Ridgehaven Primary School and Ridgehaven Child Parent Centre

2017 Annual Report to the Community

Government of South Australia

Department for Education and Child Development

Ridgehaven Primary School Number: 1051

Ridgehaven Child Parent Centre Number: 1617

Partnership: Tea Tree Gully

Name of School Principal:	Jean Perks
Name of Governing Council Chair:	Katie Allan
Date of Endorsement:	6 March 2018

Site Context and Highlights

In 2017 the school enrolment was 278.
Demographic data:
5% Aboriginal students
7.9% EALD
7.2% Students with Disabilities - 45 % D level of support, 10% I level of support, 45% A level of support.
30.2% school card
The school was organised into 10 classes. All classes were composite classes. Specialist subjects included P.E., Drama/Music and Japanese. It was very pleasing to be able to once again be able to offer LOTE to our students with Rebecca Lee being successful in winning our advertised position.
The Preschool worked with 35 children and their families. Children had the opportunity to attend 2 full day sessions either Monday and Wednesday or Tuesday and Thursday and a half day session on alternate Fridays to access their 15 hours of eligible Preschool. Playgroup on Friday mornings was once again a much valued service for families. Thanks go to Melanie Rawnsley,Donna Amey , Brittany Carver and Amy Albanese for organising and leading the Playgroup sessions.

Highlights of 2017
Engaging with Partnership priorities
We continued our focus on improving numeracy outcomes for students in our partnership by engaging in whole of partnership professional learning - transforming tasks, Year 6/7 Thinking Maths project, Year 6-9 maths PLC, analysing and using PAT M data supported by PAT champions identified in each site, assessment and moderation learning lead by Tierney Kennedy. Preschool and R/1 staff maintained their strong links and learning following sessions with PMA presenter to increase rigour in questioning techniques and use of mathematical language.

Strong Community Links
Our primary years classes continued their connection with the Wynn Vale "Sing for Joy" choir. Following a successful application for Community funding through Tea Tree Gully Council, our school choir and the Wynn Vale PS choir joined the Sing for Joy choir in a performance at the Golden Grove Arts Centre to showcase the connections made between the inter generational choirs.
We maintained our strong relationship with Banksia Park International HIgh School by hosting 2 groups of visiting Japanese students.
Once again we hosted a visiting Korean student for 3 weeks in term 3.
We also hosted 2 visiting Thai teachers for 6 weeks. The teachers stayed with the Principal and Senior Leader. They observed in all classrooms and visited nearby schools to gain an insight into teaching and learning in South Australia.

Our whole school production was once again a well supported event, with excellent audiences at both performances of "Beauty and the Beast" at the Golden Grove Arts Centre.

In 2017 we organised our first Family Fun Fair in November. This was a wonderful fundraising and networking opportunity for the school and the community. All students P-7 were involved in running a stall during the twilight event. Further attractions were provided by inflatable rides and local businesses. In the lead up to the event students were involved in collaborating, problem solving, advertising, team work as well as financial literacy. It was a fantastic learning experience for us all.

Way2Go
We re-engaged with the Way2Go program in 2017 as a strategy to not only encourage families and students to be active by walking or riding to school, but also to raise awareness of the need for Road Safety skills and for an upgrade of our school crossing. Students in Years 4 - 5/6 accessed the Bike Education program. Governing Council was very active in contacting local council and government Ministers. The result was that we were successful in the State government allocating funding to install traffic lights at the crossing.

Children's University
This year, 28 students signed up to participate in 30 hours of out of school learning. 4 students achieved this and participated in a graduation ceremony at Adelaide University.

School Sport
We enjoyed a 'golden' year of sports in 2017. The girl's football team won the inaugural 'Crows Cup' with a goal after the siren and they also won the district carnival. Adding to the trophy cabinet, the girls also won the softball and rugby carnivals. The boys were also successful winning the football and rugby carnivals too and both teams advanced to the state rugby carnival where they represented our district with skill and courage. Ridgehaven School participated in all district SAPSASA events. Through the 'Sporting Schools' grant, all students participated in 4 volleyball lessons that were delivered by the team from Volleyball SA. Students also received opportunities to participate in clinics run by SACA (cricket) and the Norwood Football Club (Football).
This year, we entered one after school sports team - a Year 5/6 cricket team who played on Saturday mornings.

