

Elizabeth Park Primary School and Elizabeth Park Child Parent Centre

2017 Annual Report to the Community



**Government
of South Australia**
Department for Education
and Child Development

Elizabeth Park Primary School Number: 948

Elizabeth Park Child Parent Centre Number: 1572

Partnership: Elizabeth

Name of School Principal:

Patrick Moran/Kath Best

Name of Governing Council Chair:

Dione Hortin

Date of Endorsement:

29.3.18

Site Context and Highlights

SITE CONTEXT

Elizabeth Park, a small suburb in Elizabeth, is part of the City of Playford. Elizabeth Park Primary School is situated 30 kilometres from the Adelaide Central Business District. It was part of DECD Northern Region and now is in the Elizabeth Partnership.

The original school was opened in 1961. It is identified as Category 2 School on the DECD Index of Disadvantage and has an Index of Community Socio-Educational Advantage (ICSEA) value of 891, with 70% of the community placed in the bottom quarter of relative disadvantage, 22% placed in the middle quarters and a further 9% placed in the top quarter of relative advantage. Elizabeth Park is in one of the most disadvantaged areas in Australia and faces many complex challenges in the areas of poor health, unemployment and low educational background.

Elizabeth Park Schools CPC – 7 is a complex school with a growing student population of 375 students, the majority of students from low socio-economic, non-English speaking and Aboriginal backgrounds. This has increased from 197 in 2005.

Our classes range from Preschool to Year 7. There are fourteen mainstream classes (375 students), a Regional Primary Special Class (12 students), a Preschool (60 students) all coexisting as part of a whole school environment. Our cohort consists of 65 mainstream students with a verified disability, 90 EALD students, 70 ATSI students and 181 school card families.

HIGHLIGHTS OF THE 2017 YEAR

Our school culture is one that focuses upon celebrating our successes and positive outcomes. We have regular whole school celebrations along with fortnightly assemblies where different classes exhibit their work as well as beginning and end of term assemblies, graduation ceremonies and significant cultural celebrations.

Major highlights were the Nunga Family Night, creation of the EALD Mural, the Upper Primary Open Classrooms showcasing their learning with families and the Whole School End of Year Concert

We have had so many other highlights for the year that we have listed the most important ones:

- Harmony Day
- World Teacher's Day
- Reconciliation and NAIDOC Week
- Remembrance Day
- Sports Day
- Gawler Pool Excursion
- Dance Sport
- Choir at Star Plex
- Year 7 Graduation
- SSO Week Celebration
- Preschool Graduation
- 11th Annual Reading Superstars awards
- Book Week
- Premier's Reading Challenge
- Aboriginal Cultural Performance
- Stephanie Alexander Kitchen Garden
- Volunteers
- Working Bees
- Veggie Garden stalls in Gazebo
- Premiers Be Active Challenge
- Whole School daily fitness
- SAPSASA involvement/carnivals
- Cricket clinic
- Year 7's running daily fitness
- Year 7 Aquatics program
- Annual Whole Schools swimming program.
- Upper Primary Business Develop program connected with SAKG

Governing Council Report

Governing Council continues to be a small but committed group of 8 parents. In 2017 we were fortunate enough to have members that represented both the preschool and the school. Governing council is aware that there are not representatives from our Special class. The group is committed to seeking feedback and opinions of other stakeholders.

In 2016 our Preschool was assessed by the National Quality Assurance Board against the National Standards and we were delighted to be awarded an Exceeding Rating in all 7 areas assessed. A further result of the assessment was the identification of the need to upgrade aspects of the preschool facilities such as the change table and consequently an approval of funding to upgrade the preschool occurred. This is being carried out this year.

The school canteen has continued to be run by a team of volunteers. Over the year we had a few different sets of volunteers with many members of Governing Council volunteering their time either regularly or occasionally. The efforts of Governing Council members in supporting the canteen have been much appreciated. The canteen continued to be closed at recess time one day a week to reduce the pressure on volunteers and allow for healthy food preparation.

New Canteen Manager was appointed at the end of 2017.

