



# Bute Early Learning & Primary School and Bute and District Kindergarten

## 2021 annual report to the community

Bute Early Learning & Primary School Number: 0702

Bute and District Kindergarten Number: 6604

Partnership: Northern Yorke

Signature

School principal:

Mr Richard Hall

Governing council chair:

Mrs Lauren Krieg

Date of endorsement:

17 March 2022



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Bute Early Learning and Primary School (Previously Bute Primary School and Bute and District Kindergarten and Rural Care) is a small rural school situated on the Northern Yorke Peninsula. The school was established in a tin building in 1886 before being listed as a public school in 1894. Bute's main form of industry is farming where wheat and barley cereal crops are the primary produce. In 2021, the school had an enrolment of 28 students from Reception to Year 6, placed in three classes R-2, 3/4 and 5/6.

The school population derives from a diverse range of socio-economic backgrounds and influences. Approximately, a third of the students travel to school by bus, with the remainder either living locally or driven in from the outskirts of the township. There are two parenting bodies at the school - Governing Council and Parent Club. These groups represent the school community and act in the best interests of the children, school and parents.

- The Early Learning Centre operates as a Rural Care & Preschool program. The Rural Care program is funded by both the State and Commonwealth Governments and is administrated by the Department for Education. The Rural Care Program offers a long day care service for children 0 – 12 years in rural South Australia. The service cares for up to 15 children per day with a 2 worker program. Care is provided for up to 10 hours per day for five days per week depending on availability.

- The Centre operates a Preschool under universal access delivering 600 hours of Preschool education in the 4 terms prior to starting school. In 2022, the Preschool had an enrolment of 6 students.

In 2018, the Primary School, Preschool and Rural Care were officially approved to amalgamate. Consequently, a Site Advisory Committee was established to lead and consult on a number of key issues. This group comprised staff, parents and students across all sections of the site. This group has undertaken much work in developing proposals and consulting with the school community in relation to matters such as a name change, new site values, a new logo, changes to uniforms etc.

In 2021 the highlights included (but not limited to) the following:

Continued development of Inspiring Learning spaces in all areas of the site

Water Safety Lessons

Welcome Night

The Resilience Project student supporting curriculum

Upper Primary - GRIP Leadership Conference

SAPSASA participation

Bute Pajama Day fundraising initiative

Dancify whole school performance

National Simultaneous Story time

Preschool - Year 2 excursion to St Kilda Playground and Bounce

Year 3-6 Camp to Warradale Camp School

Science Week celebrations, including interactive learning through Virtual Reality equipment

Book Week Celebrations including a whole township Book Character parade and shared reading in the town park

Scholastic Book Fair

Joint initiatives with the local RSL - representation at the local significant events.

Community Stobie Pole art project

Sports Day - With Port Broughton and Snowtown

End-of-year Presentation Night

## Governing council report

2021 school year saw Richard Hall continuing into his 4th year as principal at Bute Early Learning and Primary School.

The positions held at the AGM were Lauren Krieg; Chairperson, Veronica Trengove; Secretary, with the help of Tamara Gill stepping in while Veronica was absent. Karen Green; Finance, Lauren Krieg; Parent Club Rep, Veronica Trengove; Rural Care Rep, Meredith Pridham; Staff Rep. Other members of the council were Lincoln Hewett, Aaron Jak, Karlie Bettess, Holly Bowey, and during the year Rhiannon Michael joined.

Thank you to the members for their time and continued commitment throughout the year making decisions to improve the best learning space for the students and staff at Bute Early Learning and Primary School.

The school had their external review in 2021 which was a great outcome for the school. The staff are to be commended on the hard work and continue improvement and learning towards the students.

It was great to see that the last week of the year was celebrated with a school camp in Adelaide.

I would like to thank the parents and community of Bute Early Learning and Primary School for allowing me the opportunity to have held the position of chairperson for 2021.

Kind regards,  
Lauren Krieg

# School quality improvement planning

## LITERACY

### Our Goal:

All students at Bute Early Learning and Primary School will develop their reading knowledge, skills and abilities, through the context of the Big 6 skills of Reading.

