Blackwood Primary School

2022 annual report to the community

Blackwood Primary School Number: 565

Partnership: Mitcham Hills

	Signature
School principal:	Mrs Kris Robson
Governing council chair:	Sebastian Pawelski
Date of endorsement:	**16 February 2023**

Government of South Australia

Department for Education

Context and highlights

We are an International Baccalaureate (IB) Primary Years Program (PYP) World School and is a school of choice for families. We provide a comprehensive education, based on the Australian Curriculum and the PYP, valuing independence as part of lifelong learning. We aim to develop inquiring, knowledgeable, caring young people who achieve their personal best and enthusiastically help to create a sustainable and peaceful world. Our student population is diverse coming from many cultures and backgrounds. The school provides a rich, varied and engaging curriculum delivered by extremely professional staff. Our teachers prepare students to confidently and enthusiastically meet the challenges of a changing world. In 2022, we had 395 students in 15 classes. The student population included 12% school card holders, 22% EALD students, 5% students with disabilities and 1% Aboriginal students. This year we experienced some ongoing and new challenges with the continuation of the pandemic. Teachers were able to efficiently and flexibly deliver online learning and were well supported by parents at home. Some of our highlights are below:

• The IB Program of Inquiry continuing to be the focus for the delivery of the Curriculum with many engaging units, collaboratively planned by our teaching teams.
• The Year (Yr) 6 PYP Exhibition, a highly engaging and culminating experience in their final year of the PYP. Students explored and shared their understanding of an issue or opportunity of personal significance, through the Central Idea-Humans can make choices that impact our everyday lives. Some examples of action: students facilitating sessions to promote the involvement of more girls in sport, art therapy lessons & cooking classes using ingredients from the school garden.
• The design and building of our new JP Playground & Outdoor Classroom.
• School wide events; Harmony Day, SA Police Band, Kaboom Percussion Performance, the Wonderful Works of Roald Dahl performance, end of term Colour Explosion Run & a Yr 5/6 Enterprise Fair.
• Community events: Twilight Picnic, Visual Arts Show, Disco & Movie Night.
• 44 students graduating from Children's University in our 7th year in this program.
• The development of our Japanese Garden (funded by Globalising School Grant) by landscaper, Shinya Ueda. We started this project with an excursion to The Himeji Garden and students were involved from the designing phase through to the final installation. We are very appreciative of the time donated by Shinya, in a volunteer capacity for this project.
• Yr 6 students participating in the Japanese Quiz Day & Southern Hub Hiragana Competition.
• The introduction of Student Language Leaders-3 students won this new leadership opportunity.
• The further development of our Tomodachi Time (4 year old program) along with our weekly playgroup session.
• Incursions & excursions across the school such as, Road Safety, Crazy Colourful Chemistry Show, Taiko Drumming Workshop, Art Gallery & Adelaide Zoo.
• Students participating in SAPSASA events, such as Southern Heights District Swimming, Knockout netball, Cross country running, & District Athletics
• Physical Activity school events; Athletics and Japanese Bluearth Sports Days and the reintroduction of our Community Sports Day.
• R to Yr 5 Water Safety lessons & Yr 6 Aquatics.
• Our Senior Choir performance at the Festival of Music and end of year Instrumental Music Showcase with 53 students playing violin, guitar, piano, woodwind & brass.
• Over 50 students entered the Oliphant Science Awards.
• A Yr 5 & a Yr 6 Debating Team, who participated in the debating season. Both teams ended the season with a win.
• Green Team participated in the Youth Education Leadership Program and worked with other schools to focus on environmental projects, such as reducing food waste.
• We hosted a wonderful Yr 6 Graduation with lunch at Somerton Life Saving Club and a presentation evening at the Blackwood Performing Arts Centre.

Governing council report

The Year started with a little bit of uncertainty, confusion and something different, again due to Covid restrictions; a staggered start, where Receptions started in Week 1 and the remaining year levels started 2 weeks later.