Governing Council Highlights for 2017:

1. Governance in Operation

The Principal presented information on the roles and responsibilities of the groups in the school.

- a. Management of school - Principal
- b. Policies - Council.

Code of Conduct:

- a. All members are responsible for ensuring that they maintain confidentiality.
- b. Grievances discussed.

2. Site Improvement Plan:

- Math Focus
- Mindfulness

3. Policies discussed:

- New Behaviour Strategy/Policy
- Dealing with Infectious Diseases/Illness Policy

4. Resource Management:

- Working Bee
- New Playground

5. Special Projects/Programs discussed:

- Garden Mentor
- Ann Baker Natural Maths
- Social Work Students
- Multicultural Literacies day
- Year 6/7 Layered Curriculum

Overall the School Governing Council has had a very successful year working together with the school's leadership team to focus upon improving student learning.

Quality Improvement Planning (Preschool)

Our QIP (Quality Improvement Plan) consists of 7 main Quality Areas. Below are the success measures for our site from 2017.

Quality Area 1: Educational Program and Practice

A term overview was created and sent home to families that linked the Early Years Learning Framework, Indicators of Preschool Literacy and Numeracy and Child Protection Curriculum.

QA2: Children's Health and Safety

We ordered 'keep closed' signs for preschool gates.

Our infectious diseases/illnesses policy was updated with specific goals and strategies.

QA3: Physical Environment

The preschool has a long term nature play plan which we will be implementing over the next few years. In 2017 we began drawing up plans and getting quotes to install a new watercourse, bridge, water pump and upgrade of the current cubby house. New pallet chairs were purchased for our outdoor area to assist in creating quiet areas for children to access.

QA4: Staffing arrangements

A new folder was created to organise and manage enrolments and waiting list children for the future.

QA5: Relationships with children

The preschool purchased I-Pads to be used for activities with children and in particular for children with speech and/or additional needs. We plan to extend the use of I-Pads by taking all observations in this way. We hope to utilise a program in which families can be sent these directly.

An updated version of the 'all about me' sheet was added to preschool enrolment packs as a means of educators getting to know children prior to them starting preschool.

QA6: Collaborative partnerships with families and communities

We updated the mid-year Context of Learning Statement to include Preschool Indicators of Literacy and Numeracy. This was sent home to families and gained positive feedback.

A new permanent whiteboard was installed on the front of the preschool building as an additional tool for communicating important information with families.

A Facebook page with photos of activities and children was updated regularly to communicate with families and the local community. Facebook permission forms were included in enrolment packs sent home at the end of 2017 ready for children beginning in 2018.

QA7: Leadership and service Management

Staff attended training for MiniMarkit program to collect numeracy and literacy data which was then used to inform planning in line with the Early Years Partnership.

Improvement Planning and Outcomes (School)

In 2016, the DECD External School Review directed our site to focus upon improving student achievement levels by using assessment to track growth, inform planning and deliver intentional teaching. We have used a number of strategies to build upon the work we did in 2016 to further develop this in 2017.

1. Key Assessment Data and Targets

The staff reached an agreement on the key data sets to use to measure growth and began to identify year level targets. We agreed upon using the Markit Data software program as a tool to collect and analyse our student achievement data.

Our longer term goal is to identify and communicate each student's Standard of Educational Achievement (SEA) and level of growth to parent/cg and students.

2. Data analysis informing practice

Staff underwent significant professional learning to further enhance their understanding of assessment and moderation. We plan to use the Hattie Growth V Achievement tool to inform planning and identify students of focus.

The school has embedded regular Phonological Awareness and Phonics screening to identify students for a structured intervention programs such as Phonics Intervention Program (PIP).

Our longer term goal is to have teachers regularly analyse the Reading and Maths PAT data and NAPLAN results with students to increase engagement with the test for increased outcomes.

3. Whole School agreements

The site has created a number of whole school agreements such as the Natural Maths planning cycle and pedagogy, English scope and sequence and Performance Planning and classroom observation proforma.

Our longer term goal is to embed these agreements in all classrooms with all staff.