### Our Targets:

All students (Yr 3-6) will achieve the SEA for the PAT R test.

All student (Rec-Yr 2) will achieve the SEA for Running Records.

All Year 1 students will achieve the benchmark (SEA) for the Phonics Screening Check.

### Review:

10/14 (72%) students (Yr 3-6) achieved SEA for PAT R test

7/7 (100%) students (Yr Rec-2) achieved the SEA for Running Records

4/4 (100%) students (Year 1) achieved the SEA for the Phonics Screening Check

## NUMERACY

### Our Goal:

All students at Bute Early Learning and Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.

### Our Targets:

All students (Yr 3-6) will achieve the SEA for the PAT M test.

All students (Yr 1-6) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.

### Review:

9/14 (64%) of students in Years 3-6 achieved the SEA for PAT-M

However, a deeper analysis of Number / Place Value questions and responses revealed that only 6/11 (55%) improved by 30% or higher in all Number and Place Value questions (Some students were new to the school, so an improvement score cannot be determined). This will remain a focus for our 2022 SIP, with staff reflecting on this data and on our actions to determine our next steps.

# Preschool quality improvement planning

## PQIP

### Our Goal

All children will develop and extend their ability to interact verbally and non-verbally to understand and connect with their world.

### Our challenge of practice

If all educators engage in and promote consistent, high quality interactions for all children, then children will develop their ability to communicate effectively.

### Our Actions

#### Educators will:

- Develop a shared understanding and consistent approach to verbal and non-verbal modes of communication (Key Word Signing, picture cards etc).
- Work in partnerships with families to strengthen this approach to communications/interactions. ClassDojo will be used to communicate with parents and to document student learning and development.
- Promote culturally inclusive language / communication within the Centre, including through 'Team Leader' responsibilities, signage throughout the physical environment & through intentional teaching/learning experiences.
- Continue to develop their understanding and practice of Pedagogical Documentation as a process of Learning, Design, Assessment and Reporting (LDAR).
- Increase the precision and effectiveness of their observations of children's learning, by using the PQIP goal as an observational lens.
- Extend children's vocabulary by explicitly extending / modelling varied vocabulary, reading and talking about books/stories and incorporating new vocabulary into dramatic and free play.

### Our Success Criteria:

- Children are increasingly engaging in sustained shared conversations with peers and educators involving 5-7 meaningful interactions.
- Children are demonstrating extended verbal sentences (1-2 word responses to extended sentences (e.g. "My toy" to "This is my new toy."
- Children are confidently using targeted/intentionally taught vocabulary in their shared interactions with educators and/or peers.

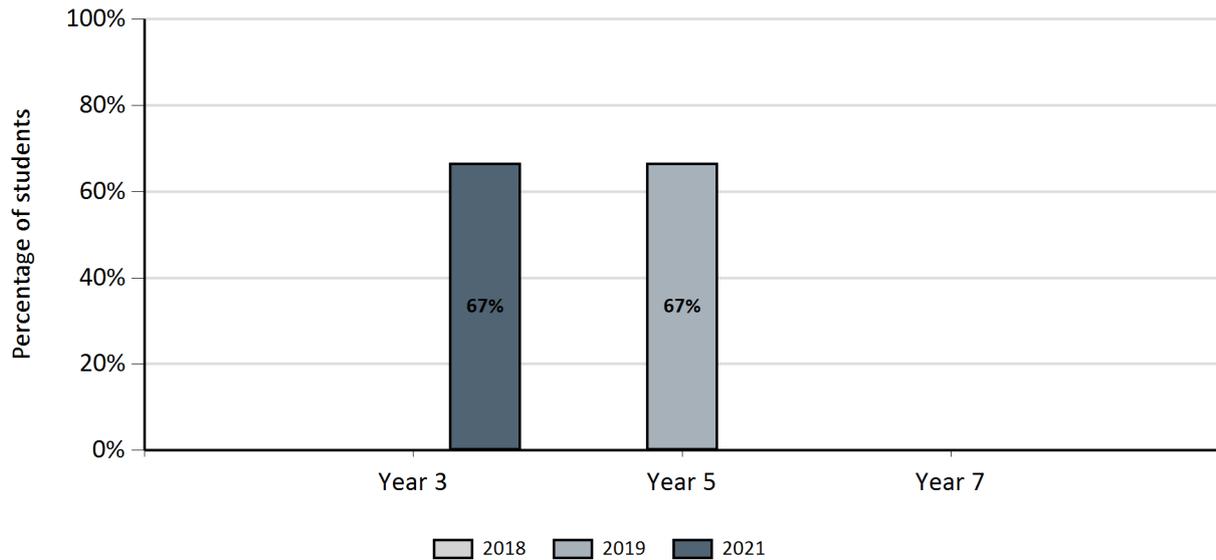
Evidence from pedagogical documentation demonstrates children's development in relation to this Success Criteria.