Fortunately, once everyone was back at school, things continued more or less "normally". Most notably, all extracurricular activities, including sports, School Sport SA events and Instrumental music lessons started from the beginning of the year, after two years of disruptions and restrictions.

Although most restrictions were lifted, staff and students were still impacted by Covid. The BPS community, including school leadership, teachers, support staff, students and parents again showed great adaptability to keep pushing through.

On a positive note, a number of significant projects, which were previously held up due to Covid, were finally commenced and completed. This included the new Junior Primary Playground development and the new Japanese Garden.

This year also marked the first year without Year 7s at the school. The school enrolment numbers are slightly lower than the recent record highs, but are projected to be back up to recent averages from next year. The school staff and leadership should also be congratulated for the amount of work and planning they have done in advance, to make this transition so smooth during this year.

The school is again in a great financial position, with stable enrolment numbers. The Parents and Friends' committee have again done an outstanding job in fundraising, taking full advantage of the reduced Covid restrictions to again host some great events.

The OSHC is also thriving with higher than ever numbers throughout the year, as well as a great Vacation Care program; popular with both kids and parents.

The Governing Council met regularly through the year, largely uninterrupted and in person on most occasions. We extend a huge thank you to the members of the council for their work and support throughout 2022.

Quality improvement planning

We use the Quality Improvement Planning model with the aim of growth for all. A variety of data sets are used to inform improvement and determine the Challenges of Practice (CoP), actions and success criteria within the Site Improvement Plan (SIP.) In 2022, we focused on furthering understanding and practice in Literacy, Numeracy and developing deep thinking. This Year our 3 CoPs were;

• If teachers consistently use assessment data to plan for learning and provide targeted and explicit feedback then we will increase student achievement in Writing R-6.

• If we focus on developing a consistent approach to instructional routines in Maths lessons, strengthen common Maths language and the tracking and monitoring of numeracy assessment data and evidence, then we will increase student achievement in Maths R-6.

• If we embed a Culture of Thinking across the school to develop critical and creative thinkers with voice, choice and ownership of their learning then achievement will improve in all learning areas.

Student Agency was interwoven across the actions of the SIP. Staff worked collaboratively inquiring into these 3 CoPs. Professional Learning Communities were formed to assist with the development of each area.

In Writing, teachers continued to use Brightpath as an assessment & teaching tool. Student writing samples were collected and teachers focussed on using the teaching points to assist with goal setting and teaching and learning. We introduced "Impromation," a data tracking tool. Teachers interacted with this tool to determine individual student growth and track progress. Our JP Reading Support Teacher mapped our Phonics practice against our newly developed instructional model and this will be initially used across our R/1 classes, with the view to incorporate this across all of our Year levels.

Our targets were:

• 50% of Year (Yr) 3 students will attain Higher Bands (HB) and 95% of students will meet or exceed SEA. We achieved both of these targets with 76% of students in HB, there were also 9 students in Band 4 (just below HB), and 97% of students meeting the Standard of Educational Achievement (SEA).

• 20% of Yr 5 students will attain HB and 85% of students will meet or exceed SEA. We did not achieve this target with 16% in HB however there were 25 students in Band 6 (Just below HB.) There were 80% who achieved SEA. We missed this target by 1 student only.

Three Numeracy Support Teachers (NST) across Junior, Middle and Upper Primary were appointed. These coaches were part of a Numeracy Project across with 4 schools in our portfolio and they worked with staff to improve the delivery of Numeracy across the school. The focus was the development and implementation of a consistent instructional model to use in all of our Numeracy lessons. Our NSTs attended training and development with Numeracy Project officers across the Year and helped to shape the direction and training for teachers. We had whole staff training delivered by one of the Numeracy Project Officers from DfE to further develop staff understanding of Numeracy. Teachers also focussed on two of the ten High Impact Teaching Strategies (HITs); Feedback and Meta-cognition. A PLC was formed with an overarching question "How can we best support our students to become confident independent problem solvers, who can articulate their understanding using Mathematical Language?" This was a mixed group of R/1 and Yr 3/4 teachers.

