

# Virginia Primary School and Virginia Child Parent Centre

## 2016 Annual Report to the Site Community



Government  
of South Australia  
Department for Education  
and Child Development

Virginia Primary School Number: 455

Virginia Child Parent Centre Number: 1626

Partnership: Orion

**Name of School Principal:**

Ilia Tsoutoutas

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**Name of Governing Council Chair:**

Anita Trenwith

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**Date of Endorsement:**

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## Site Context and Highlights

Virginia Primary School provides a safe and rich learning environment. We have high expectations around student learning, social and emotional well-being and development. Expectations are shared and made explicit and the success of the school's approach assists us to maintain our reputation for being a preferred school in the local area. The reputation of our school comes from our pursuit of excellence and our school's aims, mission and vision of Learning Together, Learning for our Future. We have a very rich and proud history and look forward with anticipation to carrying on with our successes into the future.

At Virginia we recognise and value parents as being the primary educators of their children and work closely with families to learn of ways to best support their children with their learning. We are increasingly looking for ways to involve and inform our parents more.

In Term 4 we had:

- 324 students Preschool - 7
- 37% students receiving school card and 12% Students with Disabilities. Our school is made up of families from a mixture of cultural backgrounds.

Embedded practices include:

Focus of casual days:

Term 1: 'Kids helping our school'

Term 2: 'Kids helping other Kids'

Term 3: 'Kids helping Animals'

Term 4: 'Kids against Poverty': a large amount of dry goods as well as money was donated to the Salvation Army.

Linking with the wider community contributes to our aims of 'having a sense of belonging within the VPS community':

- Vietnamese New Year lion dance with local businesses and at school
- Harmony Day
- Acquaintance Meetings
- Parent helpers with our Kitchen Garden program
- A well supported end of year raffle with community prizes
- One of our most successful concerts to date
- Whole school assemblies
- Parent insights in newsletters
- Sports Day

Whole school events included:

- Walk – a – thon fundraiser
- Participation in the Premier's Be Active Challenge
- Participation in the Premier's Reading Challenge
- Book Week Parade
- Spring Fair
- Day for Daniel

Sport Highlights:

- Sports Day to end Term 1
- SAPSASA knockout football and soccer
- Several students representing the District for SAPSASA Athletics at SANTOS Stadium

Highlights for Sectors of the School:

- Yr 6/7 Leadership conference
- End of term 'Arts' performances
- Yr 7 Graduation, lunch and disco
- Yr 6/7 Aquatics and R-5 swimming
- Healthy Body & Soul day in Term 1
- Virginia has talent performances
- Whole school health hustles
- Senior Student Leaders at VPS in the areas of (Student Leaders Executive, Student Mentors, Public Relations Officers, School Photographers, Kitchen Garden Coordinators and Sports Coordinators)

Facilities and grounds:

- Kitchen Garden area behind the red unit and blue unit developed further
- Refurbished classrooms and IT infrastructure across the school

## Governing Council Report

Virginia Primary School continues to grow with extra classes being scheduled to deal with the extra enrolments and waiting lists. This is a testament to the good work and reputation Virginia Primary School has in the community. This is in no small part due to the high quality of the staff at the school that are clearly dedicated to achieving high level educational outcomes for their students. Virginia Primary school continues to experience growth above National average in most areas of NAPLAN. This again reflects on the excellent teaching practices in the school. To experience growth at this level on one occasion is exceptional but to repeat the feat is even more impressive. 2016 also saw Virginia involved in the trial of NAPLAN online which will come into effect in 2017.

The school was a flurry of activity over the election weekend with many staff and volunteers running the Election day BBQ helping contribute even further to the fundraising tally for the year. This year the fundraising committee raised over \$10,000 which is an amazing result. The donations for the end of year raffle were exceptional, again showing how much the community also value the school. This allowed for some spectacular raffle prizes. A massive thank you for the efforts of the fund raising team for all their hard work as well.

The Spring fair initiative was new to 2016 and very successful with activities, stalls and a performing arts production. The students and staff spoke very positively about the event and we look forward to seeing it run again in 2017.

