



# Hallett Cove South Primary School and Hallett Cove South Preschool

## 2021 annual report to the community

Hallett Cove South Primary School Number: 1054

Hallett Cove South Preschool Number: 1584

Partnership: Marion Coast

Signature

School principal:

Ms Donna O'Leary

Governing council chair:

Nikki Protopsaltis

Date of endorsement:

16 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights for the combined site

Hallett Cove South Primary School and Preschool is situated 22km south of Adelaide in the Marion Council zone. It borders a local recreation park and offers picturesque grounds for the enjoyment of students and provides the opportunity for a range of learning experiences in the classroom, the environment and the community.

In 2021 HCSPS began the year with 95 students across five mainstream classes. The school's ongoing commitment to providing smaller than average class sizes meant that one class was funded by the school, resulting in an average class size of 19 students. Pleasingly, enrolments increased as the year progressed with 102 students in mainstream classes by the end of the year. Our two regional special classes comprised of 18 students in total and our school-based preschool started the year with 13 enrolments.

The COVID pandemic has continued to create new ways of how teachers teach and how students learn, which were overcome through positivity, strong communication and the patient commitment of our staff team. Regular updates to staff and families meant that the community had access to the most up to date information and the ongoing use of Google Classroom meant that the community had access to an online learning platform.

Literacy continued to be the main focus for staff professional learning in 2021. Staff have also started to develop a Common Numeracy Agreement for HCSPS. Phonemic and phonological awareness was a key focus in the early years. Our early year's team continued implementing the Heggerty phonemic awareness program, which has become an integral daily part of the literacy program.

The Year 5/6/7 class worked with Nature Play SA to create a display of night creatures in the Butterfly Garden. The culmination of a night time gallery was well attended and an amazing achievement for our students.

Hallett Cove South continued its partnership with the new Glenthorne National Park in O'Halloran Hill. Students participated in activities at the park, including creating artworks of creatures. This partnership will continue into the future. 2021 saw a number of special events that were highlights for our students. With COVID restrictions in place, we were able to hold a number of school events during the year including Book Week, Sports Day, Graduation, End of Year Concert, the end of year whole school pool party and our whole school excursion to the Van Gogh Exhibition. Even though these events were modified due to COVID they certainly provided chances for people to connect with HCSPS.

## Governing council report

2021 was a difficult year for the school as Covid-19 was still around. This made it hard for the students, teachers and parents. Parents weren't allowed on school property for part of the year, there was also remote learning and obviously a lot more pressure on teachers and staff who also had their own families to worry about outside of school.

We had new members join the GC team, myself being one of them and a few other parents who were equally as passionate about doing what we could for the school. There were some staff on the GC – a teacher representative, the OSHC director and an SSO who is also a parent.

We also had some of the GC members working on the Fundraising Committee but it was always the same people organising the fund-raising events etc which meant we had to cancel a few Bunnings Sausage Sizzle days as we didn't have the manpower to stretch out over the whole day. In saying that, the fund-raising committee work well as a team but we are all quite time poor what with working and raising families. We had quite a few successful events, sports day, Halloween disco plus Mother's and Father's Day stalls and we are still committed to doing as much as we can for our school.

The efforts of the fund-raising committee also meant that we managed to get the canteen debt cleared as all fund-raising monies went towards that.

The OSHC continues to go well thanks to the efforts of Gemma Chidlow who runs it and always puts 100% into everything she does for the OSHC and the kids.

We have lost some students and gained some so we are still building as a school and getting our name around the community as a great, family friendly school.

The school was painted late last year for better street appeal and also had some repairs done around the place.

The principal, Chris Tippett unfortunately left us due to getting another job which was a great opportunity for him and Donna O'Leary was placed at the school for 2 terms to allow the process to take place to find a new principal. Donna has had some big shoes to fill!

The principal's position will be advertised in Term 2.

Nikki Protopsaltis  
Chairperson of HCSPS Governing Council

# School quality improvement planning

High quality effective teaching and learning continued to be a focus throughout the year. The Site Improvement Plan (SIP) focused on accelerating student achievement in Reading and Mathematics. Staff and Governing Council engaged in updating the site improvement plan through allocated meeting time. Leaders reported to Governing Council twice per term about the implementation of the agreed actions and how the school was tracking towards achieving the goals and the targets.