Our targets for Numeracy were:

• 44% of Yr 3 students achieve in HB and 90% of students will meet or exceed SEA. We exceeded both of these targets with 47% in HB - 24 students in Band 4 (just below) and 93% meeting SEA (1 x withdrawn)

• 33% of Yr 5 students achieve in HB and 88% will meet or exceed SEA. 22% were in HB (23 in Band 6, just below HB) and 80% met SEA with 6 students withdrawn and 3 absent affecting these results.

The development of our Deep Thinking & Student Agency was integrated. Our Yr 1/2 and 2/3 teachers continued to work on the 8 Cultural Forces. They investigated the cultural force of Language and used the K. Murdoch text "Getting Personal with Inquiry Learning" to help guide their investigation. Their inquiry question: "How can we use the cultural force of language to build student agency?" We held a whole staff training day around "Learner Agency" where staff investigated and developed their understanding of "Learner Agency." Much of our staff training was also based around the 10 guiding principles of creating a culture of thinking.

Our Targets for our Deep Thinking CoP were the following grades across all learning areas for students in Yrs 1-6:

• 10% of grades-A. 7% of students achieved As

• 33% of grades- B. 35% of students achieved Bs

• 52% of grades- C. 52% of students achieved Cs

• 4% of grades-D. 4 % of students achieved Ds

• 1% of grades-E. 1% of students achieved Es

We met nearly all targets and need to continue to work on moving more of our students up to A grades.

