



# Fairview Park Primary School and Fairview Park Child Parent Centre



Government  
of South Australia  
Department for Education

## 2019 annual report to the community

Fairview Park Primary School Number: 1103

Fairview Park Child Parent Centre Number: 1576

Partnership: Tea Tree Gully

Name of school principal:

Rebecca Jones

Name of governing council chairperson:

Kate Hurst

Date of endorsement:

06/02/2020

## Site context and highlights

In 2019 we strengthened our Assessment for Learning (AFL) and intentional teaching strategies across the school by appointing a coordinator with a focus on AFL.

Literacy and Numeracy teaching was our core work. A strong focus was developing seamless and consistent Numeracy and Literacy learning P-7 by collaboratively developing whole school agreements.

Highlights of the year included a range of whole school and group specific events:

The nature play area, using money raised through fund raising events was developed. Protocols of safe and cooperative play were made explicit. Staff agreed to take an extra duty to ensure student safety.

The mural was completed by a local artist called Sam Brooks and incorporated ideas from all areas in the school. Money from fundraising efforts paid for this. 2 Friendship benches were also purchased and installed from fundraising money.

Fundraising efforts for 2019 included 2 school discos, selling of entertainment books, Mother and Father Day stalls, casual clothes day, election BBQ and a raffle for concert VIP seats and grazing platter.

Physical activity was enhanced through our annual tabloid sports day. The SAPSASA events included; cross country, football, soccer, athletics, netball, cricket, softball and the Year 4 and 5 students all attended the come and try carnival. Some students were selected for state representation in softball, cross country, netball, athletics and cricket.

School captains provided leadership in raising funds for 'Backpacks 4 SA Kids'. They also went on an excursion with their Year 7 class mates to pack some backpacks and donate our cheque.

FPPS senior choir featured at the festival of music concerts and were awarded row 2.

Whole school events in 2019 included; our annual 'Big Day In', Harmony Day, Book Week and Book Parade, STEM Day, Spanish Day, PE Week, Wheelie Day.

Our school concert 'Music Legends' was once again a great success. There was a large community turnout.

The R-5 classes enjoyed a week of swimming at the ARC. The Year 6/7 students took part in Aquatics day at west lakes Aquatic Centre.

Year 4 and 5 students had a 5 week (one day a week) Bike Education programme delivered on site.

The Life Education van and the School Dentist visited the school. Parents could opt in if they wished for their child to visit the dentist.

Middle school students attended the Carly Ryan Foundation presentation along with other partnership schools.

Preschool - Year 2 have continued to develop the Playful Literacies project. The students were grouped vertically and visited different teachers on a Tuesday afternoon.

Whole school celebrations took place at the end of term. Junior Primary went on an excursion to the cinema in Norwood, Primary classes visited the North Adelaide Aquatic Centre and the Middle Years went to Waterworld.

Our OSHC license was given an increase in numbers due to the large numbers of students attending. Our OSHC Director Louis McGowen and his staff provided engaging activities in a supportive environment.



## Governing council report

Our Governing Council consisted of 13 members, including 10 parents, Principal, Assistant Principal and a staff representative (rotating each term). Governing Council also had Sub-Committees that members are aligned to; Finance & Executive, Canteen, Fundraising, Pre-school & Playgroup, Uniform and OSHC Advisory.

Governing Council met twice per term and the Sub-Committees would meet prior to each Council meeting, where updates were provided.

Education Director, Anne Lamont attended our first Council meeting of the year to advise of the process in selecting a new Principal for the school. I was nominated as the Governing Council's representative to sit on the panel for the selection and appointment of our new school Principal, Rebecca Jones. As part of the selection process, the Council members were asked to provide details as to what makes Fairview Park Primary School special and what qualities we were looking for in a leader.

Governing Council were regularly advised on all financial matters, including budgets, funding and audits for the school, Canteen and OSHC. The budgets for the school, Canteen and OSHC were reviewed and approved each year by Governing Council.

At each meeting the Governing Council received a report from the Principal, and the staff representative provided an update of what staff, students and the school as a whole had been involved in or were working on or towards.

