



Reynella Primary School

2022 annual report to the community

Reynella Primary School Number: 379

Partnership: Panalatinga

Signature

School principal:

Ms Michele Russell

Governing council chair:

Dr Selina Tually

Date of endorsement:

14 December 2022



Government
of South Australia
Department for Education

Context and highlights

Reynella Primary School is a state co-educational school located 22km south of the Adelaide CBD. Approximately 24% of our students are school card holders and we are a category 5 level of disadvantage. In 2022 the school started the year with 489 students from Reception to year 6 in 19 classes.

Our staff remained very stable this year and we only welcomed one new teacher to our junior primary team: Tom Clayton, as well as several new SSOs: Tracey McNeill, Tracey McInnes and Oriana Mavrinac. Richard Kemp, who was acting Senior Leader, returned to his school in term 3 as we welcomed back our Deputy Principal Sarah Bradbury, who was on maternity leave. Belle Padgett took on the role as Student Wellbeing Leader for terms 1 and 2 as Fiona Brown was on leave. We also welcomed our new Pastoral Care Worker, Sarah Mewett from mid-term 1, who made her presence felt instantly by working with our students to redesign her classroom space into the Lotus Room.

The beginning of the year was very challenging for all staff as we were only able to welcome our Reception, year 1, vulnerable students and the children of essential workers for the first two weeks of the year due to COVID lockdowns. Despite the pandemic, our staff once again embraced the challenges of online learning and supported our students to engage with school. By the time term 2 started, school had returned to a more normal routine, with interviews being held at the beginning of the term.

Classes demonstrated new levels of innovative thinking throughout our whole-school inquiry – The Reynella Relief Project. This year, students were challenged to design a solution to climate-related issues in their community. Within the inquiry, a narrow focus was applied to the Data and Statistics strand, as part of our ongoing Maths initiative, 'Putting the M in STEM'. Parents and visitors from across the community attended this amazing showcase and were astounded at the level of thinking and learning the students demonstrated.

Our school underwent an External Schools Review with a team from central office interviewing teachers, staff, students and parents from across the school as well as observations and discussions with leadership to support us with our learning improvement work. The feedback was overwhelmingly positive identifying many examples of outstanding pedagogy by staff. Our students once again shone with their ability to articulate their learning from year 2 to year 6. The findings of the ESR will inform our future directions and be reflected in our Site Improvement Plan.

Our Action teams once again had numerous opportunities to influence teaching and learning across the school. The Communication Action Team reported regularly to Governing Council and spoke with them in term 3 as well as collecting feedback from across the school. They also produced our annual Student Grapevine to showcase our year of learning at the end of term 4. Our Citizenship Action Team continued to fundraise for various charities, and ran our Citizenship Day assembly, as well as for Remembrance Day. Our STEM Action team worked alongside Mr Simmons to facilitate the STEM inquiry as well as providing support for teachers in classes with technology. Our Environmental Action team worked with Miss Somers and Miss Shepherd to maintain our approach to sustainability across the school. Our Wellbeing Action Team worked with Mrs Brown and Sarah M and made some amazing hats for our teachers to recognise their efforts on World Teachers' Day as well as spreading kindness across the school.

A highlight would have to be two of our students (year 5 and 6) having the opportunity to co-facilitate at the Department for Education's Student Summit. Another two students joined over 800 other students and teachers and participated in the day. This was a unique opportunity for our students to give their voice to the newly developed purpose for education in South Australia.

Despite COVID staff took every opportunity to provide our students with rich learning opportunities including: Whole school inquiry, Aquatics, Swimming, Sports Day, Southern Metropolitan Music Festival, Festival Choir, Wau Bulan dance troupe, year 6 camp, Children's University, End of Year concert, Graduation, Book week activities and parade as well as a number of excursions. Our major fundraising event was our Colour Fun Run and we raised \$16 423. It is important to acknowledge the energy, commitment and passion that our staff continue to demonstrate to support our students and their learning.