The narrow focus of the Site Improvement Plan is supported with alignment of professional learning, performance and development. Leaders prioritise time to support and challenge staff through observations, regular walk throughs, and giving timely feedback to staff, supporting them to deliver site improvement goals. Teachers, SSOs and Leaders regularly review the SIP as part of the improvement cycle. Teachers meet once a term with leaders to have data conversations. These conversations form part of the tracking and monitoring processes and enable staff to review and evaluate the impact of classroom pedagogy and to plan next steps for students. Information from these conversations determine wave 2 and wave 3 interventions and shape future professional learning for staff.

Reading data protocols and data schedule were finalised across the school. Teachers engage with the data to track and monitor the progress of all students.

To strengthen the use of data informed practise, the next steps is to have teachers drill down and disaggregate the data. This will then shape conversations and influence planning for interventions at the individual, small group and whole class level.

Professional Learning in Reading and Mathematics was prioritised to support staff to deliver the goals/targets of the SIP.

# Preschool quality improvement planning

Hallett Cove South Preschool is a site based service that operates 15 hours per week on Mondays, Tuesdays and Wednesday mornings.

The 2021 Quality Improvement Plan centred predominantly around Quality Area 1: Educational Program and Practice. Fortnightly meetings occurred between the school principal and preschool teacher, which focused on student progress, pedagogy and reflecting upon the progress of the Quality Improvement Plan. This process helped drive the formulation of the 2021 Quality Improvement Plan which has two key focus areas:

## Goal 1

To improve children's ability to use long and complex sentences and to engage in sustained conversations. Educators intentionally planned for and provided opportunities for children to develop their conversational skills. The children were able to demonstrate an ability to engage in sustained conversations using increasingly complex vocabulary.

Educators intentionally programmed and planned opportunities for children to develop their conversational skills including the use of a range of stimuli. Educators explicitly modelled increasingly complex language, communication and questioning for the children and encouraged them to engage in sustained conversations. Educators modelled questioning for children and encourage them to ask higher order questions. Most children were able to demonstrate an ability to ask higher order questions.

## Goal 2

Children demonstrate a deep understanding of number.

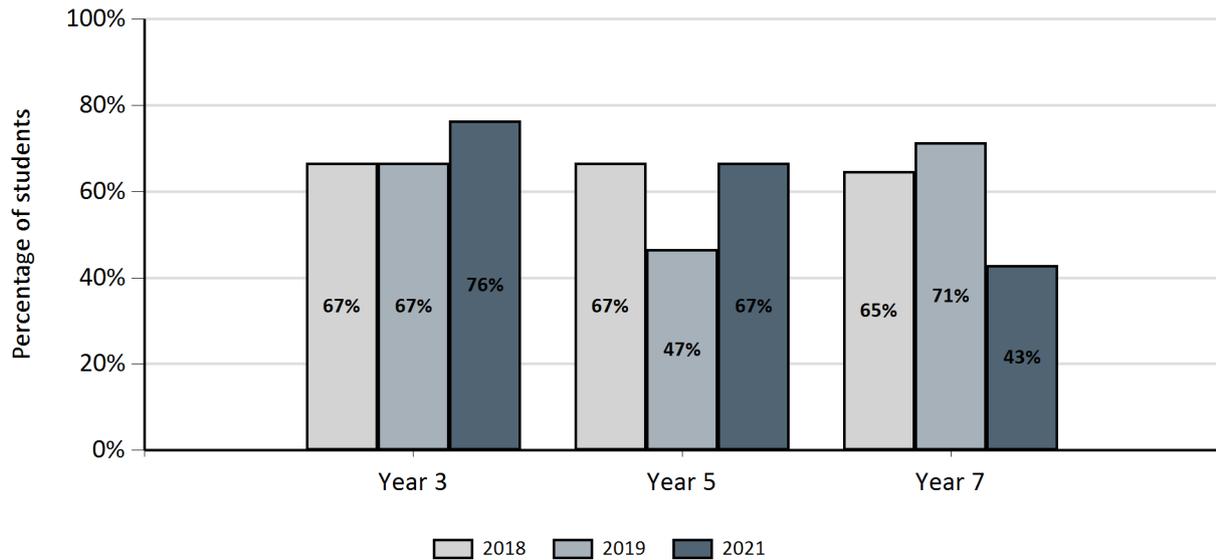
Educators provided a learning environment that was rich in number experiences. The children demonstrated an understanding of the elements of number and their use in everyday life. Educators modelled the vocabulary of the Big Ideas in Number aligned with the vocabulary used at the school. They tracked children's progress and used data to inform future learning. Educators intentionally planned for a broad range of learning experiences which focused on number. Educators intentionally drew the children's attention to the elements of number in the environment. The children began to use the vocabulary of the BIN to varying degrees.

