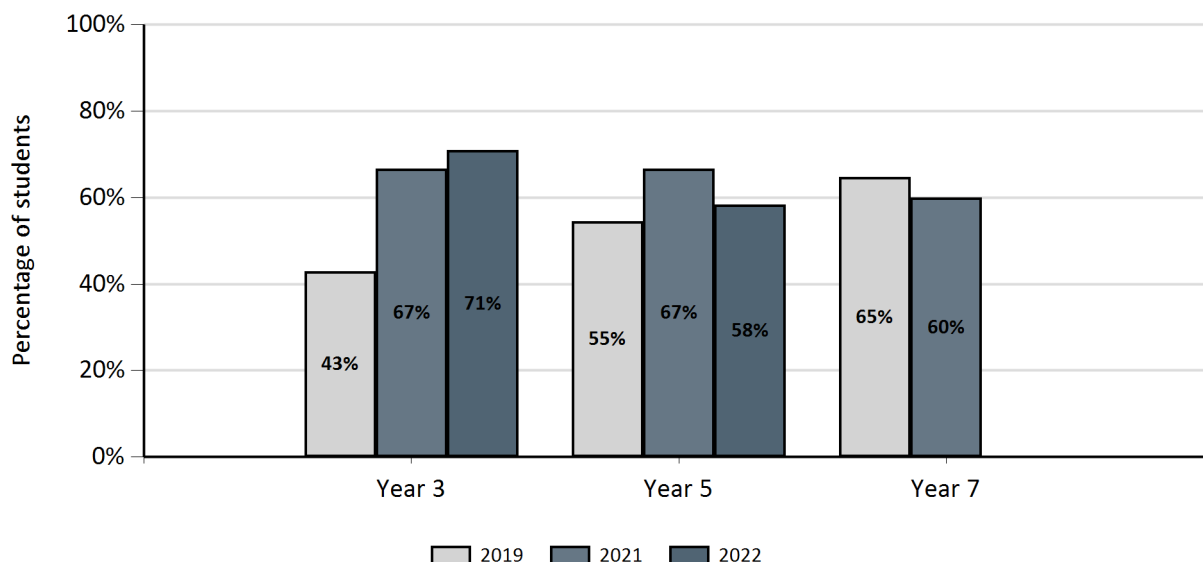


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	31	31	15	7	48%	23%
Year 03 2021-2022 Average	29.0	29.0	13.5	7.0	47%	24%
Year 05 2022	24	24	9	7	38%	29%
Year 05 2021-2022 Average	18.0	18.0	5.0	4.0	28%	22%
Year 07 2021-2022 Average	20.0	20.0	1.0	2.0	5%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

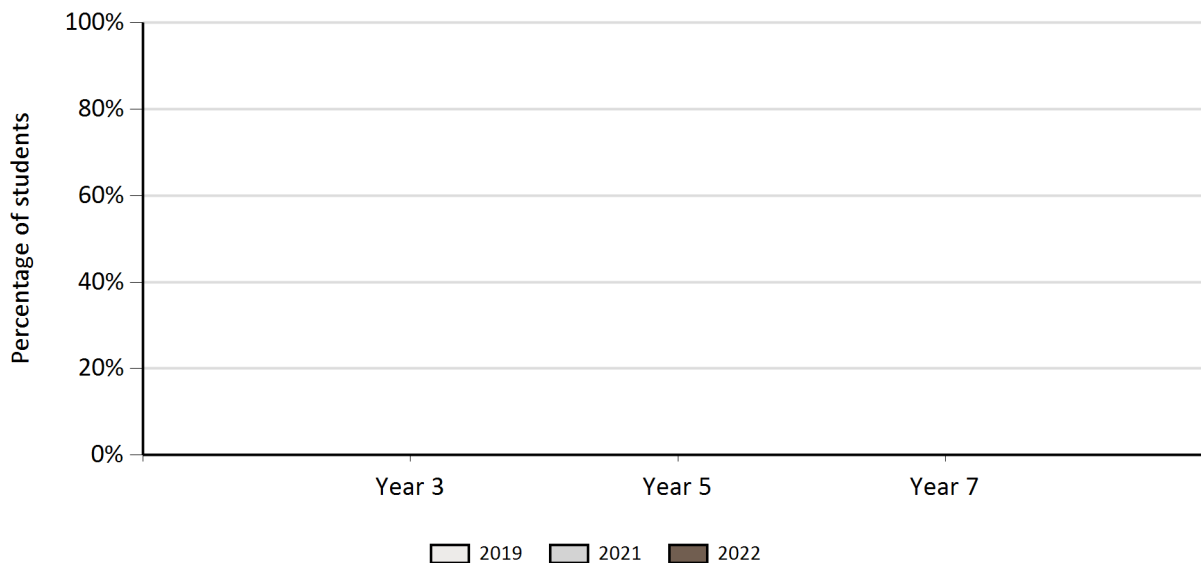
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