Governing council report

2022 has been another successful year for Reynella Primary School. On behalf of the school's Governing Council I am proud to say that our school community has worked together almost seamlessly to meet the many challenges and opportunities we have been presented with throughout the year. Our school community has done this with the flexibility and resilience we have built throughout three tough years now, embodying the spirit #wearereynella

This year we have hosted and participated in some big events that have been missing from the school calendar for a little while now, or, at the very least, significantly impacted by Covid-19. Such events include our annual sports day (postponed once this year), Run4fun, Reynella Relief Project (whole of school STEM learning showcase) and primary schools Festival of Music, among other things. These events are a huge collective effort, giving our students the chance to shine and are something about which we should all be justifiably proud.

Throughout 2022 our teachers and school support staff have continued to go above and beyond, supporting our bright minds with quality learning, involving them in the extracurricular activities that make them well-rounded citizens and the fun, real world relevant experiences that keep young minds engaged. As a Governing Council we extend our thanks to all our teachers and SSOs and our Pastoral Care Worker for supporting our children, and especially for reinforcing our school culture of empathy, respect, questioning and creativity.

Our school does not run without the input of our administration and finance staff, our librarians, our tech person and grounds person extraordinaire. Kay, Carly, Tracey and Karina, Sharon and Wolf, Phil and Mikal; we thank you for the many hours you dedicate to our school every day, your efforts do not go unnoticed!

To the people responsible for steering 'team Reynella' – Michele, Sarah, Matt, Richard, Fiona and Belle – it has not been an easy year for leading a school, but with absolute grace, good direction, the best interests of our children at heart and some fun, you have done just that. We are so grateful to you all for everything you do every day. The results of the external school review this year are testament to how our school is led. Personally, it has been a pleasure working alongside you as your Governing Council chair.

The successes of our school are absolutely a co-production, and our parents and caregivers are a critical part of that. As Governing Council chair I would like to thank my fellow council members for their contributions to school governance and the many other things members do for the school too. It has been a pleasure presiding over a series of constructive governance meetings and I look forward to continuing to have that honour.

Finally, on behalf of the Governing Council I also thank every single person who has volunteered their time and resources in 2022 to support our school; driving our fundraising efforts, coaching or managing school sport, reading with the JP kids, supporting on excursions and other events, being a LAP volunteer or the many other ways volunteers help. Our school cannot run without the involvement of many parents and we know we are very lucky to have the active volunteers we do. We could always do with more volunteers to build on our successes and lighten the load, so please consider all the opportunities and ways you can help in 2023, including as part of the Governing Council itself.

Stay safe and well through the long break and see you in 2023 when we can collectively achieve more for our school!
#wearereynella

Dr Selina Tually, RPS Governing Council Chair 2022

Quality improvement planning

Despite the disruption to the beginning of the school year, and the need to postpone pupil free days in order to meet restrictions, teachers were able to continue our learning improvement journey. Professional Learning Teams, which have been a pivotal lever for shifting practice, were shelved for 2022 and will resume in 2023, with a continued focus on the High Impact Strategies.

Leadership took the opportunity to finalise our thinking and learning around different aspects of pedagogy: Collaboration, Setting Goals, Metacognitive Strategies and Questioning. Collaboratively staff developed our Pedagogical Maps that clearly outline our definition, the characteristics, misconceptions as well as clearly stating what teachers will be expected to do and what students will be able to do. Staff also developed protocols for Learning Communities and Professional Learning Teams; identifying purpose, expectations, accountability and roles and responsibilities.

Staff were involved in training in how to access and use Power BI to extract and use data for students in their class. Learning Communities were reconvened, and teachers identified higher band students, and students just below. These teams met twice a term, from term 2, to track and monitor progress as well as discuss strategies to improve learning outcomes. Line managers connected with staff to discuss development.

During our term 2 pupil free day, staff unpacked some key characteristics and misconceptions around differentiation. We engaged in professional discussions about the connection between formative assessment and differentiation and introduced some practical responsive teaching strategies.

The focus of our professional learning in term 3 was building on our understanding of the Science of Reading and the implications for how we teach phonics, particularly in the primary years. We engaged the services of an expert, Michelle Smith, to facilitate a thought provoking and stimulating pupil free day. Teachers who were involved in the Oral Reading Fluency trial contributed to this day. The impact of this day was profound with all teachers identifying next steps and the school is well placed to rethink their approach to the teaching of Reading in 2023, including whole site alignment to the collection of data related to Oral Fluency and Nonsense Word Fluency.