4. Professional Support

This year our site created a Site Improvement Leader role to drive improvement and coordinate the focus on data analysis. We have external consultants providing professional learning and coaching. Ann Baker (Natural Maths) and Steph Lane (Scaffolded Literacy) provide this external support, along with Speech therapists and Social workers

5. The Elizabeth Partnership

Elizabeth Park Primary is part of the Elizabeth Partnership of schools. We are all working together under an agreed plan to lift student achievement by a focus upon pedagogy and data analysis to drive intentional teaching in Maths

The Partnership worked with MASA to provide PD in Maths

In 2018 we plan to continue this work in 2018, in particular:

1. Agreed sets of most useful student achievement data is collected, analysed and used to measure growth (minimum of one year's growth) to inform planning and teaching.

2. Every student's SEA (Standard of Educational Achievement) and actual of growth is known, communicated to all stakeholders and readily available in key areas. Student, Parent caregivers and teachers are regularly informed of SEA and learning improvement goals are developed and regularly reviewed.

3. Our school coordinators will manage the implementation of:

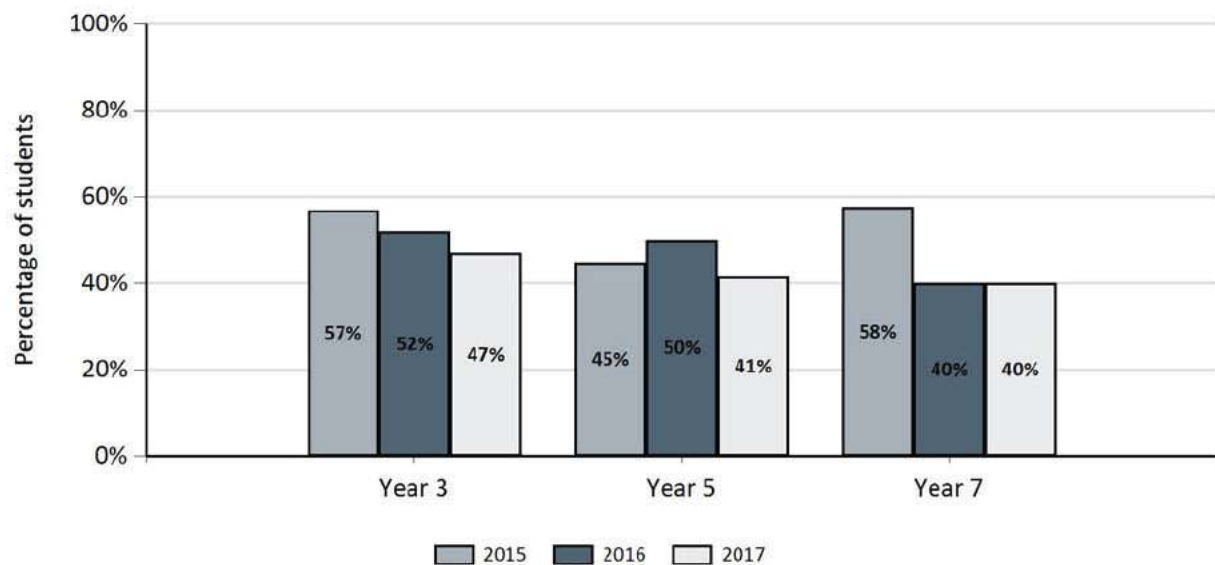
- The School English Scope and Sequence with the Spelling Intervention Teacher
- The Maths Planning Cycle with Ann Baker

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.