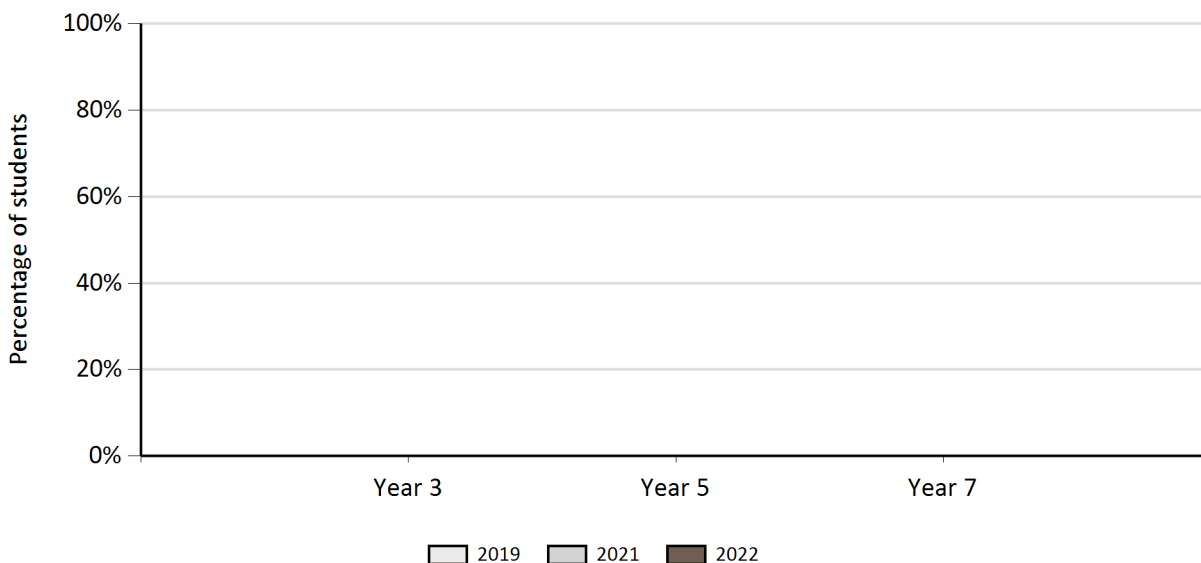
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Data informed planning along with tracking and monitoring growth and achievement have been guiding actions in our focus on raising the literacy and numeracy achievement of our Aboriginal learners. Teachers of Aboriginal learners used One Plan documents, data sets and SMARTAR goals to identify and review achievements through a targeted approach.

Collaborative teams regularly meet to monitor progress, analyse outcomes, and determine strategies responsive to the needs of individual Aboriginal learners. There are data-informed learning goals established in discussion with Aboriginal learners in light of their progress. These goals are regularly reviewed. The data-informed learning goals were established in discussion with Aboriginal learners in light of their progress. Ongoing feedback is provided to parents about student goals and achievements.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Throughout 2022, all strategies in place to support our Aboriginal learners resulted in improvement in teacher pedagogy and subsequent student learning improvement. This was strongly supported by student advocacy in the design and implementation of individual learning goals and next steps linked to success criteria. Aboriginal learners were considered in site improvement planning cycles, including review. All Aboriginal learners who sat NAPLAN met SEA in Numeracy and Reading. 50% of students met higher bands in NAPLAN Reading.