Curriculum in Action

After analysing our numeracy achievement data, the decision was made in 2021 to pursue a narrow and deep focus on multiplicative thinking. This year, two middle primary teachers and our senior leader have been working alongside the Curriculum Lead to create whole-school alignment in the assessment and scaffolding of this important skill. After trialling the strategy in their classrooms, our teacher team have been reviewing and refining a series of assessment tasks that will enable teachers to plot students along a developmental learning continuum. This Multiplicative Thinking Continuum has been adapted from Di Siemon's diagnostic tools and the National Numeracy Progressions. During our term 4 pupil free day, this work was introduced to the whole staff and teachers began building fluency in what will become a site-wide strategy in 2023.

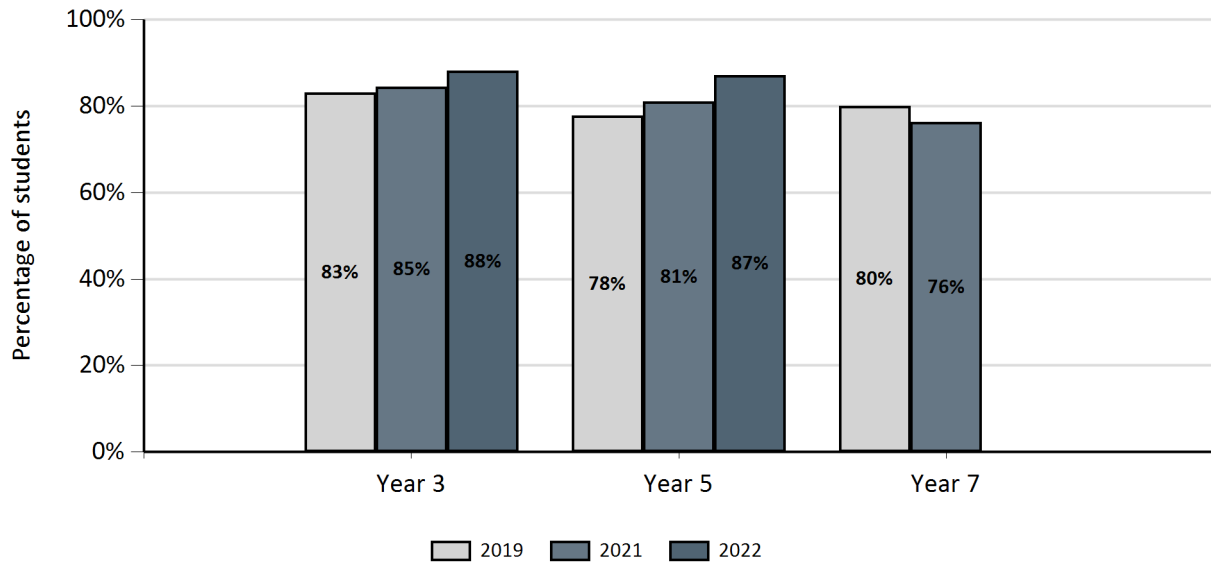
We also developed RPS Personalised Learning Cycle for students who are identified as requiring intervention and who are on a One Plan. This cycle outlines a formalised process that staff utilise: identifying learning progress, planning for achievement, targeting the intervention and understanding impact, to ensure that evidence based approaches are used to support these children and tracking and monitoring processes are effective.