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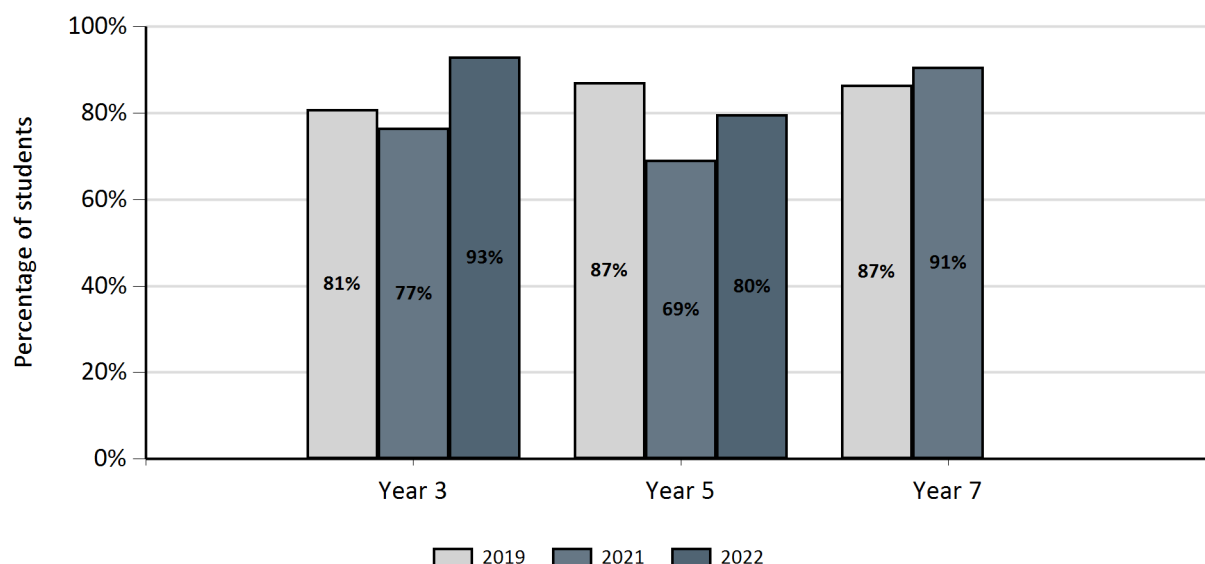
Reading
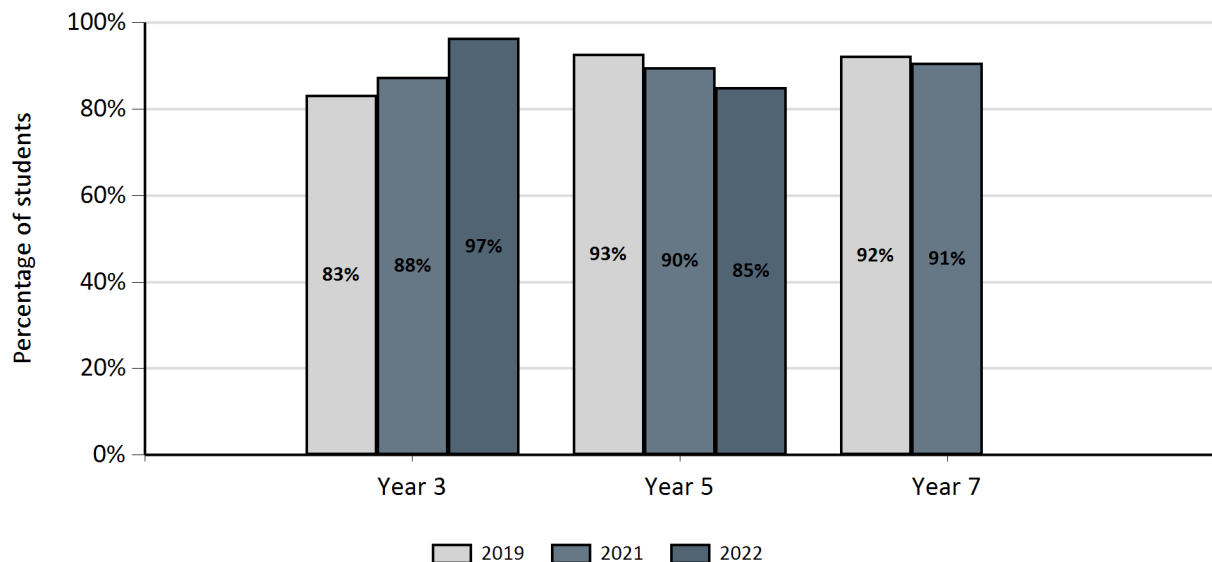
*NOTE: No NAPLAN testing was conducted in 2020.

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

Legend: 2019 | 2021 | 2022

*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	58	58	45	27	78%	47%
Year 03 2021-2022 Average	61.0	61.0	42.5	24.5	70%	40%
Year 05 2022	74	74	38	16	51%	22%
Year 05 2021-2022 Average	56.5	56.5	26.5	14.0	47%	25%
Year 07 2021-2022 Average	65.0	65.0	27.0	22.0	42%	34%