# 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

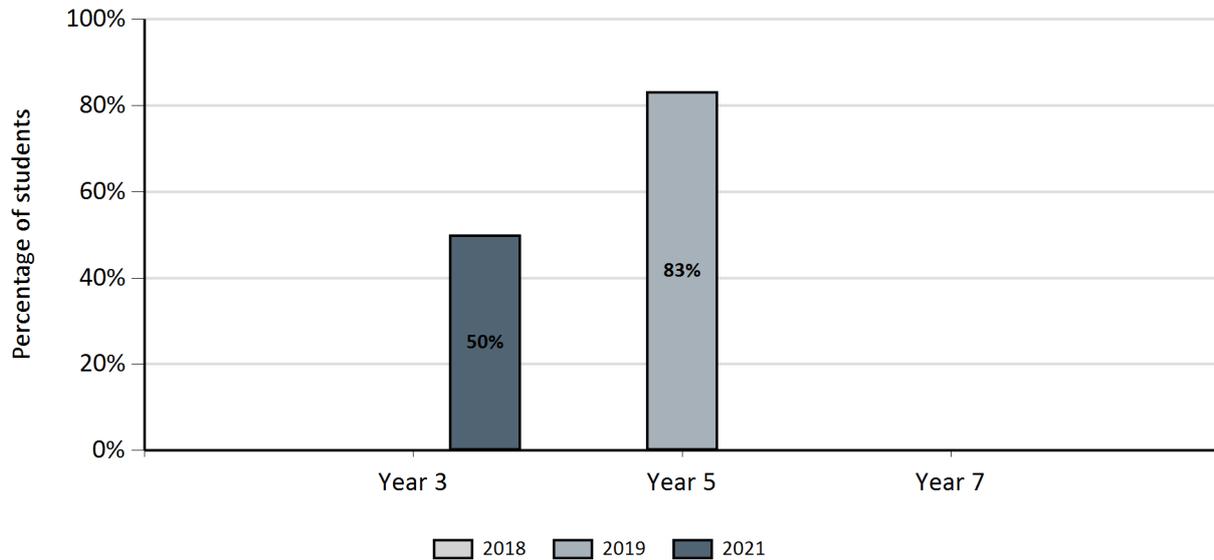


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	33%
Middle progress group	*	48%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	State (average)
Upper progress group	*	32%
Middle progress group	*	49%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 2021	6	6	1	0	17%	0%
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