School performance comment

Our 2022 data provided us with evidence that whole site focus on Site Improvement Plan goals for Literacy and Numeracy have continued to show improvement for R-6 student learning outcomes. In the Early Years R-2 Reading is tracked and monitored against a range of reading assessment; running records, decodable readers, phonological awareness, RWI, PASM, anecdotal notes, LEAP levels. All students showed a years individual growth and was supported to transfer reading skills and knowledge into other curriculum areas.

NAPLAN

Reading

In 2022,

48% of year 3s met higher bands in NAPLAN Reading

38% of yr 5s met higher bands in NAPLAN Reading

Numeracy

In 2022,

23% of year 3s met higher bands in NAPLAN Numeracy

29% of year 5s met higher bands in NAPLAN Numeracy

This is an increase of all areas based on our historical performance data

PAT

51% of our sat PAT, this accounts for our year 3-6 student cohort, as Early Years PAT was not administered

97% of students who sat PAT demonstrated SEA in Reading (excluding OnePlan Students)

95% of students who sat PAT demonstrated SEA in Numeracy (excluding OnePlan Students)

School Performance Score

Our NAPLAN School Performance score had shown a steady increase from 0.44 to 0.5

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	92.8%	91.2%	92.7%	91.7%
2020 centre	90.6%	88.5%	91.9%	78.5%
2021 centre	90.7%	96.1%	91.7%	89.6%
2022 centre	81.4%	61.2%	85.7%	94%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	86.3%	87.0%	89.1%	81.1%
Year 1	88.7%	91.4%	85.7%	77.1%
Year 2	88.7%	86.7%	89.4%	80.0%
Year 3	93.1%	88.9%	90.5%	80.4%
Year 4	91.7%	86.1%	90.8%	80.3%
Year 5	90.6%	94.1%	92.0%	82.5%
Year 6	89.3%	91.3%	95.2%	81.9%
Year 7	87.4%	95.3%	91.1%	N/A
Primary Other	89.6%	89.8%	88.8%	78.1%
Total	89.2%	89.7%	89.9%	80.3%

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

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

Attendance comment

School Attendance 80%

In 2022, the whole school attendance sat at 80% across all year levels. Although a significant focus was placed on supporting students and families who chronically attended late, this still remains high. Further strategies will be developed across the site in 2023 to address this issue and support families in regular, on time attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	31	31	30	29
2020	20	20	23	26
2022	20	20	20	19
2021	24	23	24	18

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.

Behaviour support comment

Modbury School P-6 prides itself on proactive behaviour education approach. All staff participate in regular professional development and mentoring pertaining to implementation of positive best practice relating to student wellbeing and engagement. During 2022, the site engaged with occupational therapists, self regulations team, behaviour coach, psychologist, special educator and other specialist agencies to provide optimum support to our students and services to our families. We also have a trauma informed approach using interoception strategies to promote self regulation practices throughout the site. Staff have began working alongside the Positive Behaviour for Learning team to implement this program across the next three years.

Consequences for inappropriate behaviour is dealt with promptly and is centered around restorative processes. Throughout the year, there has been a reduction of serious behaviour incidents.

Parent opinion survey summary

School Survey Summary

This year we had 54 parent responses to our parent survey. Standout information:

- Teachers and students respect each other at the school
- People respect each other at the school
- Parents know what standard of work the school expects
- Teachers at this school provide my child with useful feedback

Areas to develop:

Ongoing process for communication about student learning, consistency in platforms for sharing of information.
 Would like to see greater opportunity for progress against Learning Goals, including student self-assessment or teacher assessment.

Preschool Survey Summary

Parent satisfaction was high in:

- Overall, I am satisfied with the preschool's planning
- I have confidence in how the preschool is managed
- I am comfortable about approaching my child's teachers to talk about his/her progress
- The staff always listen to what I have to say about my child's development and needs
- I believe that if I have concerns or suggestions, the preschool would respond appropriately
- Teachers let me know how well my child is doing
- This preschool encourages children to have a sense of pride in their achievement

Areas to develop:

- The preschool seeks parents' opinions about educational programs
- I am given the opportunity to be involved in the preschool's educational activities

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
272 - Modbury School P-6	90.9%	95.2%	83.3%	95.0%
1430 - The Heights School	0.0%	0.0%	0.0%	5.0%

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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	15.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	81.8%
WA - LEFT SA FOR WA	1	3.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Student numbers departing Modbury School were for a variety of reason, as discussed with families prior to exiting. Students departing to high school accounted for a significant proportion.