2019 was a very productive year where the following was achieved:

- The review and approval of school and OSHC policies.
- The review and approval of the school context statement.
- The Materials and Services charges for the school fees and pre-school term fees were reviewed and approved.
- A number of events were organised by the Fundraising Committee during the year; Mother's Day and Father's Day stalls, selling of Entertainment Books, two discos, Election Day BBQ, raffle at the End of Year Concert and a VIP tickets package for the End of Year Concert.
- Our Nature Play area was finished and opened to the students, which was very well received.
- Through fundraising, we also purchased two friendship benches, located near the purple and yellow playgrounds, along with two new BBQ's.
- The Canteen Committee held a number of special days during the year, including the terrific Tuesday specials, hot cross buns for Easter, showdown donuts and a variety of meal deals.
- As part of fundraising for the Canteen, there was the Krispy Kreme fundraiser, sales from the two discos and community dollar key tags from Drake's Foodland at Surrey Downs, which were made available to all families.
- The Canteen also held BBQ's on Acquaintance Night, Sports Day and End of Year Concert.
- The Uniform Committee organised for second hand uniforms to be sold in the Front Office for a gold coin donation, for two weeks each term.
- Our uniform logo was updated to include Fairview Park Primary School, as well as rag tags being made available in the new jumpers.
- OSHC contributed to the cost and installation of the washing machine that has been installed in the administration building, as they will also be using it.
- The school, with the support of Governing Council provided a \$200 payment to one student who was successful in gaining selection for a state SAPSASA team, which was being held interstate.

Governing Council supported the school in applying for the National Schools Chaplaincy Program funding for the next three years; unfortunately we were unsuccessful in obtaining this grant.

Thank you to the Governing Council members, Rebecca Jones, Tania Dodd and the staff representatives for their contribution to 2019, along with everyone who volunteered their time to help our fantastic school.

I look forward to 2020 and the many things we have planned.

Kate Hurst

Chairperson, Governing Council

## Quality improvement planning (Preschool)

### Inquiry Questions:

- How can we promote increased engagement and learning outcomes through play in the outdoor environment?
- How can we ensure our pedagogical documentation is able to record and connect with children's learning through an inquiry lens?

All of the goals we set out to achieve in 2019 were achieved. The children spent considerable time engaged in play in the outdoor environment and the educators worked hard to set up provocations, including those related to literacy and numeracy outdoors. Our inquiry 'Who shares our preschool yard with us?' was successful with the children's interests, needs and skills being followed upon closely throughout the year.

QA1 Educational Program and Practice: An inquiry-approach was used to document and plan for children's learning.

Photographs, observations, anecdotes and work samples were used to inform planning and provide opportunities for critical reflection and evaluation. The children's interests and desires to learn were maintained using this approach.

QA2 Children's Health and Safety: The implementation of our inquiry focus and wider use of our outdoor environment provided the opportunity to learn about sustainability, composting, gardening, personal safety and caring for our wildlife. A visit from KESAB in Term 1 and the TTG Council Mini Muncher program supported this and encouraged families to get involved.

QA3 The Physical Environment: The yard was a focus for improvement. Our mud kitchen space was developed to include a meeting circle, arch and pathway, created by the children and educators. Our sandpit, rope swing, slide and cubby house were also restored/ developed.

QA4 Staffing Arrangements: Staff engaged in weekly staff meetings and personal, site and departmental professional development.

QA5 Relationships with Children: Our family wall, sharing opportunities, targeted small groups and collaborative learning opportunities through the inquiry project allowed educators to establish and maintain positive relationships with children.

QA6 Collaborative partnerships with families and communities: Parents were involved in the program as the year progressed. Some Examples: cooking, garden improvement and sharing their knowledge of animals and sustainability (frogs and worm farm). A workplace student and parent volunteers participated in the program (Patch Theatre Excursion). Frequent visits to the school for Library, Computer Room and Playful Literacy visits were positive and beneficial for school transition. Participation in School Events and access to the school yard (particularly Nature Play) also supported community engagement. Class Dojo, Skoolbag App and Parent Pockets were also used extensively to communicate with and involve families.