Camps
Six classes enjoyed successful camps this year and we thank the staff for their time and effort in planning and attending camps. The Primary Years classes went to Aldinga for a one-night camp and the Middle Years classes traveled to Victor Harbour for two nights.

Governing Council Report

This year the number of dedicated members of the Governing Council continued to be small, however we were still able to work on a number of achievements. Most noteworthy was our success in securing State Government funding for an upgrade to our school crossing. Governing Council and the school did all that was asked of them to help convince the State Government that we needed traffic lights at the crossing. We were thrilled to learn in October 2017 that $200,000 had been allocated to do this. Thanks go to everyone involved and Member for Newland Tom Kenyon MP for putting forward our case.

I would like to thank all our council members for regular attendance at meetings, the teachers for their hard work and to all school community volunteers; it is you who make our school great.

Thank you to Shauna Mitchell, who retired early in the year due to work commitments and Sarah and Andrew Dunkley, who retired just before the end of the year, to prepare for their relocation overseas. Their work and support as Governing Council members is noted.

Our OSHC service has once again done a great job this year, with our numbers remaining stable. We would like to acknowledge Kerri & her team for their efforts.

Katie Allan
Chairperson
Ridgehaven Primary School Governing Council

Quality Improvement Planning (Preschool)

The Preschool team was joined by Alyssa Harvey (0.8) in 2017. Hayley Clark provided continuity by taking up a 0.4 teaching role. SSO support was provided by Sharon Vullings and Michelle Furlan,

Quality areas focussed on in 2017 included;
QA 1 Educational program and practice
Continued support for partnership work to improve literacy and numeracy outcomes for children;
- PASM data collection to support growth in phonological skills - data collection term 1 & 4. Results shared with destination schools
- Use MiniMarkIT to record agreed data to share across the partnership to begin tracking learning

QA 2 Children's Health & Safety
Meeting the specific needs of all children at the Preschool is important to the staff;
- health care plans developed for relevant children
-toilet timing for a number of children, in a safe, supportive and caring manner
- children's needs met by providing activities/areas for sensory needs e.g. movement and/or quiet areas
- work with children and families to support healthy eating policy - encouraging families not to send along pre-packaged food.

QA 3 Caring for the environment and sustainability
The natural physical environment at the Preschool offers many opportunities for 'nature play'. The 'mud kitchen and digging patch' serve to value add to this type of play. It was necessary to remove some aging equipment during 2017 and this left an empty space that could be creatively used to develop alternative play space e.g. a stage area using plastic pallets for performances. Children and staff regularly chose different equipment from the shed to use in the area.
Plans to replace the aging/failed fence between the Preschool and neighbouring properties continues to be an issue and will be a priority to complete in 2018.
QA 6 Collaborative partnerships with families and communities
The Preschool and school enjoy a supportive working relationship. The Preschool staff work collaboratively with Early Years staff and indeed the whole staff, enjoying a 'buddy class' relationship with a Year 6/7 class. Families are always welcomed into the site and are kept informed and included by;
- having profile folders available for children and parents to share throughout the year
- having a floor book to read
- daily diary displayed each week
-communication with families through newsletters, skoolbag app and SeeSaw
regular surveying of families using yes/no questions to gather feedback quickly

Improvement Planning and Outcomes (School)

2017 Improvement Plan
Every child will maximise their learning in literacy and numeracy to help them become the most successful learners they can be.
Strategies included;
- staff using data to inform planning for at least 12 months growth for each student in reading, spelling and maths
-students involved in goal setting to achieve at least 12 months growth in their learning
- ILPs written and reviewed to support students at risk of not meeting targets
- staff use whole school literacy and numeracy agreements
- a focus on Natural Maths strategies across the school
- involvement in the partnerships Years 6-9 Maths PLC

DATA
Below is a percentage of students that have shown 12+ months growth in Reading and Numeracy.
Pat-R Year 4,69%; Year 5,52%; Year 6, 50%; Year 7,N/A%
Pat-M Year 4,73%; Year 5,59%; Year 6, 50%; Year 7,N/A%
Running Records Year 1,62%; Year 2,73%; Year 3, 82% .