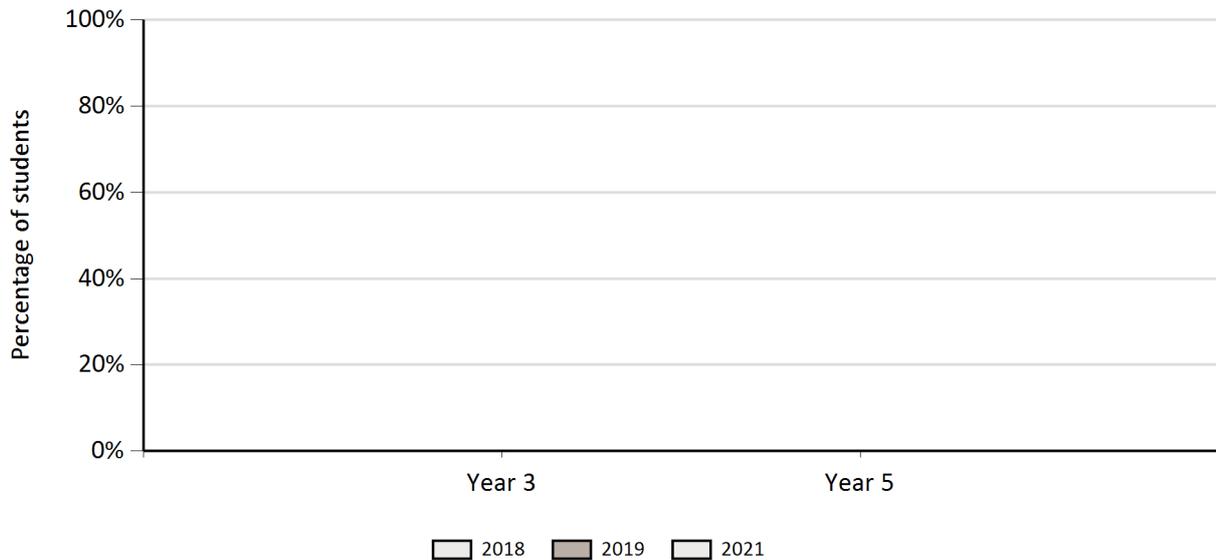
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



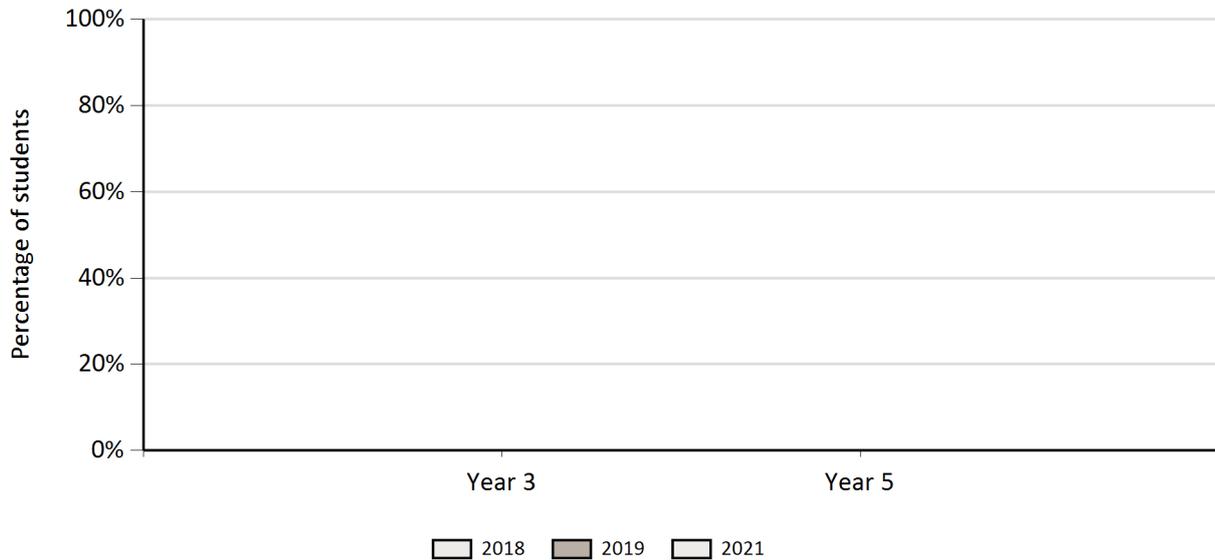
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# 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 <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

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

All Aboriginal students will have Learning Targets set and communicated to families each term, in relation to their reading development and Number and Place Value development.  
 Teachers will use "little" data sets and evidence of student learning in reading, to provide Aboriginal students with targeted "Next Learning Steps."  
 All Aboriginal Students will have a OnePlan developed which will outline SMATAR goals they are developed in partnership with students and families.

