



Stradbroke School

2022 annual report to the community

Stradbroke School Number: 923

Partnership: Morialta

Signature

School principal:

Mrs Tanya Scanlan

Governing council chair:

Catherine Earl

Date of endorsement:

3 February 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022, schooling in South Australian primary schools began with a lockdown for years 1-6. Once again, the state saw schools shifting to online learning. Our Stradbroke School educators worked tirelessly to ensure students were supported and able to continue to learn while at home, with the support of their families. Under difficult circumstances our school community demonstrated resilience and tenacity throughout the year. As the school year comes to a close, and we reflect back the students and educators should be proud of their achievements.

Stradbroke School is a category 7 school. The school began the year with an enrolment of 682 students. The current enrolment is 687. 16% of students' families access school card, 6% of students are identified as students with disabilities, 35% are identified as EALD, and 0.5% identify as ATSI.

A major highlight this year was the completion of the new Open Unit building, an early years' playground and upgrade of the downstairs Leabrook building classrooms. The vision for the project was to create a contemporary, innovative, flexible learning space that linked to the outdoor play spaces. The reception, year 1 students and teachers now have a wonderful learning environment where the Walker Learning Play approach can flourish. Teachers R-2 continue to intentionally plan a personalised, and structured play program, linked to the Australian Curriculum, with a focus on connecting literacy and numeracy to the English and mathematics classroom program.

We are authorised to offer the internationally accredited International Baccalaureate Primary Years Programme (IB PYP). Our school takes great pride in providing an innovative, world class education for students with a strong focus on developing inquiring, knowledgeable, confident, and caring young people. The program is designed to develop well-rounded students who can respond to today's challenges with optimism and an open mind. The IB PYP is aligned with the Australian Curriculum. We value the cultural diversity of our community which is recognised and celebrated through our IB PYP transdisciplinary program. The core of the IB philosophy and program teaches students to learn how to learn. Through the units of inquiry students develop thinking, social, self-management, research and communication skills. They are skills that can be transferrable across subjects at school and life beyond it. Each year, 6 units of inquiry are explored by students, for example:

-Receptions completed research about the needs of living things and transferred this knowledge to care for a range of animals.

-Year 1 students worked with an Indigenous artist to explore and create different art forms used by First Nation's people.

-Year 2 students investigated how science and technology are used to grow food sources for people.

-Year 3 students took part in sessions with a neuroscience consultant, who taught them about growth mindset strategies.

-Year 4 students developed their ICT skills to communicate their learning. They explored similarities and differences in geography between two countries - Australia and Africa.

-Year 5 students learnt about the ethical use of media in a photography unit.

-Year 6 IB PYP Exhibition focus was on the UN Sustainable Development Goals. Students chose a UN goal to explore and then created lines of inquiry to research. They presented their work to the school community on the PYP Exhibition evening held at the end of Term 3. At the end of 2022, classroom teachers dedicated time to map version 9 of the Australian Curriculum across the Program of Inquiry. In 2023, specialist teachers will connect their PYP units to the POI concepts and transdisciplinary skills across year levels.

Our active Stradbroke School Student Voice body was involved in many special activities and projects. Student voice encourages students to have a genuine opportunity to have a say and take action to shape Stradbroke School as a place where they want to learn.

Governing council report

While the year started with many students attending virtually, this did not last long, and the school continued to make the effort to operate throughout the year as normal. It has been wonderful to continue to welcome volunteers and parents in events, such as the Stradbroke Sports Days, Year 6 Graduation and JP Singalong. I'd like to thank all the Stradbroke families and volunteers for hanging in there over these tumultuous few years and for all the little (and sometimes big ways) you contribute to the Stradbroke School community.

An important highlight for the year has been the redevelopment of the Open Unit and surrounding areas, which were opened in term 3 2022. The completed building provides an exceptional facility for reception classes. As a clever added extra, the school managed to also renovate various areas within the Leabrook building, including the year 1 classrooms. The best part for the children (of course) is the new junior primary playground. The students were involved in planning and decisions regarding the playground design and many creative and playful areas have been created. These new facilities are an asset to the school and provide countless learning opportunities for teachers and students. Of course, managing a building project of this scale has been an added challenge for the school leadership, but they have had a vision and capitalised on and leveraged resources to produce such a brilliant outcome.