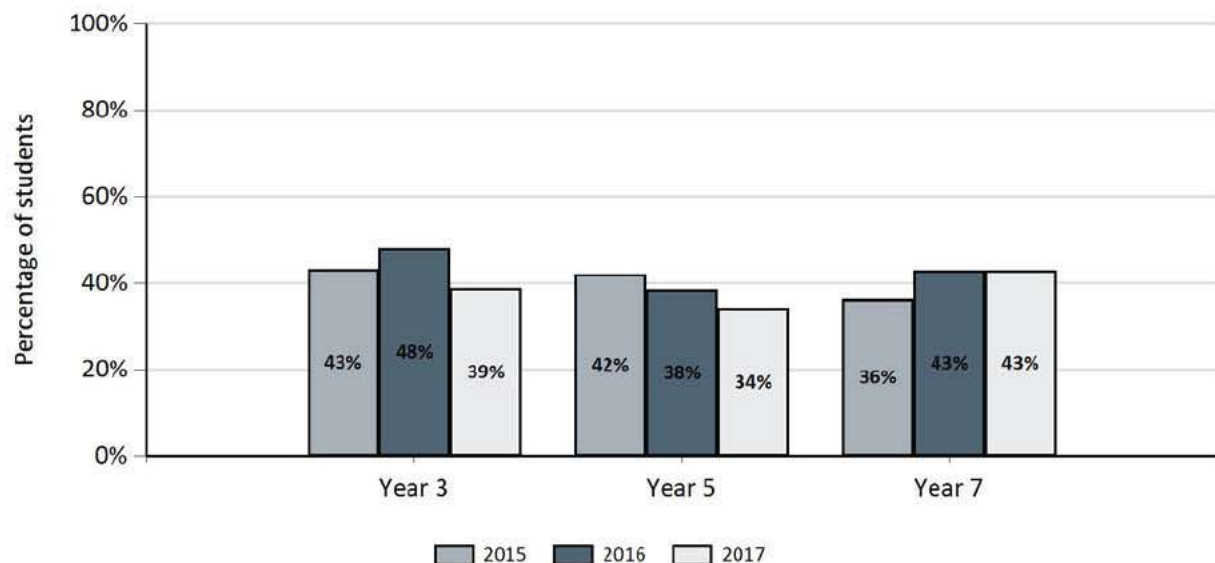
Reading



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



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.

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	52%	37%	25%
Middle progress group	39%	52%	50%
Upper progress group	9%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	25%	28%	25%
Middle progress group	72%	60%	50%
Upper progress group	3%	12%	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	49	49	10	4	20%	8%
Year 3 2015-17 Average	47.7	47.7	9.7	4.0	20%	8%
Year 5 2017	41	41	2	1	5%	2%
Year 5 2015-17 Average	43.7	43.7	5.0	1.3	11%	3%
Year 7 2017	35	35	0	1	0%	3%
Year 7 2015-17 Average	34.3	34.3	2.0	1.0	6%	3%

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

NAPLAN results are just one snapshot of student achievement used by educators to inform teaching and to track student academic progress.

Students in the Special Classes are exempted from participating in NAPLAN tests.

A small number of families choose to withdraw their children from the tests.

Reading:

Year 3: Over the past 3 years results show 57 % of children are meeting the National Minimum Standard. In 2017 this dropped to 47%. These results give us a clear direction about the importance of prioritising early intervention in the first 3 years of school.

To do this we have employed a Speech Pathologist and Speech Pathology students for 2 days a week to work with the preschool and reception teachers with a deep focus on Phonological Awareness, this will continue in 2018.

In 2017 we developed a phonics teaching program as an intervention program for Year 1 & Year 2 students with the aim of improving reading levels of students and address gaps in early reading development.

Year 5: Reading results show a gradual improvement in 2016 in the percentage of students achieving the National Minimum Standard. The percentage dropped to 41% in 2017. A number of these students still struggle with their phonics and spelling rules. We have implemented and funded a Site Intervention program - Phonological Intervention Program, targeting Year 5-7 students who lack phonological knowledge.

Year 7: Reading results demonstrate a similar story to the Year 5 results but show a sudden drop in 2016 which stabilized in 2017. Still more than 50% of students are not meeting the National Minimum Standards which is of a huge concern. Building on PIP intervention program, site has developed a spelling intervention role targeting building teacher capacity in middle and upper primary.

Highlight we have achieved the 10 out of 50 students (20%) in year 3 in the higher band. Our goal is to retain these 10 and increase numbers of students in High Bands through targeting students just out of Higher Bands and identifying learning goals with them.