*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.
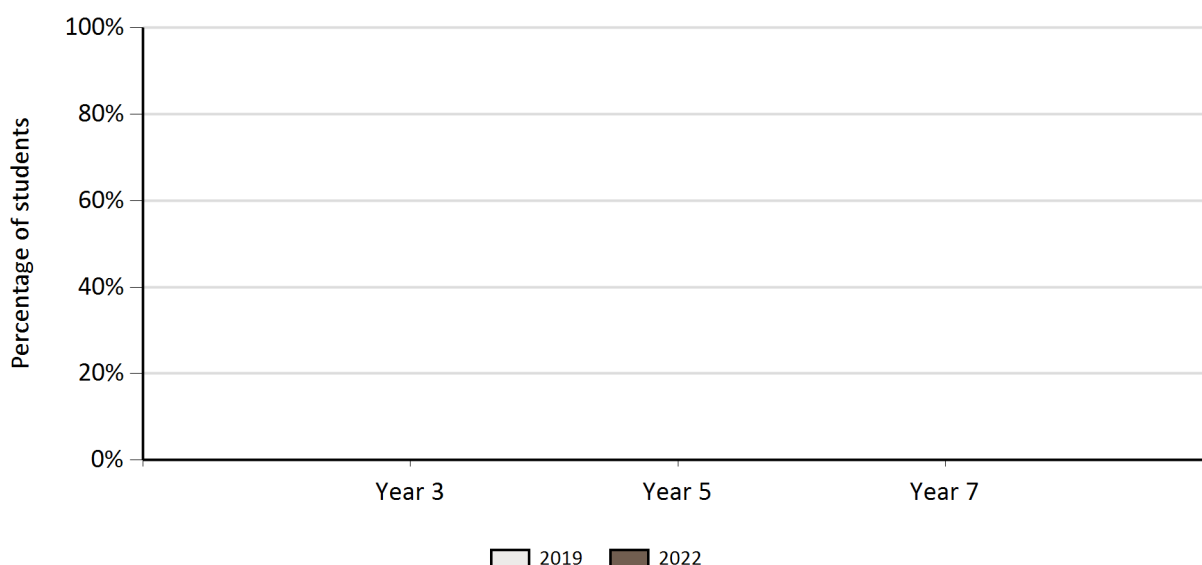Data is only shown for Aboriginal learners.

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 2022-2022 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: Tracking & Monitoring

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

> We have 3 Aboriginal Learners at our school, one student in Reception and two students in Year 3. Our focus for these students was tracking and monitoring growth and achievement as well as data informed planning. We have a systematic plan for data collection to identify baseline data for improvement and to monitor progress and growth over time. We continually use our ongoing data collection to review the effectiveness of teaching and learning as well as any intervention programs that were implemented. Our Aboriginal learners regularly set their own literacy and numeracy learning goals, with the support of their teacher, and they are also involved in evaluating their progress in achieving them. Teachers develop One Plans with student parents/caregivers, that include literacy and numeracy goals.

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

> Our NAPLAN results show that both Year 3 students are performing very well. They both reached higher bands for Reading and Writing. One student was also in Higher Bands for Numeracy with the other student being just out of Higher Bands. Our PAT-R and PAT-M data also demonstrates both students are performing well, with results in the upper tiers for both assessments. The PAT Early Years Maths results of our Reception student demonstrated that he was performing at year level, with pleasing improvement between the start of the year assessment and mid year assessment.

School performance comment

This year we have had some extremely pleasing NAPLAN results with an improvement in nearly all areas of student achievement in the upper bands.

In Reading, 78% of students achieved Higher Bands in Year 3 and 51% in Year 5. These are both increases from 2021 with our Year 3 result at the highest ever level and our Year 5 result also being very close to the best ever. Our SEA achievement was varied in Reading with our Year 3 students showing an increase to 97% up 9%, and our Year 5s showing a slight decrease down 5% to 85%.

In Numeracy, 47% of students achieved higher bands in Year 3 and 21% in Year 5. There was an increase in these results in Year 3. In Year 5, there were 23 students in Band 6, which is just below Higher Bands. Our SEA achievement was pleasing with an increase of 16% in Year 3 up to 93% and an increase of 11% in Year 5 up to 80%.

In Writing, 76% of students achieved in the Higher Bands in Year 3 and 16% in Year 5. These are also both an increase from 2021, with our Year 3s again being at the highest level ever and our Year 5s back up to historic levels. There was also improvement in our SEA achievement with 97% of Year 3s and 80% of Year 5s achieving SEA. The Year 5 result was particularly pleasing showing an improvement of 16%.

Results also show that Spelling and Grammar have made an improvement from 2021. These results are based on school calculations with 60% of Year 3s and 42% of Year 5s in higher bands for Spelling; both an improvement on 2021 results. We also had improvement in grammar with 69% of Year 3s in higher bands and 36% of Year 5s.

These results are very pleasing overall with some fabulous progress.