Relevant history screening

Limited screening occurred in 2022 due to COVID restrictions and the impact that this has had on having volunteers on site. This will be a focus area of development for 2023.

All staff and volunteers follow process pertain to WWCC and RRHAN.

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	31
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	17.1	0.7	9.6
Persons	0	19	1	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$2,000
Parent Contributions	\$50,335
Fund Raising	\$10,040
Other	\$1,000

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

2022 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 2022 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	All students who qualified for individual funding were provided with targeted support in the classroom. This support was targeted against individual learning goals in Literacy and Numeracy. SMARTAR goals were set on a 5 week rotation and feedback was provided through formative, summative and diagnostic testing to support the next steps relevant to the SEA.	All students recorded improvement against their individual learning goals. Teachers adjusted goals to meet the next learning step, sharing this information with other educators supporting the students.
	Improved outcomes for students with an additional language or dialect	EALD support was provided to students through specialist teacher working alongside classroom teachers. BSSO's supported EALD students with targeted strategies provided by teachers and focused on specific areas of Reading and Writing to support and build student achievement in these areas,	Feedback provided to classroom teachers showed evidence of improvement in targeted areas for students. This then supported the teacher to design further steps and goals for learning improvement in Literacy.
	Inclusive Education Support Program	Students received targeted support in their classroom learning environment with a focus on Literacy and Numeracy. IESP funding is predominantly used to provide intensive SSO / Co-educator support in classroom / yard to allow for in time proactive intervention.	Teachers and Co-educators work collaboratively to track and monitor student goals and outcomes identified against Functional Needs and Learning Improvement. Based on staff surveys and student achievement records all students showed significant improvement in desired outcomes.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Additional support was provided to the Early Years classes to support ATSI and FLMD students in their first year at school. This targeted support allowed for 1:1 support in developing a deeper understanding of all identified students and school behaviours and expectations to promote learning.</p> <p>Teachers and co-educators worked collaboratively in learning communities to support students to meet identified goals. Families were involved in discussions and were encouraged to contribute to the construction of goals and work together with the school to achieve outcomes.</p>	<p>All students involved in targeted funding allocated to our site showed a positive response to the adjustments made. Regular discussions around the adjustments included continually reviewing these to support the next steps for students.</p> <p>The key to maintaining the improvement was including families in the discussions, sharing progress and linking next steps to data collected as evidence for why decisions were made. This supported families in understanding school processes in supporting how the was utilised targeted funding our Early Years students.</p>
Program funding for all students	Australian Curriculum	High impact learning through PLCs, teacher observations, instructional leadership feedback, action based research projects and other staff mentoring and learning opportunities, with a focus on Literacy and Reading.	Improved teacher pedagogy in the learning design, explicit teaching and assessment and data collection in Reading

Other discretionary funding	Aboriginal languages programs Initiatives	Pitjantjatjara learning was provided to student R-6 through FLMD. Each class had support with the classroom teacher, specialist language teacher and First Nations Elder.	Improved engagement, cultural awareness, deep connection to oral literacy
	Better schools funding	Specialist teacher / leader allocated to work alongside classroom teachers to support differentiation and teacher capacity for planning and programming. SSO's provided with professional learning to work in classrooms. Targeting individual student goals.	Improved teacher capacity and collaboration
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Teacher participation in portfolio delivered professional development in Numeracy with other early childhood leaders. Implement collaboration discussions and planning with preschool team to improve pedagogical documentation.	All educators display improved practices in pedagogical approaches in Numeracy with a focus of documentation of children's learning and collaborative practices.
Inclusive Education Support Program	Speech 1:1 intervention for children with complex needs	Inclusive opportunities for all students to engage in the preschool program
Improved outcomes for non-English speaking children who received bilingual support	BSSO hours to support their learning through explicit, self directed and play based learning.	BSSO were part of the learning team that supported children and families with bilingual needs

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