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

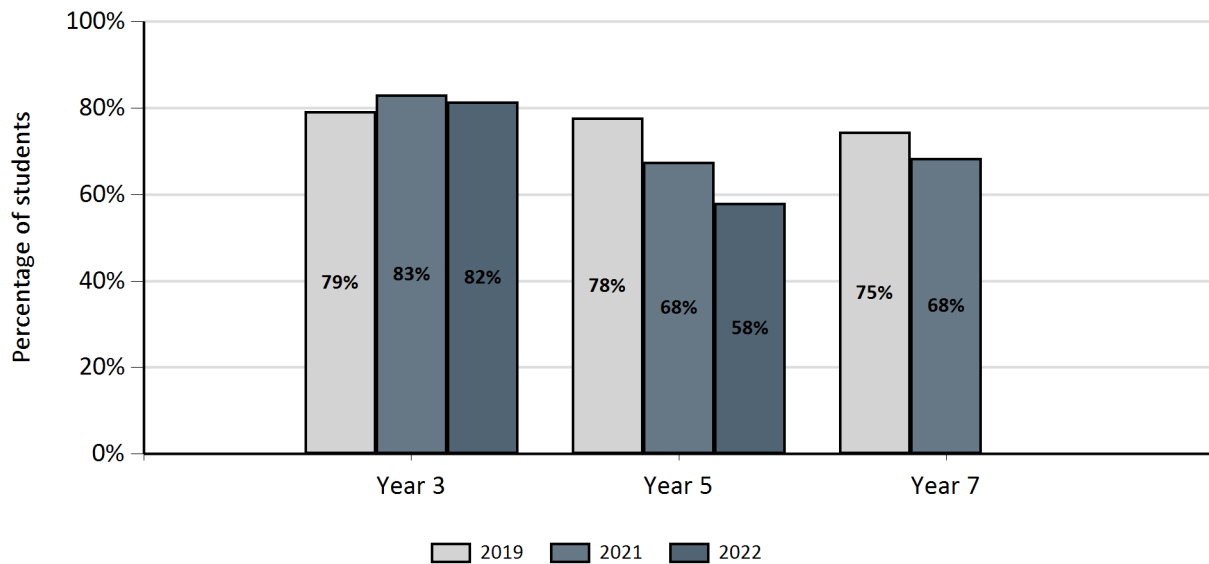


*NOTE: No NAPLAN testing was conducted in 2020.

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	76	76	35	22	46%	29%
Year 03 2021-2022 Average	73.5	73.5	34.0	20.5	46%	28%
Year 05 2022	62	62	10	2	16%	3%
Year 05 2021-2022 Average	68.0	68.0	17.5	5.5	26%	8%
Year 07 2021-2022 Average	38.0	38.0	3.0	4.0	8%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

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

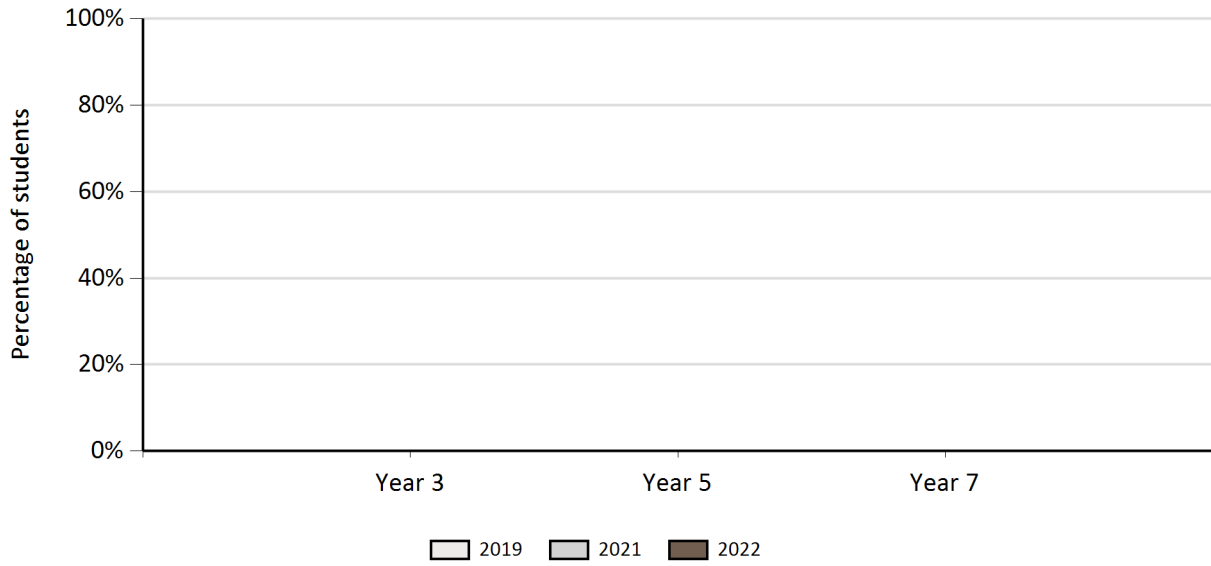
[^]includes absent and withdrawn students.