QA7 Governance and Leadership: A new Principal was appointed for 6.5yrs and a Senior Leader for 2020-2025, with a focus on early years learning improvement. Our Preschool Philosophy was extensively reviewed and rewritten.



## Improvement planning - review and evaluate (School)

The 2019-2021 Site Improvement Plan (SIP) outlines two key areas for site improvement. 2019 actions and outcomes were as follows:

### Numeracy Goal:

Increase the number of students achieving in the high bands in NAPLAN numeracy.

Whole school agreements have begun to form the foundation of our learning journey. Teachers engaged in scheduled collaborative PLC staff meetings to develop numeracy agreements based on a three part maths lesson at FPPS. A whole school developmental sequence P-7 was also developed by teachers.

Increased analysis and use of individual and cohort data during 2019 allowed teachers to be targeted and intentional.

Teachers engaged in Learning Design and Moderation processes across the partnership working in year level teams to plan a mathematics unit, assessment task and moderate the work samples. This developed consistency of grading across the partnership. This learning contributed to our site focus on providing intellectual stretch for our students.

Recommendation for 2020: All staff from Tea Tree Gully Partnership will participate in the Big Ideas in Number PD. Di Siemon will lead a Pupil free day in Term 1 and Term 3 (part of the LDAM process) 2020.

### Literacy Goal:

Increase the number of students achieving in the high bands in NAPLAN writing.

Writing whole school agreements have been developed in 2019 to ensure consistency of teaching from year level to year level. Brightpath has continued with staff collecting and assessing a narrative and 2 x persuasive pieces of writing from all students 1-7 and a recount from reception students. Evidence from data collected shows significant growth between the samples. Staff are confident at teaching these two genres and in 2020 a focus will be on Narrative and information report writing.

The NAPLAN goal this year was exceeded with 20 Year 3 students achieving High Bands in writing.

Recommendation for 2020: 2 x Staff will attend the Seven Steps to Successful Writing PD and feedback to other staff members in a staff meeting.

### Wellbeing:

All staff members contributed to a well-being committee in 2019. Student surveys based on the TfEL Domain 2 and 3 were developed and all students took part. The data collected was fed-back to teachers and they reflected on their pedagogy.

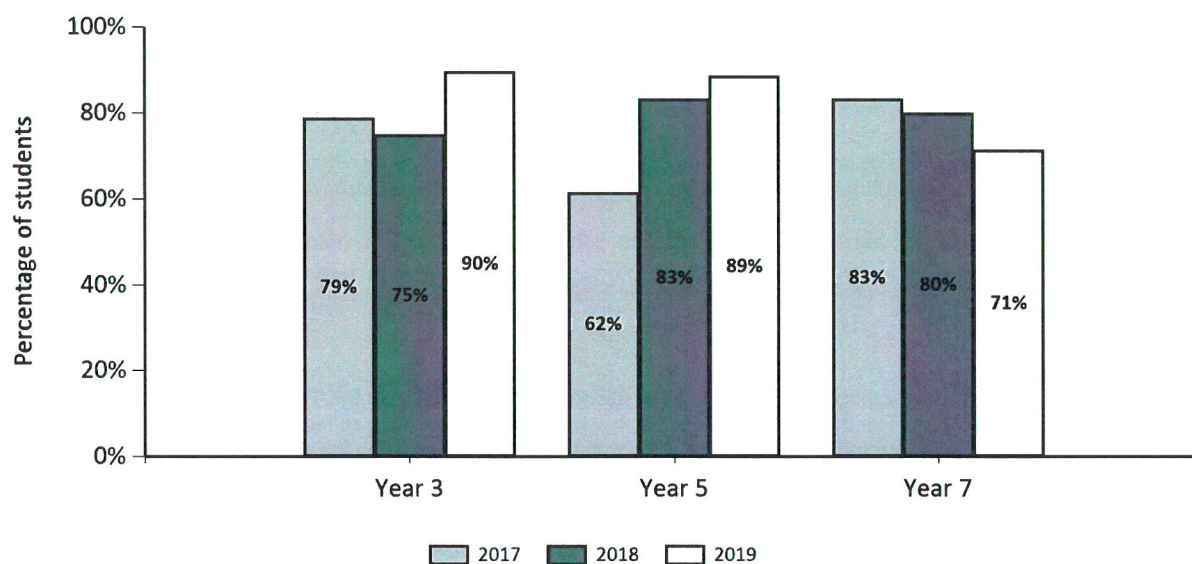
The Child Protection curriculum was taught R-7. A focus on cybersafety was implemented in the middle school and years 5-7 attended the Carly Ryan presentation.

## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

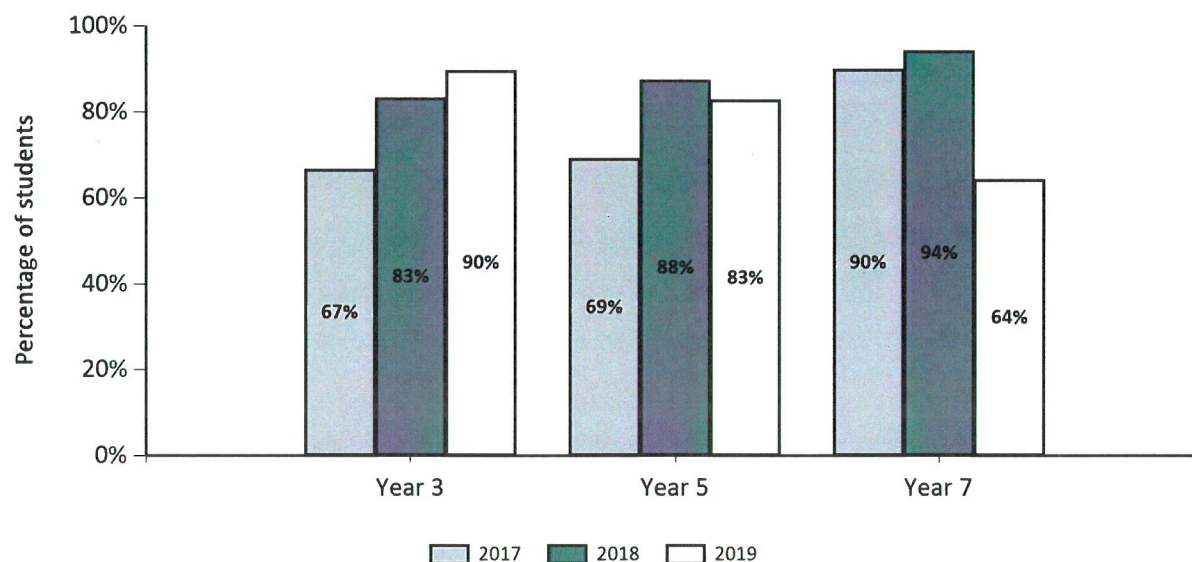
#### Reading



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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



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

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.



## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	17%	25%	25%
Middle progress group	62%	67%	50%
Lower progress group	21%	8%	25%

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

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	31%	25%	25%
Middle progress group	62%	58%	50%
Lower progress group	7%	17%	25%

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

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

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	39	39	15	13	38%	33%
Year 3 2014-16 Average	32.0	32.0	13.3	11.0	42%	34%
Year 5 2019	35	35	8	6	23%	17%
Year 5 2014-16 Average	24.0	24.0	6.0	3.0	25%	13%
Year 7 2019	14	14	5	4	36%	29%
Year 7 2014-16 Average	26.3	26.3	7.3	3.7	28%	14%

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

<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## School performance comment

In 2019 our NAPLAN results indicated improving outcomes in both reading and numeracy (Standard of Educational Achievement - SEA) in Year 3. Results indicated improvement in Year 5 reading. The year 5 Numeracy decreased but remained above the historical average. The Year 7 reading and Numeracy results did not meet the historical average.

### Results for students meeting the DFE SEA in READING

A significant increase in Year 3 results at 90% compared to previous 75% and returns above the historical average.

An increase in Year 5 results at 89% and returns to above historical average for the first time since 2014.

A decrease in year 7 results from the 2018 71% and remains below historic range.

### Results for students meeting the DFE SEA in NUMERACY

An increase in Year 3 results at 90% and remains above historical average.