This year has been the first time we have farewelled a cohort of years 6 students to leave for high school on their own, last year the year 7s and 6s went off together. The graduation was funny and emotional, and we wish them all the very best for next year.

Very importantly, I'd likely to thank all the teachers, leadership and other staff that contribute to making Stradbroke the school that it is. Your efforts are very much appreciated.

I commend this annual report to the school community and look forward to the year ahead.

Catherine Earl
Governing Council Chairperson

Quality improvement planning

Stradbroke School continues to integrate the 2021 DfE External Review, 2021 IB PYP evaluation and school data sets to target the strategic directions for school improvement. The Site Improvement Plan continues to drive our school improvement agenda and crafting of teaching pedagogy.

In 2022 our improvement literacy goal was to continue to focus on improving the writing knowledge and skills of students, particularly around sentence structure and fluency to craft ideas within persuasive writing. Staff have continued to work collaboratively to build coherence and consistency of practice within their year level professional learning community (PLC) teams. A regular timetabled PLC structure has continued to enable a dedicated time for teachers and leaders to work together to use school data sets, coupled with literacy PD, to identify and target SIP directions and PLC inquiries.

Our PLC model includes the following essential components: clear directions, collective purpose, shared understanding of best practice that supports effective use of data sets, accelerated improvement and innovation. The PLC and staff meetings and Pupil Free – Evaluative Thinking Day have enabled us to intentionally monitor and work towards achieving our goals.

As a result all teachers use evidence based strategies to continue to: collaboratively moderate and scale student writing samples, identify next teaching points for individual/groups of students, identify and use high impact strategies and stretch and track student progress in writing.

There is no 2020-2022 NAPLAN writing comparative data available due to COVID and the cancellation of NAPLAN testing in 2020.

In 2022 Stradbroke School maintained a whole school commitment to using the Brightpath Tool and Seven Steps to Writing Program. Brightpath data sets, student written feedback and teachers' evaluation of their PLC inquiries has provided strong evidence of positive growth in student disposition, confidence and achievement in writing.

In the SIP steps 4 and 5 the teachers identified the following points of learning and teaching improvements for this year: Year R-2 - providing more timely feedback to students, encouraging students to use 'bump-it-up' walls to choose their next learning step, Brightpath teaching points, using consistent teaching language across the school; Year 3 - students using self/peer assessment to move their learning forward; Year 4 - embedding functional grammar as part of independently writing texts; Year 5 - developing third voice in texts, noun-pronoun referencing, understanding success criteria when editing; Year 6 - rubric checklist for high student agency, growth points and self-assessment of work.

Evidence of student learning included: Drafts and final copies of students' written persuasive texts across the year and writing samples collected for scoring and moderating in terms 1 and 3. Term 1-3 Brightpath data shows strong growth in the use of text structure, persuasive devices and sentencing. The effect size was 0.6 across the school R-6. This is a significant result for a 6 month period.

The staff have written a Stradbroke School whole school writing agreement, which encapsulates our commitment to providing a high quality, consistent approach to teaching writing.

Future writing directions: Continue to;

- Value oral language and the mechanics of writing to move ideas onto the page fluently.
- Continue the sentence focus involving sentence accuracy, variety and creativity to allow time for improvements to be embedded (refining teaching and learning practice).
- Continue to maintain Brightpath tool and the use of the Seven Steps to Successful Writing program R-6.
- Develop a deeper understanding of student agency, using Brightpath teaching points

Future Stradbroke School pedagogical directions:

The big pedagogical ideas that will underpin and drive our improvement work are a distillation of multiple external review feedback; DfE ESR, IB PYP Evaluation and Corwin Press learning audit:

- consistency of high quality teaching in all classrooms
- formative assessment and feedback processes
- develop student agency

These directions will be pivotal and provide us with clarity about moving our practice forward.

The two main pedagogical goals we are striving to achieve in the next three years are:

- High quality, consistent teaching practice in all classrooms
- Developing authentic agentic learners (students with agency).