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

100% (1/1) of Aboriginal Learners attained the SEA for both Reading and Numeracy for NAPLAN  
 100% (1/1) of Aboriginal Learners demonstrated High Achievement for Reading in NAPLAN  
 67% (2/3) of Aboriginal Learners attained the SEA for both the PAT R and Pat M tests

# School performance comment

There were very pleasing results attained across the school with regards to student achievement in many key assessments when measured against the Department for Education Standard of Educational Achievement.

## Reading

10/14 (72%) students (Yr 3-6) achieved SEA for PAT R test

7/7 (100%) students (Yr Rec-2) achieved the SEA for Running Records

4/4 (100%) students (Year 1) achieved the SEA for the Phonics Screening Check

## Numeracy

9/14 (64%) of students in Years 3-6 achieved the SEA for PAT-M

The school also tracks and monitor student growth more frequently using Lexile measures and Running Records for Reading Targets and Number and Place Value diagnostic assessments for Numeracy Targets.

## NAPLAN

### Year 3:

67% (4/6) students achieved the SEA for Reading

50% (3/6) students achieved the SEA for Numeracy

### Year 5:

50% (2/4) students achieved the SEA for Reading

25% (1/4) students achieved the SEA for Numeracy

In 2021, interpreting NAPLAN performance is problematic due to small student numbers and also due to a high percentage of students who sat the test having severe learning needs and working within a OnePlan.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	83.3%	66.7%	60.0%	93.3%
2019 centre	100.0%	100.0%	64.0%	96.7%
2021 centre	91.7%	83.3%	100.0%	90%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	90.7%	79.6%	89.0%	82.4%
Year 1	94.1%	94.3%	80.7%	89.1%
Year 2	88.0%	93.4%	91.3%	84.5%
Year 3	59.9%	91.1%	87.2%	95.3%
Year 4	86.9%	52.5%	91.8%	90.9%
Year 5	88.7%	84.4%	93.0%	89.4%
Year 6	85.6%	79.2%	94.8%	91.6%
Year 7	91.6%	N/A	N/A	N/A
Total	85.2%	82.1%	89.9%	90.0%

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

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

## Attendance comment

School attendance in 2021 was at 90% which was slightly higher than in 2020. Low student numbers severely impacts the overall attendance percentage.

The Preschool attendance in 2021 was 89%. Again, low student numbers severely impacts the overall attendance percentage.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	3	3	3	3
2019	5	5	5	6
2021	6	6	6	6

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

At Bute Early Learning and Primary School, we approach behaviour support proactively by being a partner school with The Resilience Project and implementing their curriculum resources to promote Gratitude, Empathy and Mindfulness. Students have daily mindfulness sessions and participate in weekly Yoga and body awareness lessons. The behaviour management philosophy at Bute Early Learning and Primary School is to create learning environments which are Safe, Orderly and Productive and which promote our school values of GROWTH, RESPECT, INTEGRITY and TEAMWORK and our school motto BE KIND, BELIEVE IN YOURSELF, ACCEPT CHALLENGES, NO EXCUSES. At Bute, consistent approaches are taken with respect to dealing with student behaviour. There is, however, not a one size fits all approach to behaviour management. Another key focus of behaviours management is the use of Restorative Practices / language. A Behaviour Support Coach is enlisted to support the site in managing more challenging behaviours when they present.

## Parent opinion survey summary

In 2021, eleven responses were received as a part of the Parent Engagement Survey (13 responses were received in the previous survey). The respondents contained both Primary School and Early Learning Centre families, with no way to differentiate between these groups of people. At Bute Early Learning and Primary School we have had a strong focus on developing and maintaining respectful and positive relationships and improving and strengthening our communication and partnerships with families. It is pleasing to note the following;

- 91% of respondents agreed or strongly agreed that people respect each other at school
- 91% of respondents agreed or strongly agreed that teachers and students respect each other at the school
- 82% of respondents agreed or strongly agreed that families receive enough communication.
- 70% of respondents agreed or strongly agreed that the site communicates effectively.