# 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

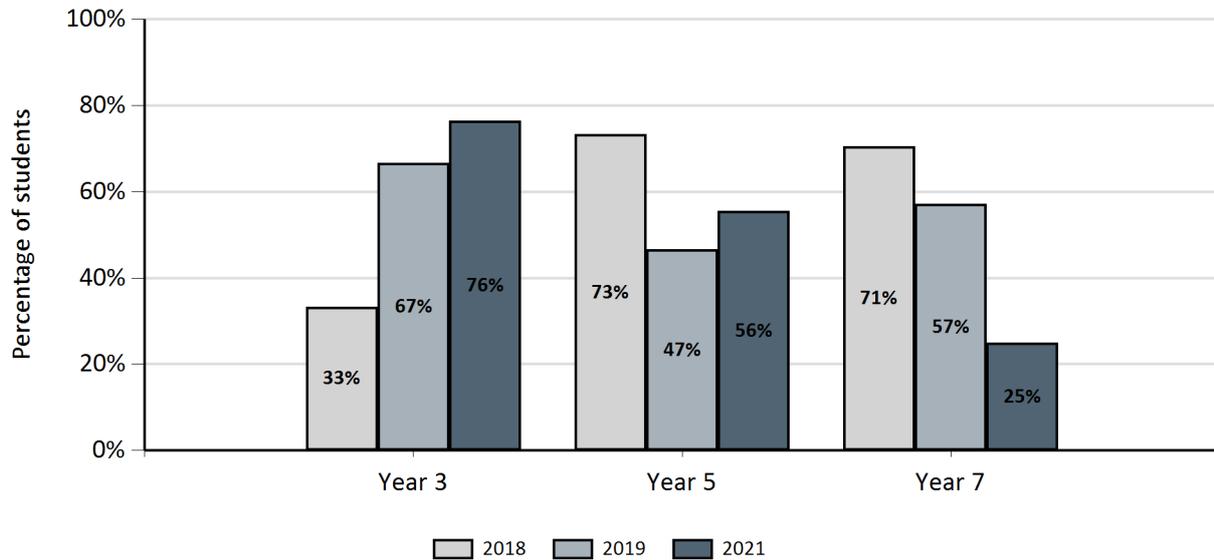


\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	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	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

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	17	17	6	3	35%	18%
Year 3 2019-2021 Average	13.0	13.0	5.5	3.0	42%	23%
Year 5 2021	9	9	2	3	22%	33%
Year 5 2019-2021 Average	12.0	12.0	2.0	1.5	17%	13%