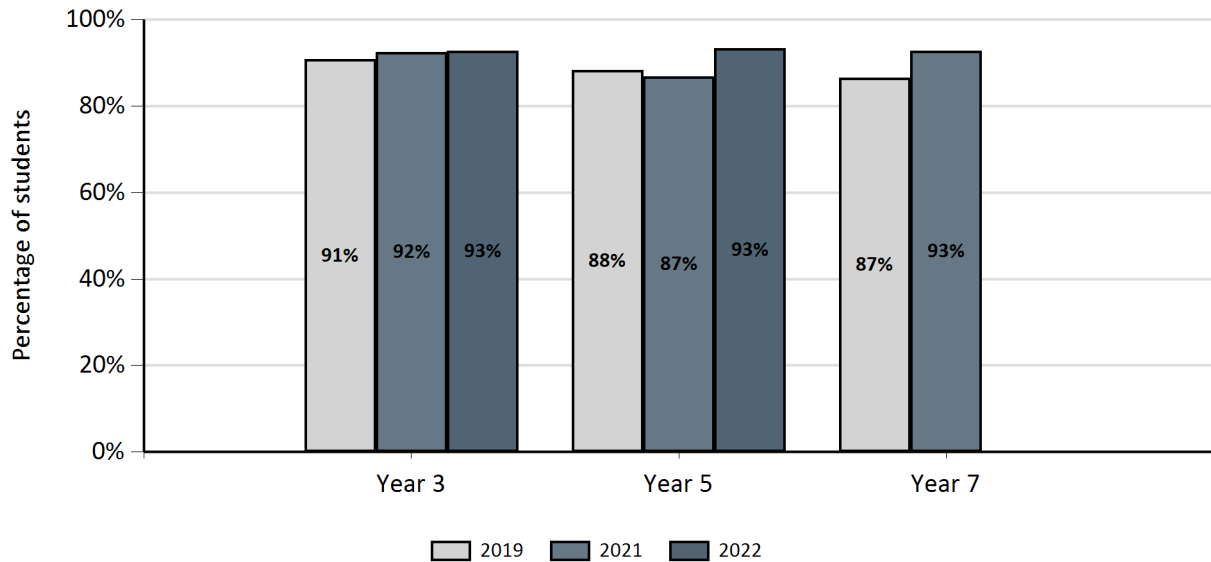
We are excited about our future teaching and learning directions.

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

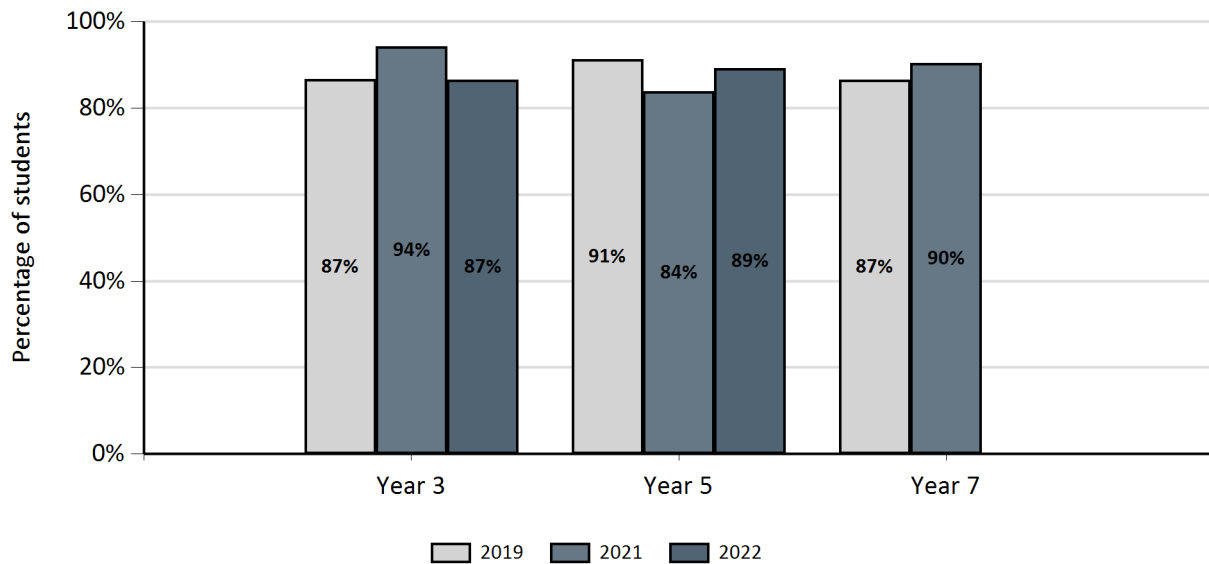


*NOTE: No NAPLAN testing was conducted in 2020.