A decrease in both Year 5 (83%) and Year 7 (64%) results, however Year 5 remains above the historic range. The year 7 result falls below historical average for the first time since 2014.

With regards to the progress achieved by students from year 3-5 and from Year 5-7, an increase in the upper progress group was experienced in the year 5 2019 cohort in both reading and Numeracy.

The Year 5-7 upper progress remains in line with the state average and has continued the trend evidence the previous year



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	94.1%	92.1%	97.5%	89.8%
2018 centre	96.3%	95.5%	93.4%	96.9%
2019 centre	94.5%	85.9%	92.3%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

Year level	2016	2017	2018	2019
Reception	93.8%	95.2%	94.8%	90.6%
Year 1	94.1%	93.9%	94.4%	93.1%
Year 2	94.5%	93.4%	95.0%	93.5%
Year 3	92.5%	91.9%	93.6%	94.1%
Year 4	94.2%	92.6%	93.6%	90.3%
Year 5	93.3%	95.0%	95.0%	93.6%
Year 6	91.1%	93.9%	94.8%	94.1%
Year 7	94.3%	91.3%	94.4%	91.9%
Total	93.5%	93.2%	94.4%	92.7%

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

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

## Attendance comment

Attendance levels have remained fairly consistent overtime, approximately 93%, however a slight decrease in certain year levels is noticeable this year.

Attendance is maintained through an electronic system which facilitates accurate and timely monitoring. This allows the school to send phone messages (SMS) to families of absent students to ascertain reasons for the absence. Class teachers address patterns of unexplained absence via Class Dojo or follow up phone calls. The leadership team supports the class teachers as required, by sending letters via the post to families. Significant cases of non-attendance are actioned in collaboration with department support.'

\*\*Preschool term 4 figures will be available in term 1 2020

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	22	22	22	22
2017	26	25	24	25
2018	33	32	30	30
2019	32	32	32	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.

## Preschool enrolment comment

Our enrolments in Preschool have remained steady for 2018 and 2019 with the Preschool at near capacity and requiring 2 teachers. The site capacity at Preschool is 33 students. Our children are generally siblings and local families.

Families take part in a Preschool survey and report that they are happy with the service, communication and dedication from the staff and the support that is given to their children. Families report that they like the way in which the school is very inclusive of the preschool and that the children at preschool are invited to whole school events.

## Behaviour support comment

Fairview Park Primary School is committed to providing learners with a safe and supportive environment. Our school has a strong focus on the core values of 'T.E.A.C.H- RESPECT'. These are Teamwork, Excellence, accountability, confidence, Honesty. This is combined with our focus on 'Building Learning Power'. The four learning muscles (Being resilient, being reciprocal, being resourceful, being reflective), that each have a term focus. Teachers have embedded our core values and the learning powers through a common language. This is also reflected in term 2 and 4 written reports. In assemblies we recognise a student who has shown consistent use of the school values and the learning muscle that is a focus.

In 2019 there was 1 suspension, 1 take home and 1 internal suspension.



## Client opinion summary

In 2019 we aimed to provide a culture where students felt that they were safe and supported. The results of the Wellbeing and Engagement survey indicates an improvement in the area of 'worry' and students optimism and emotional regulation has doubled since 2016, having a positive impact on well being.

The parent satisfaction survey asked parents 14 questions; asking for a response on a scale of 1 (strongly disagree) to 5 (strongly agree). 20 surveys were returned in 2019 with response averages as follows;

Teachers at this school expect my child to do their best – 4.2

Teachers at this school provide my child with useful feedback about his or her work – 3.9

Teachers at this school treat students fairly – 4.2

This school is well maintained – 4.3

My child feels safe at this school – 4.5

I can talk to my child's teacher about my concerns – 4.2

Student behaviour is well managed at this school – 4.2

My child likes being at this school – 4.6

This school looks for ways to improve – 4.0

This school takes parents' opinions seriously – 3.8

Teachers at this school motivate my child to learn – 4.0

My child is making good progress at this school – 4.0

My child's learning needs are being met at this school – 4.1

The school works with me to support my child's learning – 4.0

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1103 - Fairview Park Primary School	100.0%	95.0%	100.0%	90.6%
8385 - Saint David's Parish School	0.0%	0.0%	0.0%	9.4%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	9.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	14.5%
Transfer to SA Govt School	41	74.5%
Unknown	1	1.8%
Unknown (TG - Not Found)	0	NA

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



## Destination comment

In 2019 Banksia Park International High is the pathway for 12 of the 14 Year 7 students. 1 student will attend the specialist dance program at Golden Grove High School and 1 student will attend the Ignite programme at the Heights High School.