Students at Virginia Primary School have also been involved in The Festival of Choir for the first time in many years. They performed confidently at the Festival Theatre in front of large crowds. Virginia Primary School students have also had a successful year in the Oliphant Science Awards with more entries this year from the school and placings in the multimedia, scientific inquiry and scientific games categories. Virginia Primary School also won the Oliphant DECD Male Young Scientist of the year and Runner up Oliphant DECD Female Young Scientist of the Year out of thousands of entries from schools across the state.

The end of the year saw the start of the car park re-development. After a long running battle to upgrade the local car park it was great to see the venue getting a long awaited face lift. This will provide a much safer environment for students and visitors from 2017 onwards when dropping off and picking up their children.

We look forward to seeing what 2017 has to offer at this outstanding school.

Anita Trenwith

## Quality Improvement Planning (Preschool)

Our Preschool improvement planning is based on the six quality areas outlined by the National Quality Framework. As a result of site-based review processes, the following areas have been identified as areas of continual and intentional focus;

### Quality Area 1: Educational Program and Practice

Our preschool provides a developmentally appropriate, play-based program based on the Early Years Framework. The program is responsive to the developmental needs of all children and caters to a range of abilities, previous experiences, language backgrounds and additional developmental and learning needs. Weekly staff meetings focus on professional learning based on the Early Years Framework (EYLF) to build a shared and common understanding and result in targeted reflections on individual group and whole of preschool learning experiences. The Preschool program is shared with parents through termly newsletters that outline learning foci. A key area for continual focus identified is the familiarisation of the Literacy and Numeracy indicators which was and will continue to be supported throughout partnership work and training and development.

### Quality Area 2: Children's health and safety

Children are taught about healthy /unhealthy foods and the impact of certain foods on their bodies. Dental hygiene continues to be a focus, based on the needs of our students. We link in with the local dental surgery for a visit and also have a dental assistant visit preschool. The Orion partnership, to which our school/ preschool belongs to has an innovated partnership with UniSA to have final year Occupational Therapists supporting children with fine/ gross motor strength and coordination.

### Quality Area 3: Physical Environment

There is lots of space for children to engage in physical activity and a varied range of activities are available to promote children's participation in physical activities that develop a range of skills which include:

A grassed area e.g. for running, ball skills, grassed mound to experience climbing, rolling, crawling on a gradient sandpit with water feature for digging, fixed playground for climbing, movable climbing equipment, swings for individual and small group usage, varied props to support socio-dramatic play, portable equipment e.g. see-saw, balance play, hurdles, digging patch, vegetable garden and a tree for climbing.

### Quality Area 4: Staffing arrangements

Our strengths lie in having a stable core team which is enhanced by effective casual staff who all care about the school community, enjoy working here and have a strong sense of commitment and dedication to the quality of the preschool program.

### Quality Area 5: Relationships with children

Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

### Quality Area 6: Collaborative Partnerships with families and communities

At Virginia we believe 'together is better' and continually seek for ways to involve and strengthen practices that promote collaborative partnerships between our school/ preschool. Parents are encouraged and welcomed into the preschool in the mornings. Parents are encouraged to fill our questionnaires on their children in relation to their child's need and interests to enable staff to better cater for individual needs. We host termly Child and Youth Health four year old checks with children, for parents that aren't able to attend, usually due to work commitments, have preschool staff attend with the child. We have staff within the preschool and school who support parents, particularly from Non-English speaking backgrounds, to access and understand the various support services available. A recent example of this was supporting families with the recent floods within the Virginia area.

## Improvement Planning and Outcomes (School)

As a result of our school based 'annual school improvement process' which involved collecting data, both achievement and perceptual data from all key stakeholders (students, parents and staff), our Site Improvement Plan has three key priorities listed with a range of intentional strategies within each. Our priorities are all underpinned by statements of practice within each area to ensure consistency and coherence across R-7. The priorities on our site improvement plan are as listed below;

Focus: Quality Teaching & Learning

Sustainable Outcome: To create empowered and lifelong learners and improve teacher effectiveness for powerful and informed teaching.