Numeracy

Our Numeracy results tell a similar story to Reading, with less than 50 % of students reaching benchmarks across years 3,5 & 7. Year 5 results are of most concern with only 34 % of students achieving minimum standards. There are signs of stability for students in Years 7. There are too few students demonstrating achievement in the higher bands in Numeracy.

In 2018 we will have an intensive focus on our maths pedagogy with an aim to improve the Numeracy achievement of all students. As a site we will be targeting focus areas in maths and Leadership will support this by doing regular "walkthroughs" and student interviews to support whole site focus.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	82.1%	75.9%	75.8%	71.4%
2016 Centre	82.3%	86.8%	83.5%	83.1%
2017 Centre	81.0%	80.6%	78.8%	
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	87.3%	89.6%	88.2%	88.2%
Year 1	88.3%	90.1%	92.3%	84.1%
Year 2	88.9%	90.0%	91.0%	91.5%
Year 3	87.7%	89.8%	92.7%	90.5%
Year 4	92.5%	87.7%	89.6%	88.6%
Year 5	91.7%	93.0%	88.7%	89.9%
Year 6	91.8%	92.7%	89.0%	87.9%
Year 7	86.8%	88.9%	93.0%	88.5%
Primary Other	87.9%	88.1%	89.9%	87.2%
Total	89.1%	90.0%	90.4%	88.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The school works in collaboration with families to support attendance. There are clear processes in place to monitor and respond when attendance is of concern. There are a range of complex factors that impact on student attendance.

Non-attendance is followed up by class teachers phoning families and sending home notes for unexplained absences.

Class teachers alert Leadership when a student has been absent for 3 consecutive days or a pattern of non-attendance is noticed.

a member of the Leadership team then identifies a key staff member ie member of leadership or ACEO or BSSO to phone the family. When no contact can be made a home visit is conducted.

For chronic non-attendance letters are sent home and meetings are arranged to address the attendance issue.

Action plans are put into place where needed.

our NACYS Social Worker supports families and students at risk of non attending.

For extreme chronic non-attendance a student is referred to the Attendance Officer.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	58	57	63	66
2016	62	60	60	60
2017	59	60	60	61

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 can not enrol more than 60 children due to ratio requirements. The preschool runs two 3 hour sessions a day.

Session 1: 30 children attending from 8:30-11:30 am

Session 2: 30 children attending from 12:15-3:15pm

Each child can access 15 hours of preschool a week.

The preschool often has a waiting list of children who require a spot. These children are recommended to try surrounding preschools/kindys for a place as often there is little movement for spaces due to the introduction of the one year intake.

School Behaviour Management Comment

Behaviour Data-Violence and Bullying

In 2017 we had a total of 3184 recorded incidents of behaviour. This is an increase of 1910 recorded incidents in 2016.

There was a increase of 1116 Threatened Good Order. In 2016 there were a total of 588 incidents of Threatened Good Order. In 2017 there were a total of 1704 incidents of Threatened Good Order.

We have had a number of students who require significant amounts of 1:1 support. These students accounted for one third of violent incidents. Due to increase in recorded incidents the school implemented a new fluid behaviour system that acknowledges, celebrates success as much as it addresses concerning behaviour.

Client Opinion Summary

Feedback from our school community is sought in an ongoing manner throughout the year.

In 2017 we conducted the preschool opinion survey online and sent home a paper survey with the greater school community. Both systems only got a small response.

The paper survey we sent home included the following questions to be rated. All responses rated these aspects highly.

I think my child receives high quality teaching at this school.

My child's teachers know my child well.

This school has high expectations of students.

Support of Learning

My child enjoys coming to school

Staff provide help and support to my child when it is needed.

This school provides a safe and secure environment.

Relationships and Communication

I feel welcome at this school.

I am comfortable about approaching my child's teachers to talk about his/her progress.

Students from all backgrounds and cultures are welcome at this school.

Staff listen to what I have to say about my child.

I receive helpful information about my child's progress and achievement.

I receive communication about school activities.

I believe that if I have concerns or suggestions, the school would respond.

Leadership

I have confidence in how the school is managed.

There is effective leadership at the school.

