Naracoorte Primary School

2022 annual report to the community

Naracoorte Primary School Number: 309

Partnership: Wrattonbully

	Signature
School principal:	Mr Rob Sandercock
Governing council chair:	Mr James Gale
Date of endorsement:	27 February 2023

Context and highlights

2022 has been another great year that has flown past. We continued to find a way through the pandemic & thankfully we saw our world open up again with border closures, masks & isolation a thing of the past. Dealing with the challenges of Covid from 2020 has taught us a lot & while inconvenient for many, it provided new opportunities for online learning & thinking creatively. We began the year with 13 classes & 331 students. Specialist subjects included Indonesian, Physical Education, Science, Performing Arts, Digital Technologies & HASS. Our first year without Year 7s was definitely a difference, providing a chance for our Year 6 cohort to step up as leaders. 2022 brought many physical changes around the school. The installation of interactive Promethean boards in learning areas, the refurbishment of internal toilets, IT upgrades, new iPads & laptops, painting & new furniture in classrooms & learning spaces. The Grounds Committee were also busy with working bees, playground development & planning for the future. Our students achieved many rewarding goals in academic, artistic & sporting fields. Participation in activities such as Choir, Sapsasa, Pedal Prix, Footsteps, Lego League & sports were just some of the highlights. All students should be very proud of the outstanding progress they made in 2022. The staff we have at NPS are a very dedicated, hardworking group of people who put in many hours of extra work to ensure that the students are provided with the best learning opportunities. Thanks to the staff for their continued support, incredibly hard work & dedication to the wellbeing of students. Three long serving staff members left us at the end of the year - Jenny Parker after over 43 years as an educator retires and gets to spend time as a grandma and travelling; Ruth Dickenson, Finance Officer for 22 years, retires for some well-earned granny time; and Tania Reynolds also retired after 22 years in the Front Office. I would like to thank them all for the highly professional work & positive contributions they have made & wish them all the very best for the future. They will be greatly missed. Our SRC capably led by School Captains Harriet Waters, Eva Tierney, Levi Moss & Nate Haynes, coordinated by Andrea Lawrie, did a terrific job throughout the year organising a variety of events for the students, with the Colour Run a real highlight. They represented the school at community events on a number of occasions & their friendliness & good manners have always been positively commented on. Thank you to all class members of SRC for the work you have done. Our other school leaders: House Captains, STEM Ambassadors, Wellbeing Ambassadors & Media team all contributed to the efficient running of major events or activities. A super effort by all our student leadership groups. NPS continues to meet the social & academic challenges put before us. Our goal is to provide a high quality education for all students to ensure that they meet their full potential academically, physically, socially & artistically. To accomplish this we provide a wide range of experiences & opportunities to allow students to continue to grow in many ways. The parents, volunteers and community members of NPS have an incredibly important role to play in the development of the students & the running the school. The education of each child takes place in a partnership with communication being very important. You have been very supportive over the year in many ways & I thank you all for your hard work and support – without it we would not be able to function as well as we do. In particular, thanks to the Governing Council led by James Gale, and its committees, for the work done over the year. We are all looking forward to 2023 where we will continue to tackle many other exciting challenges, where we will work together to ensure that NPS remains an excellent place of learning where all students are provided with opportunities to achieve their best.

Governing council report

NPS has transitioned to life without year 7s very smoothly. The staff have done an amazing job to make it feel like any other year. However this year did bring with it a couple of quite noticeable works.

The Naracoorte Lucindale Council completed its upgrade of Moore Street which has given our school a new footpath along both sides of the road with proper curbing and a formal school crossing half way down the road.

The year 5s and 6s have been taking turns as crossing monitors and have been doing really well.

The toilets in the main building have also had a major overhaul and are looking fantastic.

This is something I have heard requested by the kids for a very long time so it is exciting to finally see it nearing completion.

Looking towards future works, a new sub-committee was brought to life this year to further investigate our options for upgrading our playground equipment which has been a talking point for quite some time now.

We have had an onsite meeting to discuss some potential options and are in the process of organising quotes from multiple companies. We are continuing to ear mark some funds in the budget for the cause while also applying for grants to help realise our goal. It is a big and expensive task but it feels like we are making steady progress.

The fundraising committee held a very successful (and delicious) pie drive recently giving people the opportunity to purchase a variety of Tender Cuts pies while supporting the school, I think ours lasted about two days!

I would also like to draw attention to an upcoming fundraiser which will be ready to go soon.

We are going to be setting up a way for parents and caregivers to purchase various items like labels and book covers with the school receiving a portion of the payment. Taking another step forward in time, we have started to plan our next major fundraiser which will eventuate mid next year, so keep your eyes peeled.

Noticing that there has been an issue with the printing on our school shirts coming off, the education committee has done some research into other options that are available to give us longer lasting shirts.

As a result Sportspower will be starting to stock NPS shirts with embroided logos rather than printed.

During the year we setup the Flexischools system for our canteen allowing parents and caregivers the option to order lunches for students online using the mobile app or their website. The process has gone smoothly with a lot of families utilising the new system and the canteen has seen a good percentage of sales come through these purchases.

