



McLaren Vale Primary School

2022 annual report to the community

McLaren Vale Primary School Number: 251

Partnership: Sea & Vines

Signature

School principal:

Mrs Leanne Lovett

Governing council chair:

Mr Kent Brown

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022, there were 531 students. This was our first year without Year 7s as well the opening of Payinthi College, taking us down to 19 classes. Our 2022 cohort comprised of: 67% of our families outside the zone, Aboriginal 4.0%, Students with Disabilities 5.8%, School Card 19.5%. Our staff team comprised 40 teachers/leaders and 22 SSOs. Specialist subjects: Performing Arts, Japanese, Science and PE. Although 2022 continued to be challenging due to Covid-19 restrictions, especially with the school year beginning immediately with a lockdown, we were proud of the way our staff worked innovatively and collaboratively to ensure school was as normal as possible for our students and effective communication was aimed for to our families. Highlights include: Staff working stronger in PLCs (Professional Learning Communities) collaborating in teams with specific emphasis on tracking, monitoring and reviewing student progress and being strategic in student goal setting in reading, writing and number. Staff continued to be aligned to action teams to embed school agreements across the school in reading, writing, spelling and number, ensuring continuity in teaching approaches R-6. The classroom teachers designing classroom based intervention programs using evidence based practices R-6, successfully supporting children to meet the standard of educational achievement (SEA). This aligned with the rigorous classroom literacy and numeracy approaches implemented in classrooms. Processes were strengthened to support students with additional needs resulting in more optimal learning conditions in classes for children, increased success in funding applications and increased educator expertise in differentiating and supporting students. We continued our work with Tierney Kennedy, over 2 Student Free Days, and online coaching sessions to embed whole school approaches to planning, assessment, teaching strategies and diagnosing student misconceptions in learning. This work with Tierney has challenged staff in their thinking and strategies to challenge students in their learning and has now started to address consistency in teaching mathematics across the school. Teachers worked with Brightpath to develop their teaching of and moderation of writing, also developing consistency in understanding and delivery of teaching writing across the school and resulting in some excellent growth in writing outcomes. Further embedding authentic cultural perspectives and practices through a collaborative approach to developing and implementing actions on the Reconciliation Action Plan. This year we took a new approach to student voice across the school by implementing Student Action Teams. Previous Vale Reps (SRC) chose 5 areas for action; Wellbeing, Environmental, Grounds, Events and Lunchtime Activities as the areas across the school. Each class year 3-6 selected a representative for each of the 5 teams to get feedback from their class and buddy class. We selected 4 School Leaders (Year 6) who were representatives at school and community events. We also selected 4 leaders per Sports House Team (16 in total), their role was broader than Sports Day and these leaders supported organisation of whole school morning fitness each day. The continuation of the Year 3 1:1 Chromebook device program has continued to support the school ICT plans with teachers using technology to enhance learning programs through the use of Google Classroom. A comprehensive professional learning schedule and teacher collaboration through PLCs continued whole school alignment and consistency in planning, assessment and pedagogy. Social and personal capabilities were supported through classroom based 'connected curriculum' topics incorporating engagement strategies, student voice and student agency. The introduction of a whole school approach to supporting student to regulate emotions through Zones of Regulation had a positive impact on our student wellbeing.

Governing council report

GOVERNING COUNCIL REPORT

2022 was a year of change at MVPS welcoming a new leadership team led by Leanne Lovett. We have seen significant positive changes over the last 12 months both aesthetically with additions to learning and play space providing improved learning and play options for our student cohort. From an educational perspective we have seen a renewed focus on improving our overall academic results with an emphasis on improving the median results for students. 2022 also saw our first year with no year sevens and the changes this has brought to the school dynamic.

From a Governing Council perspective, we welcomed some new faces to Governing Council while farewelling some longstanding members, it would be remiss if we did not acknowledge the work of Jo Matthews (2021) and Kirstie Warn (2022) who were both long serving member of our Governing Council as well as various other school committees.

OSHC

OSHC continues to provide an important service to the school community and with the recent additions over the last few years we are able to offer this to more of our school families. In addition to before and after school care the OSCH team continue to offer an improved VAC program which continues to add more options for our students over the holiday breaks.