Our PAT results were also quite pleasing with many of our students at or above SEA.

In Maths, our Year 5 cohort had 96.5% of Students achieving SEA. We had 45.61% above SEA and 22.81% significantly above. In Reading, 93% of year 5 students were at or above SEA, 35.6% were above SEA and 40.7% significantly above.

Our Year 4 results were also positive. In Maths, 93% of students were at or above SEA, 27% were above SEA and 29% were significantly above SEA. In Reading, 98% were at or above SEA, 27% of students were above SEA and 29% were significantly above.

Our Year 3 students had extremely pleasing results with 98% at or above SEA for Maths, 41.55% above SEA and 39.5% significantly above SEA. Results in Maths were also extremely high with 98% at or above SEA, 31.5% above SEA and 55.5% significantly above SEA.

In Maths, 86% of our Year 2 students were at or above SEA, 37% were above SEA and 25.5% were significantly above SEA. In Reading, 93% of our students in Year 2 were at SEA or above, 17% were above SEAand 53% were significantly above SEA.
It is very pleasing to note that in all areas at all year levels we have over 50% of students above SEA and in some year levels up to 86% above SEA.

Our Year 2 Running Record results were lower than usual with 63.3% of students achieving SEA.

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In the Early Years, our Phonics results were again pleasing with 83.3% of students at or above the expected achievement, an improvement of 11.3% from 2021. Our Year 1 Running records also showed an improvement with 73.5% of students achieving SEA; the highest achievement in the last 4 years.

Attendance

Year level	2019	2020	2021	2022
Reception	92.8%	91.1%	94.5%	92.5%
Year 1	91.8%	91.6%	93.3%	90.8%
Year 2	93.4%	89.5%	94.4%	91.0%
Year 3	90.4%	89.7%	93.2%	93.1%
Year 4	93.8%	88.0%	92.8%	90.7%
Year 5	92.0%	90.9%	91.3%	90.2%
Year 6	92.3%	91.4%	91.0%	90.9%
Year 7	90.8%	92.1%	92.7%	N/A
Total	92.2%	90.6%	92.9%	91.3%

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

Attendance comment

As with previous years we are very pleased with the rate of students' attendance. The total attendance figure of 92% was impacted in Term 1 by Covid with students remaining at home during this time. In Semester 1, 53% of our students had 5 or less days absent, 26% were absent for between 5- 10 days. The supportive school environment, culture and engaging learning programs are incentives to attend each day. Parents are contacted daily if students are away and long periods of absence or a large number of absences are followed up by the Principal/Deputy via personal and or written contact. Medical certificates are required if a student is absent, unexplained for 3 days or longer. If there is a student with chronic non-attendance this matter is referred to the DfE Attendance Officer followed by home visits, parent meetings and a plan to assist with attending school. There were 4 Attendance Plans developed with parents in 2022, resulting in improvement in attendance with all 4 students.

Behaviour support comment

Behaviour at BPS is based on students being encouraged to take responsibility for themselves and their actions. We develop Essential Agreements with our students in all of our classrooms based around Respect for: self, teaching and learning, others, property and the environment. Teachers and students work together to develop consistency about what respect looks, sounds and feels like. We have a Behaviour Management Policy that reflects our beliefs and aims about students' behaviour. Teachers refer students to leadership for additional support. Two school Wellbeing Surveys were conducted for all of our students with the results being used to support individual students. Classroom teachers and the Pastoral Care Workers conduct programs to develop social skills, dispositions and problem solving strategies. This year we had 7 students who needed regular office support with self-regulation/social skills in the classroom and/or yard, which is 1.7% of the student population. The DfE Behaviour Coach is consulted when required.