The Teaching for Effective Learning (TfEL) framework was used once again to support teachers to transform learning. We also used the text Building Learning Power in Action by Guy Claxton to strengthen our pedagogy and engage students in rigorous, relevant learning.

Strategies included;
- Reading a chapter of the Building Learning Power in Action each fortnight and engaging in discussion and/or an activity during professional learning time at staff meeting
- whole partnership Pupil Free Days
- attending partnership staff meetings in week 5 in terms 1-3
- Year 6/7 teachers involved in Thinking Maths project across the partnership
- engaging with SLIPP on Learning design and Assessment & Moderation
- Senior Leader and 2 staff members working with Tierney Kennedy on Assessment & Moderation - use their expertise to share across the partnership
- 2 year 3-5 teachers working with Tierney Kennedy on Misconceptions in Maths
- PAT data champions meeting regularly to learn new skills in data analysis and using data to inform teaching and learning. This knowledge was brought back to school and shared with all.

Creating safe and happy learning environments so that every child becomes a confident individual and informed citizen is critical to all that we do.
Strategies included;
- revisiting Kidsmatter module on social/emotional learning
- Professional learning delivered by 2 staff members trained in Positive Education
- Student Wellbeing Counsellor role combined with Senior Leader position to in order to better support students and families
- Strong links with Student Wellbeing Practitioner - spotlight sessions for parents
- Engaging with White Ribbon foundation - focusing on Respectful Relationships

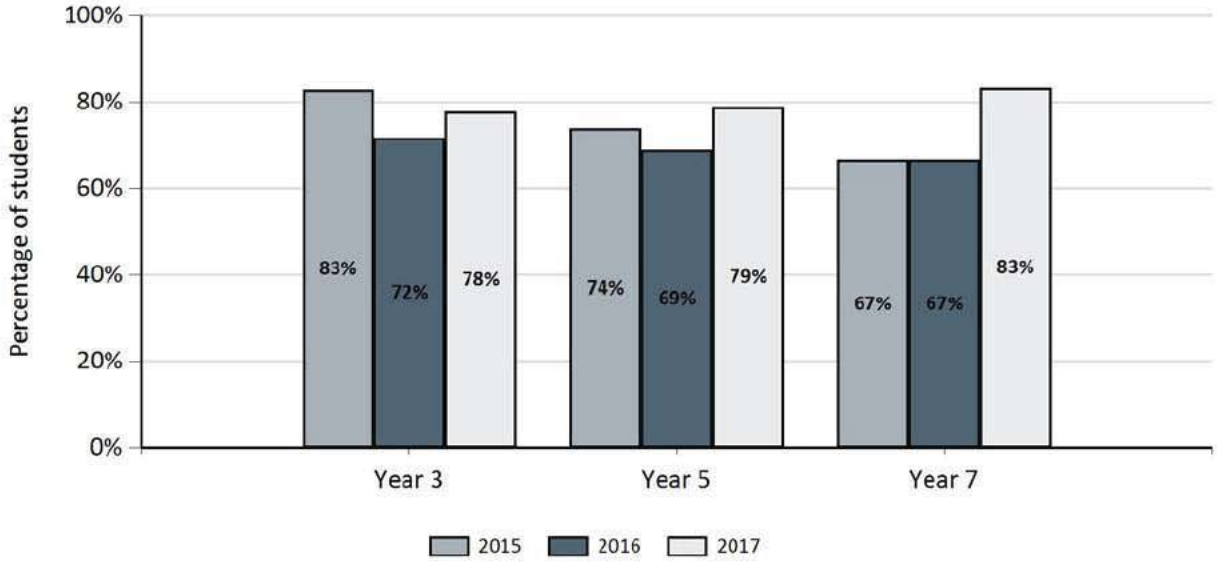
Where to from here?
1. Build on the work already occurring to engage students in higher-order thinking, particularly through the use of authentic learning tasks. New Senior Leader position created, Leading Pedagogical Change, to work as a 'guide at the side' with all staff in learning design and engaging pedagogy that meets the needs of all learners.
2. Increase the capacity of teachers to continuously track the progress of students and refine and modify their teaching