Finance

Continued to see improvement on the financial status and reporting. Management of invoicing and working with families on payment plans has resulted in less families being sent to debt collection and a better result in terms of cash at bank.

Staff and Leadership and Education

2022 was the first full year of our new leadership team. It has been great to see the changes implemented across the school within the learning sphere as well as building the sense of community within our students with feedback being very positive in regards to the overall presentation of the school from an academic perspective as well as our ability to contribute to the local community.

Grounds

We have continued to see improvement in our grounds with the addition of new learning and play spaces having a significant positive impact on the students as well as aesthetically improving the school grounds.

Wellbeing

Have seen some changes and improvements within the wellbeing area over the last 12 months with a move to building a stronger sense of resilience within our student body and ensuring that our children are learning and playing in a safe and supportive environment.

Finally, I would like to thank each and every member of the Governing Council and its associated committees. Without the time and effort put in by our volunteers in these areas we would not have the vibrant inclusive school community we currently have.

Kent Brown (Chairperson)

Quality improvement planning

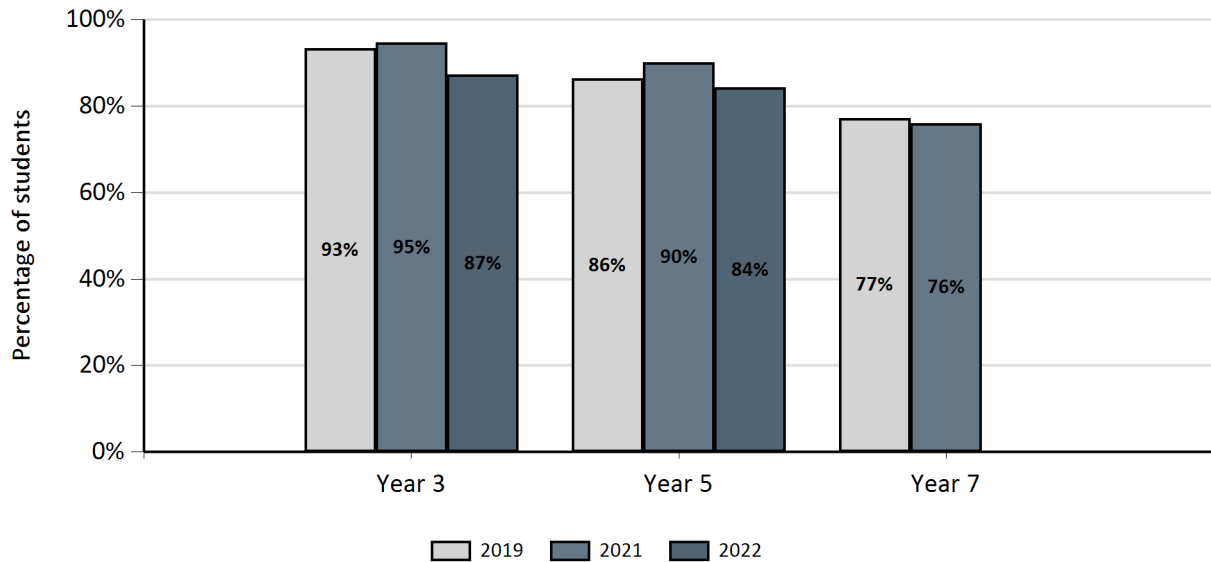
Instrumental to our success are Improvement Plans that were built on from the preceding year's work. We maintained a focus on a small number of evidence-informed goals and targets, a focus on literacy and numeracy, clear involvement and ownership by teachers and school leaders, measurable targets linked to SEA and higher bands, precise actions linked to goals and built in monitoring and review processes. The collective commitment by staff has led to significant gains in achievement for our students in reading, writing and number. Our success is defined through the following actions: Building the capacity of staff through targeted PD opportunities: targeting effective practices in each domain has resulted in consistency in planning and pedagogical approaches. This is supported with whole school agreements and school based scope and sequences which has led to consistent understandings of both content and subject matter and practices that bring the most leverage. Evident in all classrooms across all subjects is the adoption of the explicit direct instruction (EDI) model through a defined process of concept development, guided practice, and independent practise of skills, reflection and feedback. This has had a profound impact on learner achievement. Collaborative work in professional learning communities (PLC) resulting in educators analysing student learning needs and reflecting on how they can continuously improve their practice e.g. being more responsive to data, adopting a case management approach, mapping the year's curriculum, strengthening planning using LDAM (connecting learning with the AC, assessing in line with achievement standards, tasks moderated for grade consistency), utilising each other's knowledge, strengths and resources, collective responsibility for each other's growth and amplifying best practices to showcase techniques. Increasing teacher performance: through ongoing reflection, feedback, observation, and planning and higher levels of accountability through a cycle of reflective practice with leaders and colleagues. Staff are effectively differentiating for learners and using authentic assessments to meet individual student needs. Teachers have taken ownership of intervention strategies to support students well below SEA directing well trained SSO staff with regular tracking of progress, assessments which inform content and alignment to the class program. SSO support is put in place in classrooms to support students below SEA in literacy and numeracy. The use of formative assessment strategies: teachers check in with learners, provide ongoing learner feedback, making adjustments to learning in response to assessments, clarity around learning intentions and success criteria and students acting as a learning resource for each other. A rigorous approach to tracking and monitoring student progress: a whole school assessment schedule provides various points where staff assess and use data for targeted programming and differentiation of learner needs. Teacher-student conferences provide tangible feedback and allow for individual student goal setting. Goals are practised, measured and assessed in an authentic context. We have accessed a range of data sets to determine learner achievement. These include: teacher judgement against the AC using formative and summative processes, conversations with students about their learning, NAPLAN numeracy and literacy, Running Records, Pat M&R, attendance, Phonics Screening and One Plans.