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

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

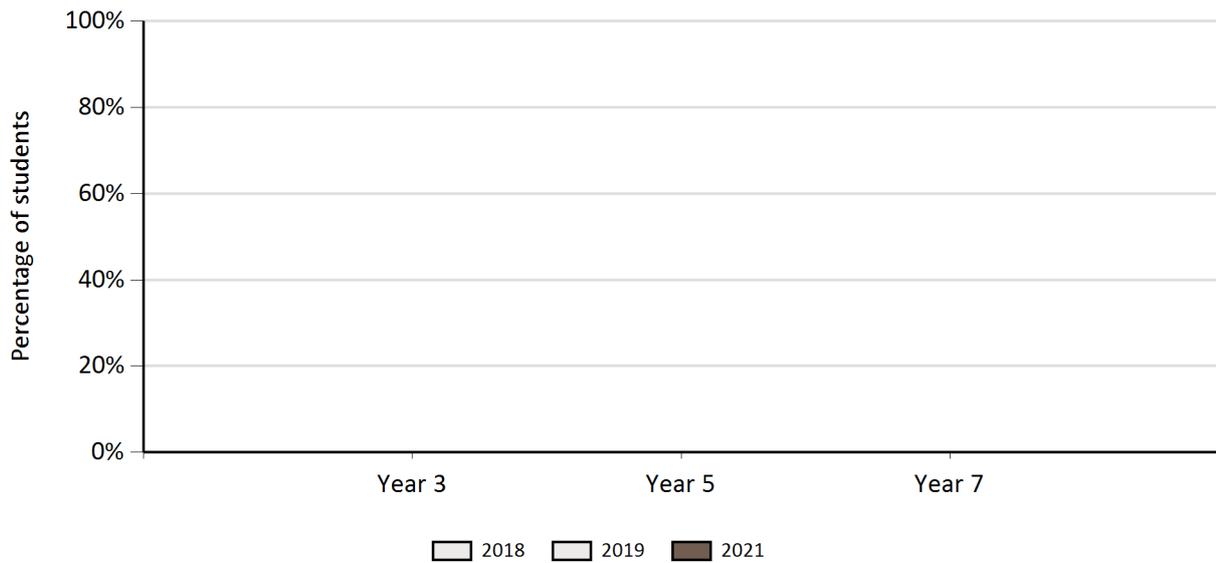
<sup>^</sup>includes absent and withdrawn students.

\*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



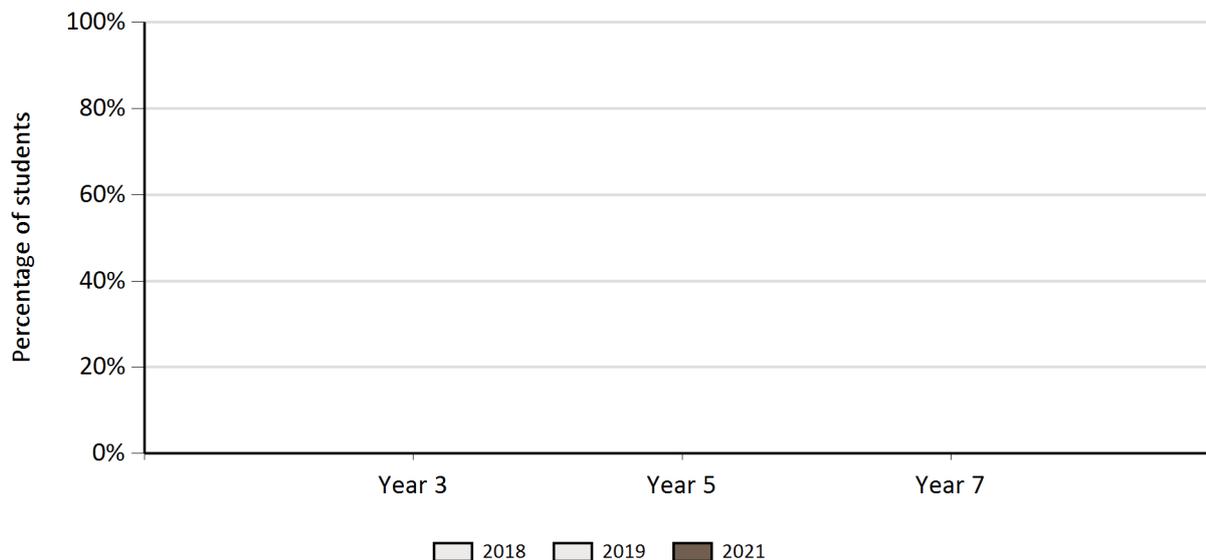
\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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	*	*	*	*	*	*

\*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: Data Informed Planning

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

Hallett Cove South Primary School has closely analysed Aboriginal learner achievement data to identify patterns, inform practice, pedagogy and planning to influence next steps for student learning and attendance. The ability to track and monitor our ATSI students through Scorelink is simplified through students being 'tagged' for easy identification.