Performance Summary

NAPLAN Proficiency

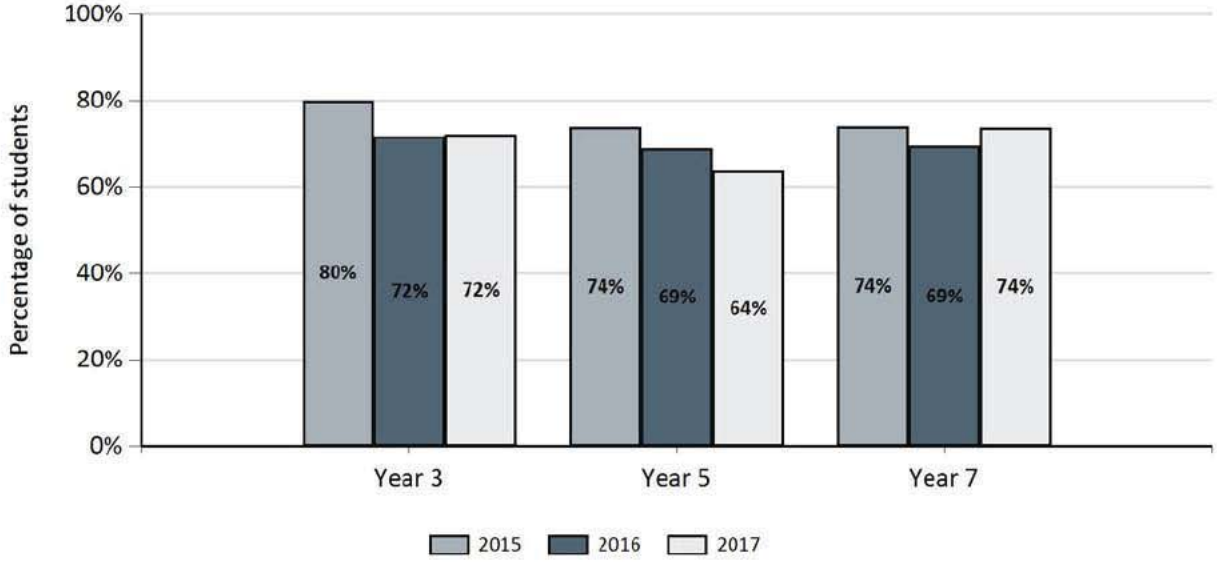
The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph 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 DECD SEA for Reading and Numeracy.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.
*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



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NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 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)
Lower progress group	23%	34%	25%
Middle progress group	65%	42%	50%
Upper progress group	12%	24%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.
*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	54%	28%	25%
Middle progress group	46%	61%	50%
Upper progress group	0%	11%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.
*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%.

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 2017	36	36	14	9	39%	25%
Year 3 2015-17 Average	39.0	39.0	13.3	9.3	34%	24%
Year 5 2017	33	33	9	3	27%	9%
Year 5 2015-17 Average	36.0	36.0	7.7	3.0	21%	8%
Year 7 2017	42	42	8	3	19%	7%
Year 7 2015-17 Average	35.0	35.0	4.7	2.7	13%	8%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

Our NAPLaN results continue to highlight that students that achieve a higher band are not able to remain in the higher band, particularly in Numeracy. We continue to engage with Partnership learning using Natural Maths strategies into our pedagogy as well as Growth Mindset thinking. We continue to seek the growth and improvement that is desirable for students in a category 6 school. Whilst the data shows growth in years 5-7 numeracy, students are not retaining higher bands. We must maintain a consistent focus on using data to lead learning improvement as well as improving learner engagement.
There is some need for concern with our reading results as we are not retaining students in the upper bands. Our PAT R data shows that our year levels of concern were in Year 5 and 7 this year. Year 3 RR data shows that we are on track, however it is possible that the reading demands of NAPLaN influence our results.