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	97	97	68	39	70%	40%
Year 03 2021-2022 Average	101.5	101.5	73.5	45.5	72%	45%
Year 05 2022	121	121	64	40	53%	33%
Year 05 2021-2022 Average	110.0	110.0	56.0	37.5	51%	34%
Year 07 2021-2022 Average	83.0	83.0	39.0	37.0	47%	45%

*NOTE: No NAPLAN testing was conducted in 2020.

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

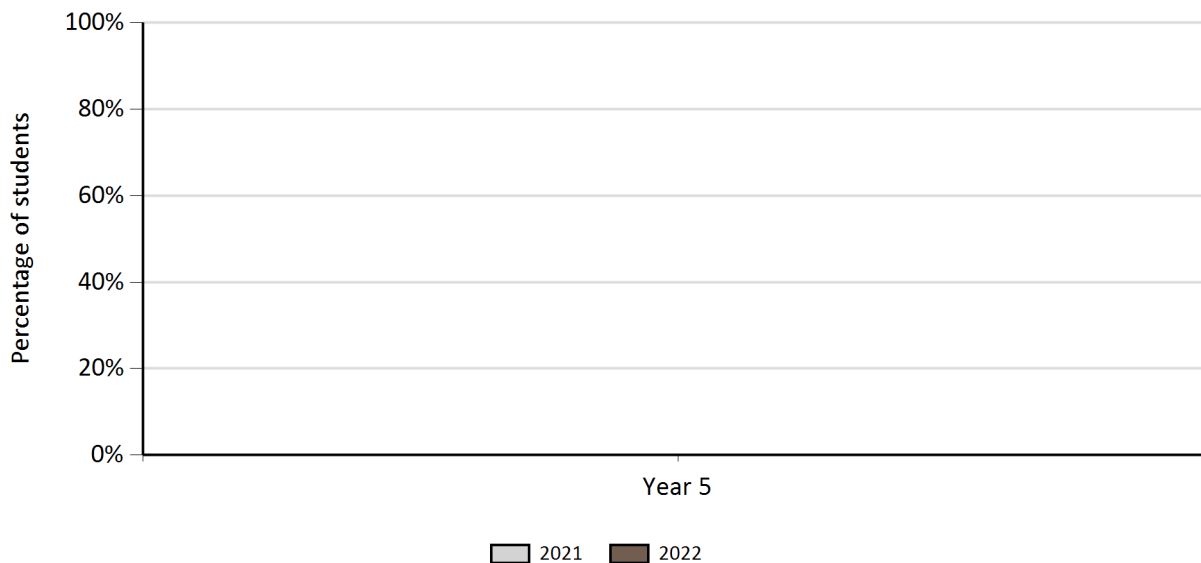
[^]includes absent and withdrawn students.