Within our "Quality Teaching & Learning" priority our school has had a significant focus on formative assessment, in particular ensuring that we are using learning intentions and success criteria with students as a means to ensuring learning is highly targeted and feedback is meaningful. This priority has focused on our practice as educators to ensure we are using high leverage strategies, backed by research and evidence to enhance the teaching and learning taking place. The other key focus within this priority area has been implementing and embedding "Habits of Mind" across our school. Staff were site-funded to be released in learning teams three times a term to begin a two year professional learning course created by Dylan Wiliam and Shioban Leahy which focussed on embedding formative assessment, this will continue into 2017.

Focus: English and Literacy

Focus: Maths and Numeracy

Sustainable outcome: To improve learning outcomes in English and raise the level of Literacy skills

Sustainable outcome: To improve learning outcomes in Maths and raise the level of Numeracy skills

"Statements of Practice" (commonly referred to as whole site agreements) are enacted throughout the school. In 2016 there was a significant focus on a moderation process across English and Maths. Staff were involved in a series of professional development sessions to ensure consistency of not only marking, but content across classrooms and grade levels. A specific focus was given to ensuring that learning has an 'intentional focus'.

The Junior Primary introduced a new initiative, 'Target Time'. All students were tested, R-2 on their phonological awareness skills and teachers split students according to specific skills for intensive, targeted learning sessions that went for up to 20 minutes. There was a significant increase in student data as a result of this intervention, it also ensured that all students received intervention and no student missed any new learning. We will continue this intervention into 2017.

All staff attended a one day workshop with Anne Bayetto, "Programming for reading development: what's in and what's out?". This was well-received and a timely refresher for all staff. As a result a bigger influence has been placed on ensuring texts are more accessible for students, many classes introducing classroom libraries as one technique to engage readers.

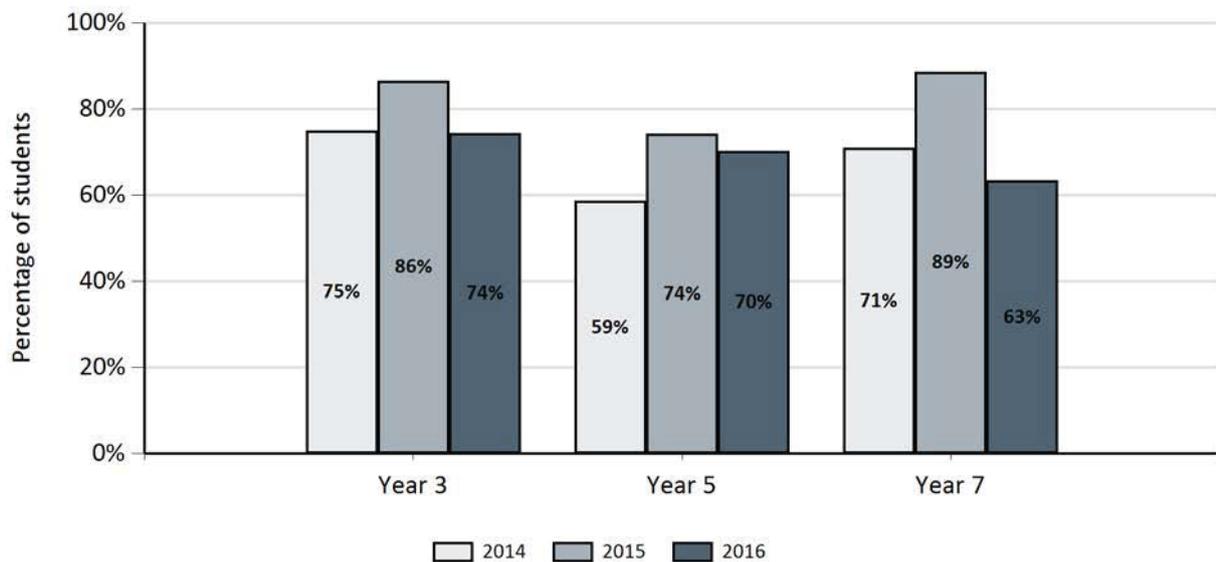
Collaborative Planning meetings are held termly to review students with Negotiated Education and Individual Learning Plans. All staff who work directly with that class attend the meeting which is facilitated by our Student Support teacher.