*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



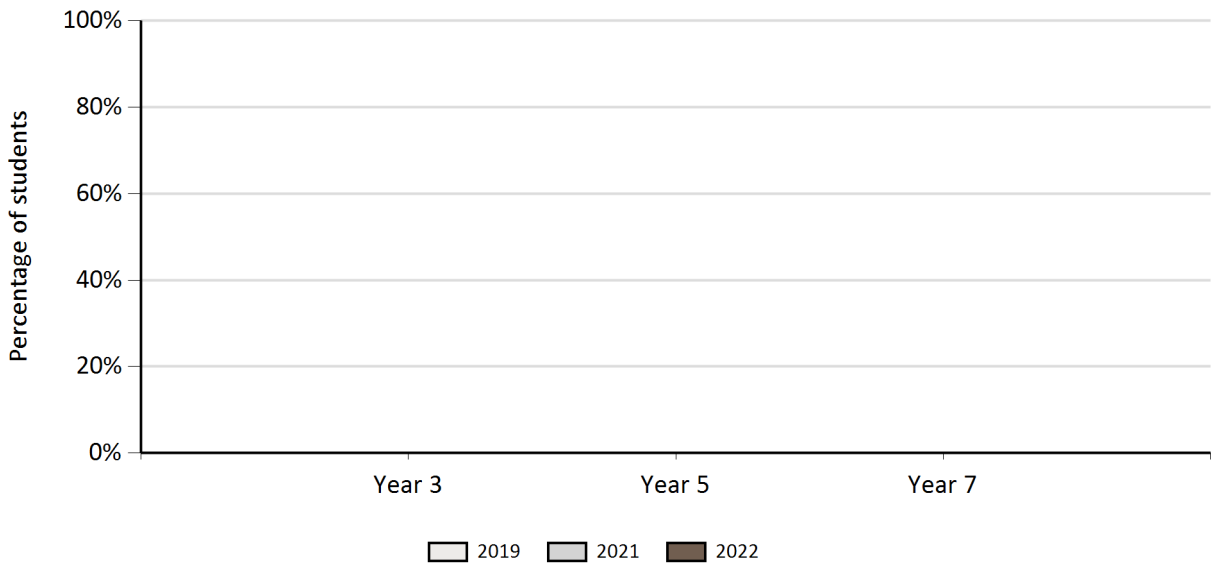
*NOTE: No NAPLAN testing was conducted in 2020.

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: Intervention & Support

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

All Aboriginal students are tracked and monitored through a traffic light system that the ACEO sends out to teachers to check on and keep on top of progress, behaviour and wellbeing of all Aboriginal students weeks 5 and 9 every term. Data is stored centrally and can be accessed by all. Junior primary students received one on one support and small in class group support. The focus was on building their literacy skills by expanding on their sight words by developing each student's vocabulary and fostering a love of reading. Success was regularly communicated by the ACEO to home.

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

Data was collected by teachers and ACEO to track and monitor student progress in literacy and numeracy. Running Record, WARP and WARL data showed students making progress in Reading. In addition our ATSI students were involved in delivering cultural activities across the school.

School performance comment

Reading

88% of students achieved SEA or higher in years 3 & 5 – This was our highest rate of SEA in 6 years (since 2016). 46% of students in year 3 achieved in the higher bands – indicating sustained higher band achievement in year 3 over the last 6 years.

Numeracy

29% of students in year 3 achieved higher band numeracy results (highest in 7 years).

82% of students in year 3 achieved above SEA – Indicating sustained improvement in year 3 when compared to our 2017, 2018, 2019 results.

Year 5 results affirm a need for targeted improvement work in middle primary numeracy. 58% achieving SEA and 3% in higher bands.

Multiplicative Thinking will be moderated twice a year as classroom teachers utilise common assessment tasks for each year level.

Writing

87% of our year 3 cohort met the SEA, and although high, is a decrease from 94% in 2021. However 38% of these students achieved in the higher bands.