All of our Preschool students except 2 will attend Fairview Park Primary School.

## Relevant history screening

All Staff members undertake relevant history screening prior to undertaking employment. This also includes private providers.

Fairview Park Primary School volunteers undertake volunteer training which includes, RAN (Responding to Abuse and Neglect). A volunteer information sessions is also conducted at our school by leadership staff at least once per term.

## 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	30
Post Graduate Qualifications	8

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.4	0.0	7.0
Persons	0	17	0	13

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

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

## 2019 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Individual goals within NEP & OCOP based on social and emotional targets, focus on engagement with curriculum and schooling. Outcome- improved engagement, additional support resourcing and achievement with purpose.	Reduced number & severity of incidents, increased engagement and success
	Improved outcomes for students with an additional language or dialect	27 students across the school (5 ATSI + 22 from different cultures) scaled across 2 pieces of writing sample. Students part of Oral Language group, Brightpath, Jolly Phonics, Val Hunter, NAPLAN and PAT initiatives.	Oral language development, development of sound, consolidation in writing
	Improved outcomes for students with disabilities	Additional targeted funding used to ensure additional support for targeted students. Conversion to OCOP from NEP- SMARTAR goals to achieve specific targets	Individual goals set for students with significant progress being made
	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Foundation ATSI student- 1:1 reading support 3x per week, EALD group, ACEO. Year 2 ATSI student- Read-up program 4x p/wk & ACEO Year 2 ATSI Student- 1:1 support in classroom, focus on early reading Year 5 ATSI student- reading program 4x per week + classroom support & ACEO Year 5 ATSI Student- Maths support- QuickSmart, Social Emotional support Read-up: delivered through Early Years funding. A/C: Professional learning in Literacy (Brightpath), Numeracy (Tierney Kennedy)	Increase in number facts, recall. Increase in reading levels for targeted students. Increase in confidence as learner. Increase in engagement, identity.
Program funding for all students	Australian Curriculum	SIP Literacy and Numeracy targets identified. Literacy target- exceeded. Numeracy target- to be re-aligned, goal appropriate. Focus on Formative Assessment, learning intentions, Misconceptions in Maths	Increased use of formative assessment- students achieving greater results.
	Aboriginal languages programs initiatives	see above- reading program, reading support, class support, transition support	Targeted student- from Below SEA: Reading Levels to above SEA @ TTG standard
Other discretionary funding	Better schools funding	QuickSmart for 12 students targeting automaticity in number facts.	Significant gain (more than 1 years' growth) in PAT-M 2019 score.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	Classroom support. Implementation of Formative Assessment in Maths and English. Targeted Maths group- problem solving for Year 4/5 students	Ongoing development of Maths
	Primary school counsellor (if applicable)	0.2 FTE Salary - additional support for behaviour management, improved wellbeing outcomes, identified SMARTAR goals through targeted funding.	Reduced significant incidents, overall increased engagement.



## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Reporting against EYLF, LN Indicators. Development of 'Playful Literacies'. Immersion of language through dramatic and outdoor play (Inquiry). Small worlds/early writing. Exposure to Jolly Phonics. Reports based on Numeracy/Literacy goals (negotiated with families), 2x interviews 2x written reports. EYLF dispositions/PASM.	Early maths language, number, shape, classification, patterning. Strong emphasis on oral language. Assessed at beginning/end of year.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Small group and individual speech and Lang intervention as directed by speech pathologist. Additional targeted funding to support identified students for social and emotional development, engagement, achievement of individual targeted goals. Additional transition support and visits for targeted children.	Targeted students made significant gains, including speech, trying new activities, making connections with staff and other students.
Improved outcomes for non-English speaking children who received bilingual support		

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