*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



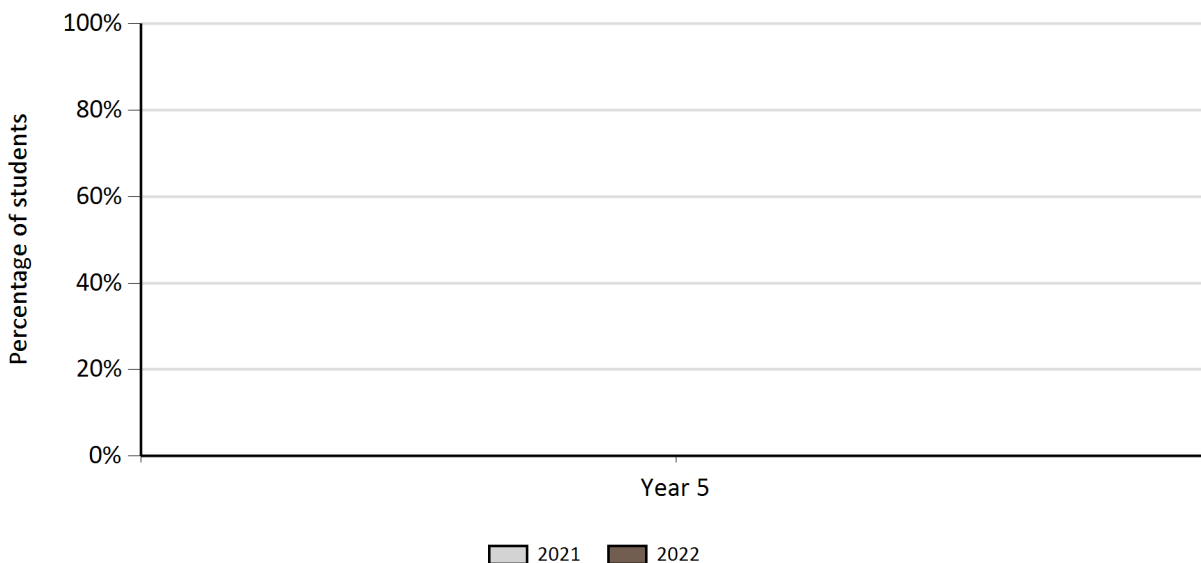
*NOTE: No NAPLAN testing was conducted in 2020.

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 05 2022	*	*	*	*	*	*
Year 05 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: Data Informed Planning

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

There are currently three Aboriginal students attending Stradbroke School. One student in year 5, and two students in year 6. Each student has a tailored, regularly updated One Plan including specific goals to support a successful, planned learning journey. Teachers set and review goals termly. Goals are then shared with the families during our One Plan meetings and parents/caregivers have an opportunity to provide input into this plan. These students are carefully monitored over the school year and learning achievement information is recorded on the school's Sentral data system.

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

The year 5 student decreased a stanine in PAT-M to Stanine 4, however this year they completed Test 4 after completing Test 2 in 2021. They completed Test 2 in PAT-R and achieved Stanine 2, an improved scale score on previous years. Their current Running Record level is 11 up two levels. This student grew 40 points in writing through the Brightpath moderation process. Their attendance overall is 84%.

One year 6 student, new to Stradbroke School, attendance was 93%. The year was spent working with the student and their family to help them build relationships before they transition to high school. Their PAT-M Stanine was 5 and for PAT-R Stanine was 4. This student showed 50 points growth in their Brightpath writing from term 1 to term 3.

The other year 6 student's attendance was 85%. Attendance in term 1 was quite low due to time off for illness but has significantly improved as the year has progressed and now at a term average of 94% attendance. They achieved Stanine 3 in PAT-M and Stanine 3 in PAT-R. There has been improvement in both their PAT Maths and Reading scores from 2021 to 2022 moving up a band. Brightpath scores indicated a growth in writing by 5 points.

School performance comment

In 2021, the school performance score was 0.70, in 2022 the performance score was 0.67, a 0.03 decrease from the previous year. After examining our school numeracy and reading data it was observed that the yr 3 and 5 results remained steady and consistent. The decline in performance occurred in the yr 7 cohort. Historically this is not a trend that follows past yr 7 achievement results at Stradbroke School. This was a result seen across the partnership and state. The school's overall performance score does not include or reflect student achievement in writing.

The literacy focus was to increase student achievement in writing, particularly in sentence structure and fluency to craft ideas. A Brightpath Project Officer worked alongside teachers in PLCs to moderate writing, ensuring consistency in scaling across the school. The writing goal for 2022 was; to achieve an overall growth effect size of 0.4 or greater in the Brightpath persuasive writing assessment. Across the school, students achieved 0.6 effect size improvement within the six month period. The identified strengths in writing were: effective text structure, persuasive devices and accurate sentencing. The target was to increase NAPLAN high band achievement in writing by 2%: yr 3 (67% to 69%), yr 5 (23% to 25%). Despite this goal, there was a 7% decline in high band writing achievement in year 3. However, in both yrs 5 and 7, there was a 13% increase in high band achievement in writing. The decrease in yr 3 high band achievement was unexpected and may have been the outcome of a disrupted writing cycle due to COVID. In 2023, we will continue to maintain and develop persuasive writing to increase student achievement in the high bands of NAPLAN using the Brightpath tool, the Literacy Learning Progressions and fostering student agency.