## Performance Summary

### NAPLAN Proficiency

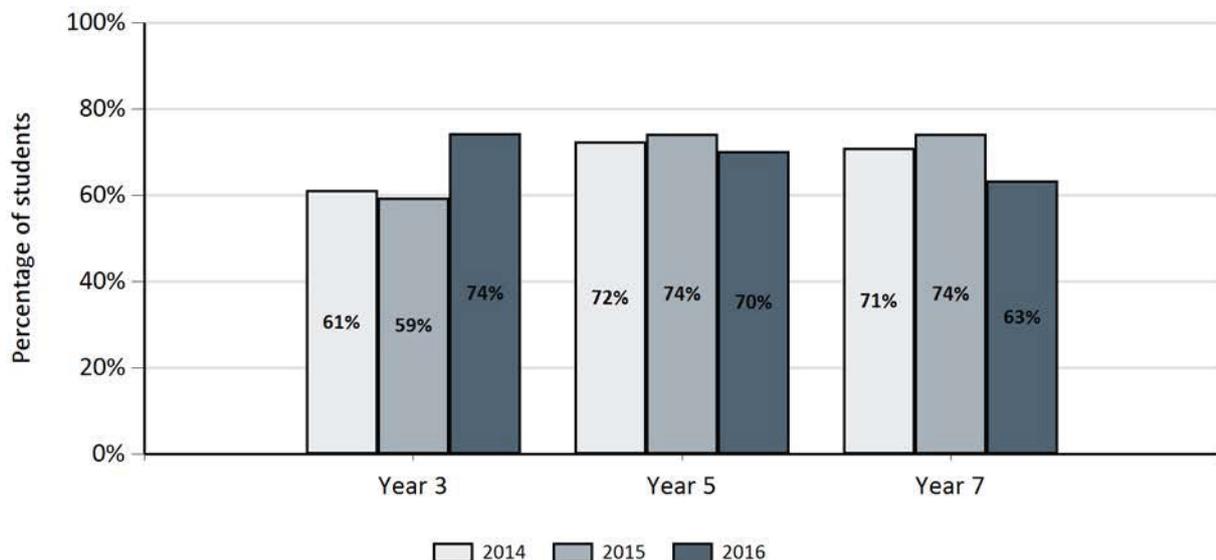
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 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	22%	29%	25%
Middle progress group	50%	50%	50%
Upper progress group	28%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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	13%	50%	25%
Middle progress group	61%	38%	50%
Upper progress group	26%	12%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	39	39	13	7	33%	18%
Year 3 2014-16 Average	37.3	37.3	9.0	6.0	24%	16%
Year 5 2016	37	37	5	2	14%	5%
Year 5 2014-16 Average	32.3	32.3	4.7	3.0	14%	9%
Year 7 2016	30	30	1	4	3%	13%
Year 7 2014-16 Average	32.0	32.0	6.0	6.7	19%	21%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

The above tables relate specifically to percentages of students reaching 'Standard of Educational Achievement (SEA)' based on NAPLAN proficiency bands, NAPLAN progress trends and NAPLAN upper band achievement. As a school we use the data sets above and other measures to ensure we are capturing data and information that is reflective of all our learners.

Standard of Educational Achievement:

74% of children in Year 3 reached SEA in both Maths and Reading. 8% of students were counted as not reaching SEA as they were away or had been withdrawn. 18% of students didn't reach SEA level, individual learning plans have been developed for these children to support with their learning. 33% of students in Year 3 reached the upper bands in reading, and 18% in Numeracy. Both of these results indicate a higher than state average of children reaching the upper bands.