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

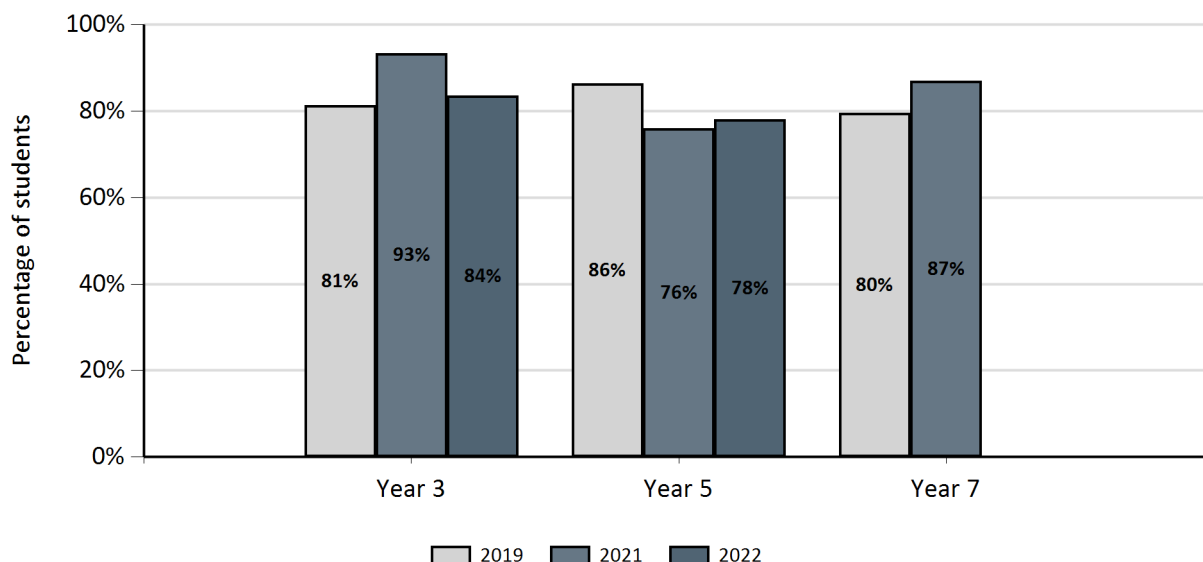


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	79	79	37	34	47%	43%
Year 03 2021-2022 Average	77.0	77.0	36.0	25.5	47%	33%
Year 05 2022	64	64	21	11	33%	17%
Year 05 2021-2022 Average	67.5	67.5	25.5	13.5	38%	20%
Year 07 2021-2022 Average	46.0	46.0	10.0	10.0	22%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