A focus on numeracy in term 2 was building a consistent approach to teaching, using manipulatives and visualisation R-6. Staff participated in professional learning on how to use Numicon as a manipulative and "The Big Ideas in Number", incorporating this learning into their PLC inquiries. This resulted in improvement in students' fluency; an understanding with number sense and place value and the benefits of students using manipulatives and explaining their learning through visual recordings. NAPLAN data in 2022 showed a decrease in high band achievement of 9% for yr 3, dipping to 40% from 49% in 2021. In yr 5, 33% of students achieved in the higher bands, a slight drop of 2%. There was no NAPLAN in 2020, high band retention can only be measured for yr 7 students from 2018 to 2022, for which there was a 7% decrease, potentially affecting the reliability of the data, due to the possibility of cohort differences. PAT-M data showed that the areas for improvement in 2023 should focus on the Australian Curriculum (AC) proficiencies to develop students' knowledge of the "Big Ideas in Number" and problem-solving with reasoning. Numeracy will be the major focus of the site improvement plan in 2023.

Reading data -Phonics Screening Check, Running Records & Oral Reading Fluency show that there is a high % of students achieving the benchmark for reading in the early years, increasing results by the end of the school year. Yr2 staff trialed ORF; students achieved well above trial schools results. Further opportunities to work on quick, accurate decoding; classroom instructional routines, self-correcting of word reading will occur in 2023. NAPLAN reading results, showed that between 88% - 93% of students achieved the national minimum standard in 2022, with a good proportion of students achieving in the high bands (70% yr 3, 53% yr 5 & 38% at yr 7). At all year levels, a high proportion of students achieved the Standard of Educational Achievement in PAT-R tests, testing students' reading comprehension. Our work moving forward will continue to align classroom programs with the science of reading and curating engaging reading resources for students.

Attendance

Year level	2019	2020	2021	2022
Reception	93.1%	89.0%	94.5%	90.1%
Year 1	93.3%	89.4%	95.7%	89.1%
Year 2	92.7%	89.6%	95.2%	91.4%
Year 3	94.0%	89.1%	95.1%	92.1%
Year 4	94.2%	88.1%	94.7%	90.9%
Year 5	93.3%	88.6%	93.7%	90.5%
Year 6	92.3%	85.8%	94.1%	90.0%
Year 7	94.0%	85.5%	89.4%	N/A
Primary Other	89.3%	80.4%	90.8%	87.4%
Total	93.3%	88.1%	94.1%	90.6%

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

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

Attendance comment

The overall attendance in 2021 was 94% - 2022 was 91%. A slight decline in student attendance can be explained with student and family illness due to the COVID virus and the lifting of travel restrictions, a higher number of families have applied for exemptions to travel overseas. Early identification and intervention of irregular attendance, non-attendance and lateness are a site priority. Support with attendance and engagement is provided when necessary; setting attendance flags, making phone calls to families, scheduled meetings with families, home visits, sending letters home for chronic non-attendance or lateness and making referrals to the Social Work duty line. On occasion, attendance plans were co-constructed with families when patterns persisted. Close monitoring occurred in these instances and in most cases improvement was achieved. Staff are active in establishing safe, inclusive, and engaging learning environments to cater for students with complex attendance.

Behaviour support comment

Stradbroke School is committed to creating a safe, supportive and respectful teaching and learning community. Staff have continued to work in partnership with families, building a strong school community through communication and engagement. We know parental involvement leads to improved student attendance and behaviour. The Play is the Way program is run throughout the school and behaviour education conversations are guided by the 3Rs – Reflection, Repair and Restitution. Pleasingly negative incidents and bullying have decreased significantly since 2021. Negative yard behaviours, managed at school by teachers and the leadership team, were nearly half that of 2021; with only 74 recorded incidents compared to 124 the previous year. There were 34 suspensions involving 10 students. The Wellbeing leader has worked with student leaders to analyse the 2022 Wellbeing Engagement Collection data as a school and in our partnership to identify strengths and challenges, determine patterns and create a plan for addressing areas of concern for the future. Students shared their action plan with school staff and the Governing Council.