Strategies to help address these issues include;

- continuing to use Natural Maths strategies
- review whole school literacy and numeracy agreements
- build on knowledge and implementation of Transforming tasks methodology with a focus on Maths
- continue to use the language and methodology of growth mindset
- use the strategies of Building Learning Power to empower and engage students as active participants in their learning and outcomes.
- design and deliver authentic learning tasks with clear learning intentions.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	90.3%	87.1%	87.6%	87.9%
2016 Centre	92.4%	89.5%	83.2%	89.9%
2017 Centre	85.9%	88.5%	86.6%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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	2014	2015	2016	2017
Reception	93.6%	92.0%	94.6%	93.5%
Year 1	95.0%	92.8%	94.8%	93.4%
Year 2	96.0%	94.3%	93.8%	93.0%
Year 3	93.0%	90.5%	94.3%	93.7%
Year 4	94.8%	92.1%	90.8%	93.9%
Year 5	94.5%	93.6%	91.6%	92.5%
Year 6	93.8%	92.5%	93.3%	92.5%
Year 7	91.8%	92.7%	93.0%	89.9%
Total	94.1%	92.6%	93.3%	92.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Preschool attendance figures may be influenced by the structure of the Preschool program. Children access their 15 hours of Preschool by attending 2 full days and a shorter day on alternate Fridays starting at 11.15. Not all families choose to or are able to attend on the shorter day. Attendance across the year was quite stable, with allowances for family holidays and sickness. One child was a persistent non attendee. Preschool and school staff sought the support of the Student wellbeing practitioner and the Aboriginal engagement and attendance officer.

School attendance remains quite stable. Contact is made with families where a student has been absent for 3 days or more and the family has not already contacted the school. We report at least 3 times a year to families on attendance. Regular information is placed in newsletters. Support is sought from the Attendance and Engagement Officer when all avenues have been exhausted by the school. ACEO, Tanya Dowler, develops a trusting relationship with Aboriginal families and makes every effort to ensure that students attend regularly by visiting homes to remind them when school resumes after holidays. She also keeps in regular contact with families to find out reasons for absences. This year our Student Wellbeing practitioner and Aboriginal Attendance and Engagement officer have also supported the school and families to help with attendance.

Preschool Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2015	35	34	34	33
2016	48	49	48	50
2017	34	34	33	32

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrolment figures were lower than the previous year, but similar to 2015. We continued to offer the program in 2 groups - group 1 attended Monday/Wednesday and alternate Fridays
(odd weeks); group 2 attended Tuesday/Thursday and alternate Fridays (even weeks).
6 students accessed Preschool support ; 3 speech support, 2 social learning, 1 hearing impaired support.
1 student accessed bilingual support. 1 student accessed early entry 3 year old Aboriginal program.
In term 3, 2 students exited the Preschool for Reception intake at a local private school.

School Behaviour Management Comment

Students are hearing a clear, consistent message using common language across the school. Targeted students received support to assist them in developing the skills required to engage with the teaching and learning programs and help them take greater responsibility for their behaviour and learning. All students were surveyed about bullying and data showed that a significant number of students in the school made successful behavioural choices throughout the school year . The data also shows a decrease in Time Outs to the office and this was because teachers were more able to support each other through buddy class systems and in-class time outs. There was also a decrease in yard incidents (re-thinks) from the previous year.

Client Opinion Summary

The on-line survey tool was used once again in 2017. 29% of families randomly selected completed the survey. Unfortunately, once again, the Preschool Survey sample was not large enough to provide accurate and reliable data.

Parent Opinion

The data focuses on the 4 areas of *Quality, *Support, *Relationships and * Leadership. There is a high satisfaction amongst the parent body with the work that we do at Ridgehaven PS. All areas scored between 3.4 - 4.9 out of a possible 5.0. The lowest score was for the school being well maintained. It is always a challenge to maintain aging buildings and grounds with funding from a small number of students. We always repair or replace facilities that have failed, however, our large grounds with their natural environment continue to be a challenge for us. The recent Asset Maintenance funding for external painting and floor coverings will hopefully help to lift the appearance of the school. The highest score was for parents feeling comfortable to talk to class teachers about concerns. We work hard at being approachable and taking concerns seriously.