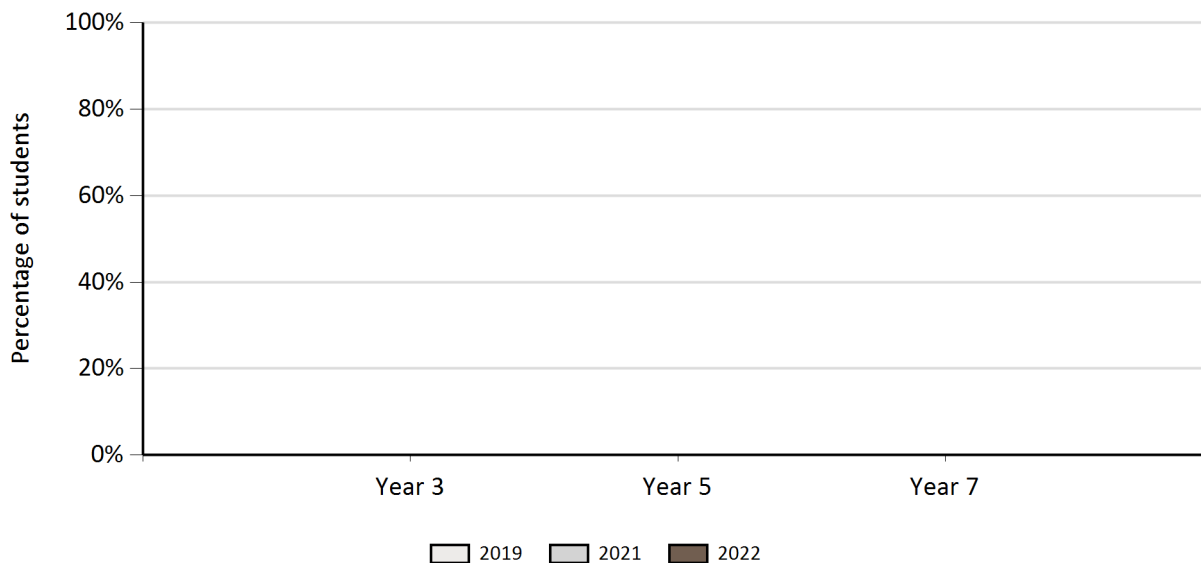
[^]includes absent and withdrawn students.

*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



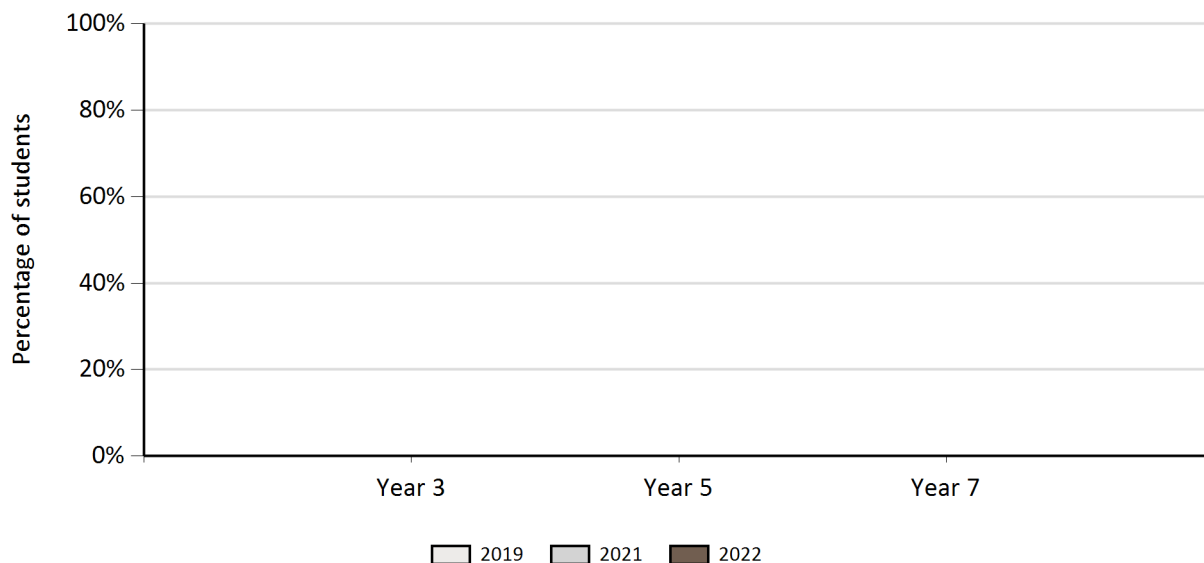
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Quality Teaching