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

Only two of our 11 mainstream ATSI enrolments are below benchmark in either Running Records, NAPLAN or Year 1 Phonics Check. These students are both in the early years (year 1/2 class) and receive a minimum of 3x30 minute support sessions per week. Four of our mainstream ATSI enrolments were in our reception class, meaning that there is a limited amount of data for these students at this point in time. Early phonemic/phonological awareness is therefore tracked carefully, with student growth and areas of improvement monitored each term. According to Phonological Awareness Skills Mapping (PASM) guidelines, a raw score of 24 is deemed to be the indicator of expected phonological awareness achievement by the end of reception. In term 1 2021, Student A scored 4, Student B scored 0, Student C scored 12 and Student D scored 11. In term 2 Student A scored 17, Student B scored 22, Student C scored 28 and Student D scored 28. This data reflects that all four students made significant growth in 2021, with all students meeting the end of year expectation. Students from R-4 who fall below running records or NAPLAN SEA benchmarks are prioritised for APAS funding, which enables either 1:1 or small group support in reading or numeracy. Addition

# School performance comment

The results in NAPLAN reading showed 76% of year 3 students performing at or above SEA with 35% in higher bands. 67% of year 5 students were at or above SEA with 22% in the higher bands. 43% of year7 students were at or above SEA with 14% in the higher bands.

In NAPLAN Numeracy showed 76% of year 3 students performing at or above SEA with 18% scoring in the higher bands. 56% of year 5 students were at or above SEA with 33% in the higher bands. 25% of year7 students were at or above SEA with 13% in the higher bands.

Whilst the main priority will always be for all students to reach SEA benchmarks in NAPLAN tests, particular emphasis will be placed on students achieving and retaining higher bands in the future. Particular attention is being given by staff carefully analysing individual student data to determine next steps in learning.

At Hallett Cove South Primary and Preschool we have a continuing focus on teaching Reading using Jolly Phonics, decodable texts and Heggarty at Foundation and Year 1 levels. In 2021, 73% of students achieved the SEA. In Year 1 it was 43% and in Year 2 it was 85%. Students in Years R-2 undertake the PASM. 79% of Reception students Hallett Cove South Primary and Preschool achieved the SEA, with 43% of Year 1 students achieving SEA and 100% of Year 2 students successfully achieved the SEA.

The range of achievement within year levels provides a challenge to our teachers in the way that they structure learning experiences so that all students can access the appropriate learning, as well as having the opportunity to progress at a high level. In 2022 our Site Improvement Plan will focus on Reading and Numeracy, working toward shared whole site agreements in both areas. Consistency of approach is needed if we are to improve student learning outcomes.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	87.5%	81.9%	81.5%	86.6%
2019 centre	93.6%	90.4%	86.5%	91.3%
2020 centre	83.8%	86.7%	93.5%	92.0%
2021 centre	91.0%	93.6%	87.5%	92%
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	86.2%	85.1%	90.6%	92.0%
Year 1	95.6%	87.6%	80.9%	87.7%
Year 2	88.3%	88.9%	89.6%	82.2%
Year 3	86.6%	92.7%	91.5%	91.6%
Year 4	86.9%	85.9%	81.3%	88.3%
Year 5	88.3%	82.6%	79.9%	83.3%
Year 6	86.2%	93.7%	87.8%	84.7%
Year 7	92.9%	83.3%	88.5%	87.0%
Primary Other	92.4%	90.1%	83.9%	82.7%
Total	89.7%	88.0%	86.1%	86.8%

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

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

## Attendance comment

The attendance rate at Hallett Cove South Primary School and Preschool for the year was on par with the past few years. Due to COVID and families doing the right thing and keeping their child home when unwell, we have only seen a small increase of 0.6%. We continued to raise awareness of the importance of regular school attendance through Skoolbag posts and Governing Council meetings. Leaders reviewed attendance data regularly and supported families where appropriate.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	12	14	15	16
2019	10	10	11	11
2020	21	21	20	20
2021	10	11	13	13

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

Hallett Cove South School and Preschool is committed to creating a safe and supportive community for all learners. Our behaviour code ensures a preventive approach to Behaviour Education is implemented across the school underpinned by a focus on positive relationships, our school values and our agreed learning dispositions. During 2021 Hallett Cove South School and Preschool continued to strengthen the wellbeing of students through continuing to develop and work on a whole school approach to Interception, fostering self-regulation and emotional control within the classroom. Some students were provided with additional support through a behaviour support plan when necessary.