Student Opinion

Students in years 5 - 7 completed the survey. Student satisfaction was rated highly with all areas scoring between 3.4 - 4.4. It is pleasing to read that students rate us highly for having high expectations of students.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0136 - Lenswood Primary School	0.0%	2.3%	0.0%
1015 - Banksia Park School R-7	0.0%	0.0%	3.0%
1036 - East Adelaide School	3.0%	0.0%	0.0%
1051 - Ridgehaven Primary School	69.7%	81.8%	84.9%
1134 - East Para Primary School	0.0%	2.3%	0.0%
1540 - Ardtornish Primary School	3.0%	0.0%	0.0%
8003 - Heritage College Inc	3.0%	0.0%	0.0%
8033 - St Columba College	0.0%	0.0%	3.0%
8364 - St Paul's College	0.0%	2.3%	0.0%
8385 - Saint David's Parish School	15.2%	4.6%	3.0%
8411 - Torrens Valley Christian School	0.0%	4.6%	3.0%
8419 - Good Shepherd Luth Sch - Para Vista	3.0%	0.0%	0.0%
8421 - King's Baptist Grammar School	3.0%	0.0%	0.0%
9013 - St Francis of Assisi School	0.0%	2.3%	0.0%
9115 - Prescott Primary Northern	0.0%	0.0%	3.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	3.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	12.5%
Transfer to SA Govt School	47	83.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

Destination Comment

Most families who enrol their children at Ridgehaven Preschool choose to send their children to our school. A small number choose other schools both public and/or private, and this is usually associated with a choice to send the children to follow siblings.
In general, Ridgehaven PS enjoys a stable pattern of enrolment with little or no transience.

DECD Relevant History Screening

All staff regularly update responding to Abuse and Neglect (RAN)training every 3 years and will renew their training in 2018. DCSI screening is conducted as part of the Teacher Registration process. All staff provide a copy of the relevant clearance and training paperwork for uploading on the HR management system. TRT staff provide a copy of Authority to teach as well as DCSI clearance and RAN training. All other visitors to the school who work directly with student are required to provide evidence of DCSI clearance and/or RAN training. Volunteers in the school attend a school based induction. Details entered in EDSAS.

Teacher Qualifications 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	22
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.4	0.7	4.9
Persons	0	16	1	7

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$2896470.88
Grants: Commonwealth	$12213.00
Parent Contributions	$81258.00
Fund Raising	$11204.95
Other	$175045.30

2017 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect	Funding used for SSO support weekly to target students in literacy lessons in class.	In 2017 46% of students were 2 or more levels below their level. In 2018 41 %.
	Improved Outcomes for Students with Disabilities	All funding converted to SSO support time. This time was used in a variety of ways e.g. yard support, 1:1, small group support, lunchtime craft club, support in specialist lessons.	Annual reviews of NEP showed growth in achievement by all students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AET continued to work 1 day per week supporting Aboriginal learners in literacy and numeracy. APAS funding employed ACEO to support Aboriginal students in literacy and numeracy who did not meet SEA. Learning difficulties grant used to support the following; MultiLit Quicksmart maths Speech support Reading in the Early Years Behaviour management	55% of Aboriginal students met SEA PAT R & M. 4 students left during the year. 26% were chronic non attenders.
Program Funding for all Students	Australian Curriculum	Build resources particularly in Geography, History. release time to analyse PAT data, collaborative planning, transforming tasks.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Converted to SSO time to support early years learners with exra classroom support, PASM assessment, Phonological awareness groups, gross/fine motor programs.	Students able to access curriculum more successfully.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Funding used to support B-2 position - Wellbeing for Innovative Learning to support students and staff across the whole week rather than just 1 day per week. Liaise with SWP and outside agencies.	More time able to allocate to students. Maintained strong links with community.

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

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Engage with PMA professional learning to further unpack the Numeracy indicators. Continue with making maths more purposeful in play activities. PASM professional learning across the partnership, with a view to collecting data to share with partnership schools.	Greater confidence in teaching and support staff to plan for and assess maths learning in the setting. Social stories reflect maths learning and communicated to parents.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Preschool support funding allocated to targetted students; -1:1 support - small group - targetted speech programs - transition to school support	successful transition to school speech and language programs completed improvement in PASM results socilal /emotional needs addressed
Improved outcomes for children with additional language or dialect	Bilingual SSO employed to support; - understanding preschool routines- liaison between family and Preschool/school - social/emotional wellbeing - engaging with Preschool activities	Child was able to make friends, join in activities, successfully transition to school setting. Preschool staff were reassured about level of understanding.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.