Parent opinion survey summary

In total, 226 families responded to the Parent Opinion Survey this year out of 682 in the school. There was a significant decline in the number of parents who took part with only 33% of families responding this year compared to 58% in 2021. Pleasingly a large majority of parents still strongly agree that people treat each other with respect as well as teachers and students treat each other with respect at Stradbroke, in line with opinions from the past. 70% of respondents felt that they received enough communication from the school and that it was effective which was slightly lower than last year. Of the seven options provided most parents prefer email as a means for communicating and receiving communication followed closely by parent teacher interviews. This year there was an increase in the percentage of parents who agreed that they have useful discussions with the school about their child's learning and there was also an increase in the number of parents who felt that their child was important to the school. This is indicative of the respectful school culture our school community see at Stradbroke. In 2022, staff focused on ways in which they could provide parents with opportunities to have input in their child's learning. In year level teams, staff created action plans developing a commitment to engage with their families by choosing a form of communication they used and describing in detail how they planned to increase engagement. This had an impact on our school community reflected by the increase in the number of parents who positively responded to that statement.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	42.9%
OV - LEFT SA FOR OVERSEAS	1	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	42.9%

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

All volunteers attend Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training or complete the training online and have a current Working with Children Check (WWCC). All volunteers must complete a volunteer application form, in line with the DfE Volunteer Policy. Student Services maintains EDSAS with details of all volunteers with RRHAN-EC and WWCC. When WWCC are due to expire, volunteers are contacted to renew. All TRTs are required to provide copies of their Authority to Teach, pre-service teachers must provide a copy of their RRHAN-EC and WWCC. TRT documentation is kept electronically using the app Classcover (an online application for managing the screening, hiring and booking of TRTs). In 2022, we had 10 volunteers attend RRHAN-EC training on site and 50 completed online.

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	77
Post Graduate Qualifications	6

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	42.4	0.8	17.9
Persons	0	54	1	26

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

Financial statement

Funding Source	Amount
Grants: State	\$7,307,548
Grants: Commonwealth	\$23,400
Parent Contributions	\$346,954
Fund Raising	\$8,845
Other	\$54,039

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	Student Wellbeing Leader role, student action team committees, including the Aboriginal Garden development, transition program for students beginning and end of year. Social Skills small groups and What's the Buzz program facilitated.	Decrease in negative incidents from 2021. All students supported to achieve social and emotional learning goals.
	Improved outcomes for students with an additional language or dialect	1.2 EALD teacher salary used to teach specific traditional and functional grammar. 1.2 EALD teacher salary used to teach specific traditional and functional grammar.	Students practiced and consolidated English skills through oral language activities, multi-sensory learning methods and extra revision.
	Inclusive Education Support Program	Teachers released to document One Plans and SMART Goals for all students with assessed learning difficulties. Release for IESP applications and meetings with Student Support Services. Training and resources purchased to support student needs and staff skills.	IESP application funding granted for SWD. All students were supported to work towards their SMART Goals.
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	Outcomes for Aboriginal students have been improved through SSO support, math's intervention programs, social skills programs and are documented in a One Plan. Our Chinese FLMD program for R-6 students links the language demands between English and Chinese. Intervention programs offered in 2022 have been Rainbow Reading, Minilit, Fitzroy reading, MacqLit reading, Joeys, Little Nippers, Interception, Infinity Club and What's the Buzz.	3 ATSI students have attendance of 84% or above.
Program funding for all students	Australian Curriculum	Stradbroke staff worked with teachers from across the Morialta partnership. Focus: Success criteria and learning intentions. Classroom teachers have begun to explore v9.0 of AC.	Staff took part in quality PD. Has given school direction for focus for PD in 2023. Classroom teachers have mapped v9.0 AC to current units of inquiry for 2023.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Building leader and teacher professional capacity- through PD and PLCs. Literacy affirmative, intervention programs, one plans and QDTP for ATSI students and Low SES students.	Achieved quality PD for staff. Impact on leader/teacher confidence / teaching quality. Improved learning outcomes for identified group of students.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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