In year 5, 71% of our students met the SEA and this is an increase of 2% from 2021. 15% of these students achieved in the higher bands which is a significant increase from 2020, 10% and 2021, 9%.

Teachers continue to meet in year level teams to moderate Cold Write pieces of writing once a term. Sustained improvements in Writing have seen this removed from our SIP goals.

Year 1 Phonics Screening results continued to show sustained improvement with 73% of our cohort achieving benchmark. These results are reflective of the increased rigour introduced by the Junior Primary Team in their approach to the teaching of phonics and phonological awareness.

Year 2 students were involved in the ORF trial this year. Data indicates all students' demonstrated progress over the year. The use of the Oral Reading Fluency assessment will be rolled out across all year levels in 2023, as well as utilising the Nonsense Fluency assessment. This is to ensure students who are struggling with Reading are not missed, and the appropriate intervention is implemented. This data will also inform the design of the intervention groups: Multi-Lit and Mini-Lit.

Year 1 to Year 6 children identified as being below reading benchmarks were identified for Mini-Lit and MacqLit Intervention Groups. Mid way throughout the year, MiniLit Sage was also implemented as an intervention program for Year 1 children. 60 children participated in these targeted literacy groups, working alongside trained Support Staff four times a week for 45 minute sessions. 100% of children made progress towards WARN, WARP and WARL benchmarks, and Standard of Educational Achievement. Students were tracked and monitored each term by the Support Team, and children making slower than anticipated progress were identified for referral to Student Support Services for additional assessments and support. 10 children were graduated throughout the year, who were identified as now meeting appropriate year level benchmarks.

Analysis of Wellbeing and Engagement Collection Data in conjunction with achievement data, suggested a correlation between students' connectedness to adults at school, and students achieving in the high bands over time, in Year 5. In 2023, staff and students will collectively work together to implement a focus in this area.

Attendance

Year level	2019	2020	2021	2022
Reception	93.3%	92.2%	93.1%	90.0%
Year 1	93.7%	91.1%	92.1%	91.4%
Year 2	92.5%	93.7%	93.0%	89.5%
Year 3	92.6%	91.4%	93.9%	90.9%
Year 4	91.4%	90.5%	92.6%	91.8%
Year 5	92.8%	91.6%	92.6%	88.4%
Year 6	92.6%	90.9%	91.4%	87.7%
Year 7	91.0%	92.7%	88.9%	N/A
Total	92.6%	91.7%	92.5%	90.0%

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

Attendance comment

Reynella Primary School has an attendance rate of 92%. This has been a difficult year for attendance as despite COVID disrupting the first half of the year, the prevailing conditions left many families highly anxious, and they were reluctant to send their children to school despite safety measures being maintained. All attendance concerns were followed up as per the school's Attendance Policy, with teachers being the first port of call to initiate communication with the families of children of concern. The Student Wellbeing Leader, Pastoral Care Worker and ACEO work together to address ongoing lack of attendance and CARL reports and reports to the Social Work hotline are made when needed.

Behaviour support comment

Our school follows our whole school agreements for behaviour: Attentive Listening, Mutual Respect, Safety, Personal Best and Appreciation and Acknowledgement. All conversations with students are framed around supporting all students to learn. For yard incidents, we have removed the Time Out room and students report to a member of the leadership team in the office. This has meant a significant decrease of students receiving yard time outs and gives leadership the opportunity to follow up with families in the first instance. The school has removed the need to send a letter home, instead opting for a text message, which is the consistent procedure followed for Office Time Outs.

However, our aim is that all students participate within a classroom and are able to make strong decisions during times of difficulty. Parents attend meetings where goals are set, timelines put into place, and on going monitoring is carried out. When necessary, we include Take Home and Suspension, however we recognise that neither of those by themselves create change in behaviour. In these extreme cases we liaise with our Behaviour Coach and utilise the Better Behaviour Centre and the Southern Learning Centre.

Parent opinion survey summary

95 parents/caregivers responded to the survey, which is approximately 20% of our enrolments. Although parents overwhelmingly feel happy with the school, consistency of communication continues to be a challenge across the site although this shows signs of improvement from the last survey. Staff have developed protocols and expectations around communication to start in 2023. Skoolbag and Seesaw have been identified as the preferred method of communication by parents.