Some areas for improvement are for the site to develop processes to provide families with tips on how they can help their children learn at home (Only 50% of respondents agreed or strongly agreed that this happens) and to enable parents to have input about their child's learning (Only 55% of respondents agreed or strongly agreed that this happens). Staff will develop some actions around better working with families on strategies to improve their children's learning at home.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2021
702 - Bute Early Learning & Primary School	100.0%	100.0%	100.0%

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

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

## Intended destination from School

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment

In 2021, our Preschool had an enrolment of 6 students. Five students will transition into Reception at Bute in 2022, whilst the other student will transition into Reception at Kadina Memorial School.

At the end of 2021, two Year 6 students transitioned to Kadina Memorial School and one Year 6 student transitioned to Port Broughton Area School to continue their schooling in the Secondary School in 2022.

## Relevant history screening

Schools are responsible for the ensuring that their sites comply with the DfE Screening and Suitability – Child Safety Policy.

At Bute Early Learning and Primary School our responsibilities include;

- Ensuring employees and volunteers have current and relevant screening,
- Paper and/or digital copies are kept on file for our reference
- Records of volunteer clearances are also recorded on EDSAS
- Expiry Dates are extracted from EDSAS reports to ensure that all records are kept up to date.
- Verifying the identity of first time DfE employees.
- Ensuring Bus Drivers have their appropriate licenses, clearances and DfE authority to drive a school bus.

# 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	6
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	4.2	0.0	2.8
Persons	0	5	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,161,737
Grants: Commonwealth	\$1,500
Parent Contributions	\$13,124
Fund Raising	\$2,787
Other	\$0

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

## 2021 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 2021 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	Literacy and Numeracy funding was used to fund SSO hours to facilitate the TOOSmart / QuickSmart Numeracy program. The funding was also used to purchase decodable readers for struggling older students.	100% of targeted students made progress within the relevant Numeracy program.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Students received individualised support and participated in 1:2 or small group intervention lessons focused on developing Number and Place Value knowledge and skills and Phonological and Phonemic Awareness.	Identified students demonstrated significant growth within focus areas.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Targeted funding was used to support the implementation of explicit, synthetic phonics lessons and Phonological and Phonemic Awareness lessons, supported by the use of Decodable Readers. Proficient readers were supported to develop and extend their comprehension skills through the acquisition of resources to promote reciprocal reading skills. Identified students (Years 4-6) continued to participate in QuickSmart Numeracy lessons and staff were trained in the TOOSmart Numeracy program to provide early intervention with early Number and Place Value knowledge/skills.	Diagnostic assessments of targeted students demonstrated that 100% of students improved in areas of their Phonological and Phonemic Awareness knowledge.
Program funding for all students	Australian Curriculum	This funding was used to allow staff to attend evidence-based professional development in relation to Number and Place Value and Phonemic Awareness. The funding was also used to for the acquisition of related resources.	We achieved our highest results in the Phonics Screening Check/Running Records.
Other discretionary funding	Aboriginal languages programs Initiatives	Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes Resources (dictionaries) were obtained to develop and promote an understanding the language.	Student can use and identify simple words and phrases.
	Better schools funding	Literacy and Numeracy funding was used to fund SSO hours to facilitate the TOOSmart/QuickSmart Numeracy programs. The funding was also used to purchase decodable readers for struggling older students.	In 2021, 100% of students demonstrated growth in the relevant Numeracy program.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Resources and equipment was purchased to promote oral language development among children.	Pedagogical documentation highlighted the extended interactions and more sophisticated vocabulary the children were using.
Inclusive Education Support Program	Identified students were supported with 1:1 SSO support to help students to achieve OnePlan goals.	Significant progress was made for relevant students, as evidenced during OnePlan reviews.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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