The responses received online for the preschool client opinion survey also rated the quality of the preschool program as being high.

Our Aboriginal families feel well supported by our ACEO and our Aboriginal Education team and have provided informal feedback through this avenue.

Overwhelming the feedback we receive is that we are a caring school that works hard to support the educational needs of their children.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0897 - Elizabeth Grove Primary School	0.0%	1.9%	0.0%
0948 - Elizabeth Park Primary School	88.5%	81.5%	92.7%
1038 - South Downs Primary School	5.8%	7.4%	1.8%
1449 - Craigmore South Primary School	0.0%	1.9%	0.0%
1879 - Playford Primary School	0.0%	0.0%	1.8%
8000 - Catherine McAuley School	1.9%	0.0%	1.8%
8423 - Hope Christian College	0.0%	1.9%	0.0%
9023 - St Thomas More School	3.9%	5.6%	1.8%
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	13	14.6%
Other	1	1.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.5%
Transfer to SA Govt School	71	79.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

The majority of students enrolled at our preschool then enrol at the school site. In 2017 the majority of our year 7 students were intending to attend Playford International College. Year 7s were also enrolled in Craigmore High School, Salisbury and Salisbury East High Schools.

A small percentage of students enrol in non-government settings.

DECD Relevant History Screening

Elizabeth Park Schools staff member with responsibility for ensuring compliance follows the guidelines as required by DCSI website.

All staff have the appropriate screenings which are sighted and signed by Principal. These are kept on file by the business manager and accessible if required.

All volunteers must have a DCSI clearance, which is also sighted and copies filed and maintained by business manager.

Records are maintained for all screening and expiry dates.

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	55
Post Graduate Qualifications	5

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	26.0	1.0	17.4
Persons	0	33	1	29

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

Financial Statement

Funding Source	Amount
Grants: State	5,544,096.12
Grants: Commonwealth	21,405.00
Parent Contributions	112,526.09
Fund Raising	711.13
Other	14,491.17

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	Employment of an additional leader 1.0 with a student support focus upon Intervention and Support and Leader in Wellbeing	more support provided to at risk students and families
	Improved Outcomes for Students with an Additional Language or Dialect	Phonics and PASM program additional ancillary support in classes targeted intervention from EALD teacher	increased attainment in reading and writing of students
	Improved Outcomes for Students with Disabilities	1;1, small group and in class support for all verified students mini lit for all eligible year 1 & 2 students support for teachers to develop NEPs	ongoing achievement are per individual SMART goals
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	additional ACEO hours of 10 hours a week mini-lit for all year 1 and 2 ATSI who are not reaching reading level benchmarks Aboriginal perspectives across the school small group reading tutoring for Aboriginal children who are not meeting benchmarks Professional Development for staff purchasing of resources to support	increased attainment in reading
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Employment of pedagogical coaches to develop teacher practice Speech pathologist employed, works in reception classes to implement a Phonological Awareness program. Extra Coordinators employed	capacity of teachers' has increased Growth in reception students' PA
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	1.0 school counsellor employed	continued support for students and families

*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	employment of additional speech pathologist time to assist in the development of targeted intervention programs for identified children. Speech pathologist supports the ancillary staff to implement the programs. develop staff knowledge in regards to the literacy and numeracy indicators provided additional support for ATSI children through AECO Release of educators to undertake literacy and numeracy assessments & audits to inform the educational program	improvement in vocabulary & articulation of targeted students increased attendance of targeted children increased Phonological Awareness of children in preschool
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	additional staff employed to provide preschool support for identified children in small groups and 1:1 Targeted speech program implemented for identified children Targeted social skills program implemented for identified children Assistance in toileting for identified children	at risk children attendance improves improved expressive and receptive language of targeted students early identification and verification of students with disabilities
Improved outcomes for children with additional language or dialect	Nepali and Arabic speaking support staff were employed to support both children and families access the preschool program Aboriginal workers employed to provide cultural and dialectal support for Aboriginal children and families.	increased enrolment and attendance of children from targeted groups children developed their English language acquisition with support from BSSOs

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