Parents also indicated they would like more direction as to how to support their children with their learning at home. It has always been the intention of the school to offer these to parents but efforts have been hampered by COVID and minimal attendance – we will continue to pursue this in 2023 in line with our actions on our 2023 SIP.

Parents believe strongly that students and teachers are respected and are developing good home learning routines. Formative assessment and developing metacognition continue to be recognised by parents positively at 94%.

Parent feedback to our whole school STEM inquiry has been unanimously positive, and parents and families continue to be most impressed with the learning and outcomes the students achieve when involved in authentic and relevant problem solving opportunities.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	20.6%
NS - LEFT SA FOR NSW	1	2.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	22	64.7%
VI - LEFT SA FOR VIC	1	2.9%
WA - LEFT SA FOR WA	3	8.8%

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 parents who work closely with children are required to have a current Criminal History Screening check or a Working With Children check. This is monitored via a database at school and the school funds this so there is no cost to parents. The Governing Council supported all volunteers having a current clearance despite the government allowance of people to work with their own child without a clearance. It was deemed to be important that we ensure the highest possible protection for our young people.

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	59
Post Graduate Qualifications	21

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	0.8	29.4	0.9	10.6
Persons	1	36	1	13

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

Financial statement

Funding Source	Amount
Grants: State	\$4,185,553
Grants: Commonwealth	\$0
Parent Contributions	\$172,868
Fund Raising	\$57,135
Other	\$97,164

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	Targeted support was coordinated through the Wellbeing Leader and included SSOs supporting children with targeted social skill goals as identified through students' One Plan, in conjunction with the child's teacher. Wave 2 Social Skills Programs were facilitated throughout the year, as well as ongoing weekly wellbeing initiatives, such as Breakfast Club.	Relevant individual student data was reviewed by teachers using the RPS Personalised Learning Cycle to track and monitor progress of targeted students.
	Improved outcomes for students with an additional language or dialect	Targeted support program included SSOs supporting EALD children on regularly reviewed literacy goals as identified through students' One Plan.	Individual student One Plan goals reflect improvement in literacy.
	Inclusive Education Support Program	Deputy Principal coordinated the IESP through a targeted support program which included SSOs supporting children on regularly reviewed and targeted literacy, numeracy and social goals as identified through students' One Plan.	Each term the Student Support Team met to review student learning goals and track progress. Ongoing adjustments were made to support effective intervention and to ensure progress was made towards individual student One Plan goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Reception teachers were released to implement the PASM test early in term 1, and again early in term 4 to better identify students needs and respond accordingly. Decodable Readers were utilised across all Reception children, except those who were already able to decode. Support Staff were trained in the MiniLit Sage Program and subsequent intervention groups were established with identified Reception and Year 1 children. Our MiniLit and MacqLit Programs continued to run and supported children identified in the bottom 25% for literacy. Aboriginal Children were supported to develop their literacy and numeracy skills through targeted support.	Individual student One Plan goals reflect improvement in literacy, and children not making progress through these intervention programs were referred to relevant Support Services for additional assessments and support.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release teachers to work collaboratively in like year levels to design learning that was informed by data - the focus was on Mathematics. Teachers worked in year level teams to create term planners linked to the Australian and shared them on our local Google Drive each term.	Teachers used rubrics for English and Mathematics to guide their assigning of grades. All teachers are using the Curriculum as a resource to design the learning in the classroom. Improved learning outcomes as reflected in NAPLAN and PAT results.
	Aboriginal languages programs Initiatives	not applicable	not applicable
	Better schools funding	A small group of teachers were identified as having the capacity to lead our multiplicative thinking work across the school. They were released to collaborate and deepen our focus on multiplicative thinking.	The team has designed a set of common assessment tasks and moderation process to inform our approach to numeracy in 2023.

Other discretionary funding	Specialist school reporting (as required)	not applicable	not applicable
	Improved outcomes for gifted students	Students who have been identified as gifted have a One Plan which is regularly reviewed in conjunction with learning data using our RPS Personalised Learning Cycle.	Students have made continued individual progress in both literacy, numeracy, and achieved in the high bands in NAPLAN.