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

The new actions that we are employing to answer this question are : We are raising the awareness of teachers regarding Aboriginal learner 'styles', we are ensuring that our practices are intentional and targeted and we are ensuring that the school's RAP underpins our whole school commitment to raising achievements of all Aboriginal learners. Staff are encouraged to use the website <https://www.8ways.online/> to read about how to incorporate Aboriginal ways of learning into their teaching practice. Aboriginal Education staff engage with classroom teachers to emphasize the importance of recognising oral/aural learning styles in Aboriginal students. The importance of connection to family and Country is constantly re-iterated to all staff. Parents are involved in discussions about their child's styles of learning.

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

Using the departments tracking programme (Power Bi) to monitor student progress, we are able to clearly see any improvements that have been achieved by individual Aboriginal and Torres Strait Islander students over the entire course of their school years.
 For example, we are able to see that student A is a female year 4 who was below the Standard of Educational Achievement in all areas in 2020 and 2022, but in the NAPLAN results in 2022 she achieved SEA. We are able to use this data to inform our practice.
 Student B is a male year 5 student. His Power Bi data tells us that he has achieved SEA in all areas in 2019, 2020, 2021 and 2022. Except that in 2019 we were able to see that he was below SEA in the area of phonics so his teacher and the AET would have closely monitored and worked on his phonics knowledge until it was at SEA.

School performance comment

At the end of the year 2022 the reading achievements were – Yr 1 Students achieving at SEA or above (RR15 and Peach Sparkle Box) 50/73 68%. Yr 2 Students achieving at SEA or above (RR21 and above 440 Lexile) 54/81 79%. This data is much higher than 2021. The use of decodable reading materials reflected in this data with improved decoding and fluency skills and student ability to comprehend. In 2023 continued use of decodable reading materials, reciprocal reading and student conferencing and goals setting will continue this growth.

Phonics Screening Check 2022- Term 3 data showed 73% of year 1s (54/74) achieved SEA (28) or above. This was 7% increase from 2021. The year 1s developed and followed the action plan to fill in the gaps and support those students who identified below SEA in Term 1 PSC check in. Doing the Term 1 PSC check in, informed their planning to target the needs of the students immediately and to inform them of where to next. In 2023 the year 1s will develop a new action plan to continue this growth.

PAT- R DATA: students at or above SEA. The data shows the same cohort of students from 2021-2022 and their achievements in SEA or above in PAT R. Number of students meeting SEA and above in: 2021 Yr 3 - 66/74 89%; Yr 4- 59/67 88%; Yr 5- 66/73 90%; Yr 6- 36/48 75%; Yr 7 33/49 67% TOTAL 3-7 260/311 84%. In 2022 Yr 3 – 64/73 88% (1 NA): Yr 4- 67/73 92%; Yr 5- 54/65 83% (4 NA): Yr 6- 62/69 90% (1 NA): TOTAL 3-6 247/280 88%:

In 2022, the school explicitly taught the elements of reciprocal reading within the classes through dialogic talk. The use of decodable reading materials, systematic synthetic phonics and the evidence based, 'Science of Reading' were used and this has been reflected in the data. In 2023, we will continue to work consistently across all year levels and the whole school to continue to improve our growth using evidence based approaches. Students below SEA have been identified and in class and withdrawal intervention is in place using targeted evidence based approaches that are being used in the classroom.