## Parent opinion survey summary

The parent survey was completed by 35 parents or approximately 30% of our school community population. Parents were asked to rate their response to 19 questions using a 5 point scale- strongly disagree, disagree, don't agree, or disagree, agree, strongly agree. Responses that were particularly positive include: Teachers and students treat each other with respect at this school (94%) People respect each other at this school (97%) I receive enough information from the school (85%) Overall my child has a good routine around reading, studying and learning at home (79%) The school communicates effectively with me (85%) Responses that require a school response include: The school provides me with useful tips on how to help students learn at home (56%) The school provides an opportunity for me to have input about my child's learning. (73%) The school provides useful feedback about my child's learning. (76%).

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1054 - Hallett Cove South Primary School	80.0%	83.3%	62.5%	92.3%
8016 - Southern Montessori School	0.0%	0.0%	6.3%	7.7%

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	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	13.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	82.8%
U - UNKNOWN	1	3.4%

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

The intended destination of young people post their primary years at Hallett Cove South Primary School and Preschool are to local secondary schools. These included Seaview, Hallett Cove R-12, Brighton Secondary, Wirreanda Secondary, Cardijn College and Reynella East College.

## Relevant history screening

At Hallett Cove South Primary School and Preschool we have thorough and identified processes to ensure that we are compliant with Department for Education expectations around relevant history screening. These processes are outlined with the parent community through Acquaintance Night, Volunteer Induction sessions, Governing Council and through newsletters.

If history screening is required details are provided to the Front Office and the application is commenced online. The communication then proceeds between the applicant and the department. Verification can be done online or copies of the documentation can then be presented to the Front Office for verification.

## 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	23
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	10.7	0.0	9.0
Persons	0	15	0	13

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,274,622
Grants: Commonwealth	\$2,780
Parent Contributions	\$56,458
Fund Raising	\$0
Other	\$11,113

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	SSO support in class and yard that targeted safe play and organised activities Marion Youth weekly organised activities	improved active involvement engagement with learning/yard activities building
	Improved outcomes for students with an additional language or dialect	Teacher support in class for focused language learning, building the understanding of context and providing scaffolds	increased participation in learning conversations, improved fluency in writing
	Inclusive Education Support Program	SSO support in class release for teachers to review and plan learning and develop goals that are then shared with parents/carers use of funding to release teachers and SSOs together to support planning and review	improving independence in skills of transitions explicit, targeted intervention
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	SSO - support cultural learning and community connections APAS funding to support reading progress SSO training to support Literacy learning for students development of specific resources to support targeted teaching SSO support at transition points throughout the day and year	improved engagement with school developing cultural identity targeted interventions with improved knowledge and skills increase in attendance and engagement
Program funding for all students	Australian Curriculum	release for teachers to build knowledge, plan, analyse data and observe other teachers and to work with experts purchase of resource to support teaching of comprehension	improved complex thinking and reasoning with more explicit vocabulary
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	development of learning environments that are engaging and invitational to learning resources to support student learning and intervention in Reading and Maths	improved engagement with targeted learning, improved attendance improved connect
	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	Professional Learning in Literacy and Numeracy Indicators to support the tracking and monitoring of children Targeted resources purchased to support the development of knowledge and skills for the improvement in complexity of children's vocabulary	Improved and increased use of complexity of Tier 2 vocabulary
Inclusive Education Support Program	Speech support was provided to identified students and this included reviews by the DfE Speech Pathologist and a program implemented by the preschool teacher and ancillary staff.	Student goals were monitored by educators and the speech pathologist with regular 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.