As with the Year 3's, 70% of Year 5's made SEA in both Maths and Reading. 5.5% of students were counted as not reaching SEA (made up of a combination of a new arrival student and a student who was incorrectly year-levelled). 24% of students reached the upper bands in Reading and 16% in Maths. This was a significant improvement for this cohort of children in Maths from when they were Year 3's. As a statistic, this cohort had a 5% decrease in children reaching SEA when they were in Year 3, however, this didn't take into account students transferring in and out of the school and numbers of children counted as not meeting standard for the reasons listed above. With 'faces on the data', this would have been an improvement for the cohort in Reading too.

In Year 7, 63% of children made SEA in Maths and Reading, only 3% of children reached the top two bands in Reading and 13% in Maths. In reading and maths, one child (which accounted for 3%) was withdrawn as they had just arrived to school with minimal English. In maths there was an added 6% due to absence who were counted as not reaching SEA. Our Year 7 Reading showed growth as a cohort in terms of children reaching SEA from a cohort perspective from Year 5. One extra child slipped from being at SEA to behind for this cohort, we also had an extra 3 children reach the upper bands for this cohort.

Our Year 3, 5 and Year 7 cohorts had the same percentage of students reaching SEA in Reading and Maths, this was not however necessarily made up of the same children for both areas (Maths and Reading).

Out of the possible 10 areas for improvement (five from Year 3 to 5 and five from Year 5 to 7) when tracking students from Years 3 to 5 and Years 5 to 7 as measured by NAPLAN mean score averages Nationally to our schools, our school improved in 90% of areas in 2016. The only exception to this were the year 5's in spelling where we remained the same in comparison. In some areas (Year 5 Grammar & Punctuation, Numeracy and Reading as well as Year 7 reading, the mean score growth in comparison was greater than 5%).

Our school was acknowledged by ACARA for the second time in 3 years as being a 'high growth school'.

## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	87.8%	95.1%	97.7%	97.7%
2015 Centre	97.4%	97.6%	97.5%	92.7%
2016 Centre	100.0%	97.8%	97.7%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## School Attendance

Year level	2014	2015	2016
Reception	95.1%	88.2%	93.4%
Year 1	95.0%	93.3%	93.3%
Year 2	96.1%	94.0%	95.1%
Year 3	93.8%	95.1%	93.0%
Year 4	94.8%	94.7%	94.4%
Year 5	91.3%	94.8%	94.8%
Year 6	92.8%	92.0%	93.5%
Year 7	92.2%	91.2%	90.7%
Total	94.0%	92.9%	93.7%

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

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

## Attendance Comment

Attendance is closely monitored by our Deputy Principal and front office staff. Students with attendance concerns are placed on an Attendance Improvement Plan and contact is made with home via our Deputy Principal. For students who regularly arrive late, the same process is in place whereby students are placed on a 'late arrival improvement plan'. Our front office staff call the families of all children who are away with no explanation. Attendance data is shared in weekly staff bulletins for staff to monitor and track progress.

The reason for non-attendance is often very complex and is associated with compound disadvantage, transience, family issues and crises such as domestic violence, mental illness, isolation, custody issues and trauma.

Our most critical non attenders (approximately 10 students) impact directly on our attendance data.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	41	41	43	44
2015	39	41	40	41
2016	45	46	44	

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 enrolments continue to be high, with our preschool being at capacity again in 2016. Many students enrol into preschool from EALD backgrounds, some with very limited or no English. These students are supported through bilingual funding.

## Behaviour Management Comment

There are high expectations at Virginia in regards to student behaviour. Our behaviour development policy is based on restorative practices and our school values of Respect, Caring, Fairness, Achievement and Diversity which are explicitly taught to all students.

Individual behaviour support plans are made in consultation with families for children who need them along with additional ongoing support from the leadership team, teachers and their parents. Parents of individual students work with staff in addressing any negative behaviour.

A copy of anti-bullying policy is available on our website. A student behaviour code of conduct has been developed and signed by parents and students, with a modified preschool version.