NAPLAN Reading: In the Reading test our Year 3's attained 67/71 93% meeting SEA - the Department data shows 87% as they have included students withdrawn/absent in their total. The Year 3's achieved 37/71 50% in High Bands (8 withdrawn/absent). Our Year 5's attained 61/63, 97% meeting SEA - the Department data shows 84% as they have included students withdrawn/absent in their total. and 21/63, 33% meeting High Bands (1 withdrawn).

PAT-M Data: The data shows the students from 2021-2022 and their achievements in SEA or above in PAT-M. The number of students meeting SEA and above in 2022; Yr 3 - 63/79 80%; Yr 4 - 68/73 93%; Yr 5- 52/63 83%; Yr 6- 54/69 78%; TOTAL 3-6 237/284 83%. The number of students in HB in numeracy in 2022 (in yr 3 -6) was 38/284 13%. The data shows the same cohort of students from 2020-2021 and their achievements in SEA or above in PAT-M. In 2021, the school began working with Tierney Kennedy to address our SIP in Number. In 2022, we will continue this work with a focus on consistency with planning, assessment and use of common strategies.

NAPLAN Numeracy: In the Numeracy test our Year 3's attained 69/73, 95% meeting SEA - the Department data shows 84% as they have included students withdrawn/absent in their total. The Year 3's achieved 34/73, 47% in High Bands (9 withdrawn/absent). Our Year 5's attained 49/59, 83% meeting SEA - the Department data shows 78% as they have included students withdrawn/absent in their total. The Year 5's achieved 11/59, 19% meeting High Bands (6 withdrawn/absent).

In 2022 we built on our work with Tierney Kennedy to address our SIP in Number. Our focus is developing consistency R-6 in planning using an overview linking and revisiting maths concepts across the year, common teaching strategies used with a variety of topics in number, tracking and monitoring using 'Stage Tests' which give teachers a diagnostic view of student learning.

Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	90.4%	92.0%	89.0%
Year 1	92.6%	90.6%	92.2%	87.2%
Year 2	92.3%	92.3%	92.6%	87.6%
Year 3	92.9%	92.2%	93.6%	88.0%
Year 4	93.0%	91.7%	92.2%	89.3%
Year 5	92.7%	88.8%	91.5%	86.9%
Year 6	93.1%	89.5%	91.7%	85.2%
Year 7	92.0%	89.4%	92.8%	N/A
Total	92.6%	90.7%	92.3%	87.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our whole school student attendance during 2022 was 87.6%, and decreased from 2021 92.3%. We attribute this drop to the educated decision of families to keep their children at home, even when displaying mild symptoms. We started the year with tight restrictions and at home learning which prompted our families (especially new Reception families) to be extra vigilant and in some cases over cautious. 2022 our year 4 cohort achieved the highest attendance and this reflects the trend for this group over the past 2 years. We have a strong focus on inclusion and engagement in classrooms and across the school, building connection and culture based on our learning through The Resilience Project. We follow processes outlined in the school's Attendance Policy, communicating with families regarding absences, and providing support to students and families who experience barriers to regular attendance.

Behaviour support comment

We have continued to consolidate our Behaviour Management and Anti-Bullying Policies. We focus on implementing restorative practices in mediating and resolving issues regarding bullying and conflict. Our Wellbeing Team including Student Wellbeing Lead Teacher and Pastoral Care Worker play an important role in supporting students regarding behaviour. Our suspension data overall has increased from 2021 to 2022. This was due to a commitment from the Wellbeing, Inclusive Education and Leadership team to put in place a 'team around the child' approach to follow up behaviour and support all students to regulate their emotions, provide them with support, guidance and strategies to manage their behaviour independently. Each of the students below have success stories: Take Home – 12 Internal Suspension – 6 Suspension – 7 Other consequences including lunch and office timeout was 210 total instances. Higher level incidents including violence have remained lower. The development of student dispositions such as care, compassion, empathy and resilience is supported through initiatives including a 'team around the child' approach, Breakfast Club, The Resilience Project and morning fitness.