Parent opinion survey summary

We had 135 responses in the Department for Education 'Parent Engagement Survey'. The survey is designed to gain parent perspective towards various aspects of schooling at Blackwood Primary School. These are outlined below:

82% of parents stated that people treat each other with respect at school. This result is the same as the previous year.
82% teachers and students respect each other at the school.
More parents stated they they feel like their child is important to the school, with 71% (up from 66% in 2021).
66% of parents state they know the standard of work the school expects; this result is up from the previous year.
68% of parents state they receive useful feedback, this has gone up from the previous year.
58% of parents state they have useful discussions with their child about their learning, this has risen from 55%.
46% of parents state they receive learning tips, this result is up from the previous year..
69% of parents say that the teachers at the school provide their child with useful feedback, this result is up from the previous year.
69% of parents stated that overall they have a good routine, around reading and home learning, which has increased from 66% (2021).
96% of parents agreed that education is important to their child. In 2021, 99% of parents agreed with this.

Despite the pandemic making face to face contact between parents/caregivers and the school challenging, we continue to be committed to reconnecting and working with our parent/caregiver community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	35.3%
NS - LEFT SA FOR NSW	6	35.3%
OV - LEFT SA FOR OVERSEAS	1	5.9%
QL - LEFT SA FOR QLD	1	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	11.8%
VI - LEFT SA FOR VIC	1	5.9%

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

At Blackwood Primary School, DfE processes are followed to ensure relevant screening occurs for all volunteers that are not directly working with their child as well as preservice teachers and social work students. Volunteers complete a Working with Children check online as well as RAN-EC. New volunteers are inducted to the school. The outcome of the Working with Children Check is recorded and reports are issued for staff as requested when planning classroom events or seeking volunteer help. We continue to have a high number of people volunteering in our school and undertaking various roles that support our programs.

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	35
Post Graduate Qualifications	15

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	24.2	0.0	9.2
Persons	0	28	0	13

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

Financial statement

Funding Source	Amount
Grants: State	$3,962,351
Grants: Commonwealth	$5,600
Parent Contributions	$176,774
Fund Raising	$12,942
Other	$124,562

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	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to write/develop One Plans and meet with parents. Funding was utilised to employ SSOs to work with students in the classroom and in the yard during break times. Small group and individual tailored assistance was given on a daily/weekly basis.	Students supported to regulate their behaviour. Students supported to achieve their goals in One Plans
	Improved outcomes for students with an additional language or dialect	EALD funding was utilised to employ a 0.3 teacher to work with identified students. Small group and individual tailored assistance was given on a weekly basis with a focus on language and literacy levels.	Language and literacy levels assigned to all EALD students showing improvement.
	Inclusive Education Support Program	IESP funding was used to employ SSOs to work with students to ensure One Plans with individual strategies were implemented & intervention programs- Quick/TooSmart, Multilit,Heggarty and small group reading programs.	One Plans and ILPs reviewed and progress shown. Individual progress of students tracked
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	ATSI students & students requiring assistance with Literacy & Numeracy were supported through the employment of SSOs. The students were included in programs such as Multilit, TooSmart/QuickSmart Maths and other individualised programs that ran across the whole school including Brightpath, Heggarty & Reading Comprehension Groups. A Reading Support Teacher was appointed for the JP section of the school. We provided Quicksmart/Toosmart for Numeracy improvement. SSOs are employed to support identified students. Waves of intervention implemented in classrooms with explicit differentiation documented for identified students in literacy and numeracy	Students successfully engaging and completing intervention programs. One Plans and Individual Learning Plans developed for targeted individuals. Students identified for intervention programs have their programs monitored closely. Data utilised to plan and track progress. Consistent pedagogy across school.
Program funding for all students	Australian Curriculum	Funding supported a focus on planning Units of Inquiry with Australian Curriculum in planning teams. Funding to support improvement in Numeracy across our school.	Instructional Model collaboratively developed with teachers.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Our BSF was used to employ SSO's to work with students needing Literacy and Numeracy support. This funding supplemented our staffing to resource intervention programs in both Literacy and Numeracy.	All student data reviewed. Students at the lower levels received support.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A