## Client Opinion Summary

Preschool parent survey responses continue to be higher than parent responses for annual school surveys. The preschool parent survey is separated into several key areas;

Quality of Teaching and Learning, Support of Learning, Leadership and Decision Making

Of the 44 questions asked in relation to the above areas, all parents responded with agree and strongly agree. 34 of the 44 questions had 100% of parents answering strongly agree.

Parent comments:

"I am very happy with the quality of teaching and learning at my child's preschool. The teachers put in a lot of effort with the children and also with the parents to make them feel welcomed and supported with their friendly attitudes. They know my child well and try to help him to learn and be ready for school next year."

"The staff are friendly, nothing is too much trouble and it is clear that they have a very good relationship with my child and they know them well!"

"This preschool is amazing, it's full of love and support. The staff are fantastic."

"I am really pleased we made the choice to send our daughter here. I was struggling to make a choice at the beginning of this journey but the staff have definitely made this an easy and enjoyable process for our family."

We have made a recommendation through our Annual School Improvement process to ensure we seek for ways to get a greater response to our parent surveys in 2017. In 2015 we advertised through our newsletter for a very limited response rate, in 2016 we sent surveys home through random selection. The response was very positive, however again we only had very limited responses. As a school we pride ourselves on continuing to develop stronger partnerships with home.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0455 - Virginia Primary School	88.4%	87.2%	93.2%
1854 - Blakeview Primary School	2.3%	0.0%	0.0%
8033 - St Columba College	2.3%	2.6%	0.0%
8202 - Trinity College Gawler River School	7.0%	7.7%	2.3%
8424 - Bethany Christian School Inc	0.0%	0.0%	4.6%
9023 - St Thomas More School	0.0%	2.6%	0.0%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	13.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	19	36.5%
Transfer to SA Govt School	25	48.1%
Unknown	1	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## Destination Comment

Our Year 7 students enrolled in a wide variety of High Schools both Public and Private with no school in particular showing a greater trend of student transfer.

## DECD Relevant History Screening

Virginia Primary School follows the recommended procedures in regard to DECD Criminal History Screening. All documentation of processes are recorded and data (screenings and approvals) pertaining to staff, contractors and volunteers are kept securely on site as part of our school level database.

## 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	30
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	17.2	0.0	8.3
Persons	0	21	0	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	2928496
Grants: Commonwealth	
Parent Contributions	131554
Fund Raising	20698
Other	27766

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 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	Support to release key preschool staff to attend partnership professional learning that focussed on the Preschool Literacy and Numeracy indicators for implementation within preschool.	Greater confidence in using the indicators to report on student development
Improved ECD and Parenting Outcomes (Children's Centres only)	N/A	
Improved outcomes for children with disabilities	1:1 Support, Targeted PD for teachers and SSOs and release to support case conference and documentation requirements.	Differentiated Learning and Social Plans developed for all students.
Improved outcomes for children with additional language or dialect	Students were supported through bilingual support staff being employed.	Differentiated Learning and Social Plans developed for all students.

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

## 2016 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	1:1 Support, Targeted PD for teachers and SSOs and release to support case conference and documentation requirements.	Differentiated Learning and Social Plans developed for all students.
	Improved Outcomes for Students with an Additional Language or Dialect	1:1 Support, Targeted PD for teachers and SSOs and release to support case conference and documentation requirements. This includes additional SSO/Teacher support in class during core Literacy Learning blocks.	Differentiated Learning and Social Plans developed for all students.
	Improved Outcomes for Students with Disabilities	1:1 Support, Targeted PD for teachers and SSOs and release to support case conference and documentation requirements.	Differentiated Learning and Social Plans developed for 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	PD was provided for all staff with a specific focus in the area of Intentional teaching and moderation/ assessment.  Vietnamese mother tongue students were supported through language weekly mother tongue language lessons.	Differentiated Learning and Social Plans developed for all students.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Better schools funding was used to release teachers in 'learning teams' with a particular focus on Literacy & Numeracy outcomes through our schools formative assessment focus.	
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	We are allocated a 0.4 school counsellor. This role is linked with our Deputy Principal role and is supported by the Principal.	

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