Parent opinion survey summary

These areas for growth indicate the positive impact of the work following the survey from the Education Committee around the school's communication methods with children's learning. We have embedded a consistent approach to the use of Seesaw as both a communication tool to families and as a way of sharing student work and are now using Skoolbag as a platform for sharing information with our school community. We have also worked in engaging our school community and staff with a positive culture in which we have seen some positive growth.

In 2022 the Department for Education collected information through the School Parent Engagement Survey. In total 136 parents responded to the survey from McLaren Vale Primary School. Areas of strength were: - "Receives enough communication" with 75% (78% in 2021) either agreeing or strongly agreeing with this statement; "People are respectful" with 91% either agreeing or strongly agreeing with this statement (86% in 2021); "Teachers and students are respectful" with 86% (88% in 2021) either agreeing or strongly agreeing with this statement. This is significantly higher than other schools. Developing effective communication to the school community has been a high priority and in 2022 we strengthened this through the use of Seesaw and SkoolBag consistently across the school. The majority of written feedback around this indicated this was an easier way to receive information from the school.

Areas of growth from previous survey in 2021 include: "The school provides an opportunity for me to have input about my child's learning" with 56% either agreeing or strongly agreeing with this statement (previously only 45%); "Receives useful feedback" with 68% either agreeing or strongly agreeing with this statement (64% in 2021); "Has a good home learning routine" with 77% either agreeing or strongly agreeing with this statement (70% in 2021).

Areas for improvement indicated through the survey include: "Receives learning tips" with only 55% either agreeing or strongly agreeing with this statement; "Has useful discussions at home about learning" with 38% either disagreeing or strongly disagreeing with this statement. The Education Committee discussed at the end of 2022 about providing videos and links with tips and strategies used at school and backed by research to provide families with tools to support learning at home as well as having discussions with children about their learning. This will help address these areas for improvement.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	22.2%
OV - LEFT SA FOR OVERSEAS	3	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	55.6%
U - UNKNOWN	1	5.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff (teaching, SSOs, volunteers, contractors, cleaners etc) have a current DHS Working With Children Check while undertaking their work with the school. The administrative staff have strict and effective practices and processes in place to ensure we are compliant at all times.

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	62
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	29.9	0.6	12.7
Persons	0	38	2	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,954,638
Grants: Commonwealth	\$11,000
Parent Contributions	\$161,933
Fund Raising	\$19,906
Other	\$477,794

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

2022 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 2022 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	Class activities include building supportive communities where treatment of each other is based around school values, support for students to self manage and be more independent. Individual counselling services provided.	Data included with this report indicates a decrease in behavior incidents
	Improved outcomes for students with an additional language or dialect	Individual assessments and the development of One Plans with SMARTA goals allow for targeted intervention by SSOs and speech therapists and supported through play based programs with a strong oral language focus.	Intervention is resulting in improved reading achievement.
	Inclusive Education Support Program	Individual assessments and One Plans with targeted SMART goals enable scaffolded programs to be provided to students.	Intervention is resulting in improved growth for all identified students.
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	Additional resourcing is provided across R-7 for increased intervention in reading, oral language, phonic development and numeracy. Children are supported in small groups for an 8 week program with pre and post testing with lessons including phonological awareness activities, sounds cards, reading strategy, alphabet work and trust the count activities. Aboriginal students are supported in an integrated literacy and numeracy, small group intervention program supported by an ACEO and AET. SMARTA goals in One Plans are used for targeted programs.	Improved aboriginal attendance 67 % of year 3 students in 2020 were above SEA in reading. Decreased numbers of students in intervention programs.
Program funding for all students	Australian Curriculum	Improved A-E reporting processes through moderation for consistent judgement, educator professional learning in formative assessment and writing and regular sessions in PLC for LDAM planning units in reading and number.	Teacher confidence in using learning design framework, increased consistency
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional SSO hours in literacy, supporting reading and spelling for students below SEA, extension program for students in high bands, purchasing decodable readers, additional educator release in PLC for planning.	Greater levels of student engagement.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Educator professional learning to improve knowledge and application of differentiated learning through the Explicit Direct Instruction procedure. Extension program in maths for 3 - 7 students.	Maintaining students from 3-5 in higher bands.