Following our decision to move forward with Flexischools, the Naracoorte High School has also chosen to go down this path so our families moving on next year will be able to continue with a familiar system.

In addition to the new ordering system, the canteen has acquired a new assistant manager, Sharyn Saint.

Sharyn joined the canteen in Term 4 and we are very excited to have her on board.

I would also like to point out that Ruth Dickenson has retired from her position as Finance Officer after being with the school for 22 years. Ruth has done a fantastic job for our school and wish her all the best for the future.

Lauren Heffernan has joined us as our new Finance Officer and I'm sure she will be just as fantastic!

I would like to finish off by thanking Rob, the NPS leadership team, the teachers, the volunteers and everyone else who makes NPS what it is. I believe we have a wonderful school environment and a great community of families for our kids to grow up with.

James Gale – GC Chairperson

Quality improvement planning

Goal 1: To retain & increase the number of students achieving NAPLAN SEA & in higher bands in writing.
Challenge of Practice: If we strengthen students' ability to develop deep learning & transfer their knowledge into written tasks by using a teaching & learning cycle to build writing instruction, then we will retain & increase student achievement in SEA & higher bands in writing. Targets: Year 3 students achieving SEA will exceed 90 % (49/55) with 30% (16/55) in higher bands. Year 5 students achieving SEA will exceed 80 % (52/65) with 25% (16/65) in higher bands. Success Criteria: We will see; each student in Year 3 demonstrate understanding of grammar, choosing vocabulary & punctuation appropriate to the purpose & context of their writing, when we review samples of student writing. Each student in Year 3 use knowledge of letter-sound relationships including consonant & vowel clusters & high-frequency words to spell words accurately, when we review samples of student writing. Each student in Year 3, re-read & edit their writing, checking their work for appropriate vocabulary, structure & meaning, when we observe them during writing instruction. Each student in Year 5 create imaginative, informative & persuasive texts for different purposes & audiences, & use language features to show how ideas can be extended, when we have writing conferences with students. Each student in Year 5 demonstrate understanding of grammar using a variety of sentence types, selecting specific vocabulary, & using accurate spelling & punctuation, when we review samples of student writing.
Each student in Year 5 edit their own work for cohesive structure & meaning, when we hold writing conferences to discuss student work. Review: Year 3 students achieving SEA in Writing exceeded our target of 90 % (39/43) with 93% of students achieving SEA. We also exceeded our target of 30% (13/43) in higher bands with 49% (21/43).
Year 5 students achieving SEA in Writing did not meet our target of 80 % (37/46) with 66% of students achieving SEA. We exceeded our target of 30% (21/46) in higher bands with 46% (21/46).
Goal 2: To retain & increase the number of students achieving NAPLAN SEA & in higher bands in numeracy.
Challenge of Practice: If we develop teachers' pedagogical & content knowledge & capacity to engage with the 'Big Ideas in Number' by adopting a school reference text, using the National Learning Progressions, AC, achievement data & formative assessment to monitor learner progress, inform learning design, differentiate & action high impact teaching practices, then we will increase the number of students achieving in higher bands. Targets: Year 3 students achieving SEA in Numeracy will exceed 80 % (36/46) with 30% (14/46) in higher bands. Year 5 students achieving SEA will exceed 85 % (41/48) with 25% (12/48) in higher bands. Success Criteria: We will see students in Year 3 count to & from 10 000 & classify numbers as either odd or even, recall addition & multiplication facts for single digit numbers & solve problems using strategies for multiplication, recognise the connection between addition & subtraction & continue number patterns involving addition & subtraction, model & represent unit fractions, & represent money values & correctly count out change from financial transactions. When we review students work, we can see that they can solve problems using the 3 processes of , - & X, count & classify numbers, demonstrate an understanding of unit fractions & solve problems using money amounts with change. Students in Year 5 solve simple problems involving the four operations using a range of strategies & check the reasonableness of answers using estimation & rounding, identify & describe factors & multiples, identify & explain strategies for finding unknown quantities in number sentences, explain plans for simple budgets, order decimals & unit fractions & locate them on number lines, & add, subtract fractions with the same denominator & continue patterns by adding & subtracting fractions & decimals. When we review student work & review learning intentions & goals, we see they can use the four operations successfully solving more complex problems, locate fractions & decimals using a number line & use processes to solve equations with students able to communicate their answers in multiple ways. Review: Year 3 students achieving SEA in Numeracy exceeded our target of 80 % (37/43) with 86% of students achieving SEA. We also almost reached our target of 30% (13/43) in higher bands with 27% (12/43). Year 5 students achieving SEA in Numeracy exceeded our target of 85 % (41/48) with 91% (42/46) of students achieving SEA. We did not achieve our target of 25% (12/48) in higher bands, with only 13% (6/46), with another 9% just out of higher bands. Other data sources such as PAT, Running Records, Phonics Screening, Oral Reading Fluency & class data sets, when analysed, show evidence of growth & achievement for the majority of students.

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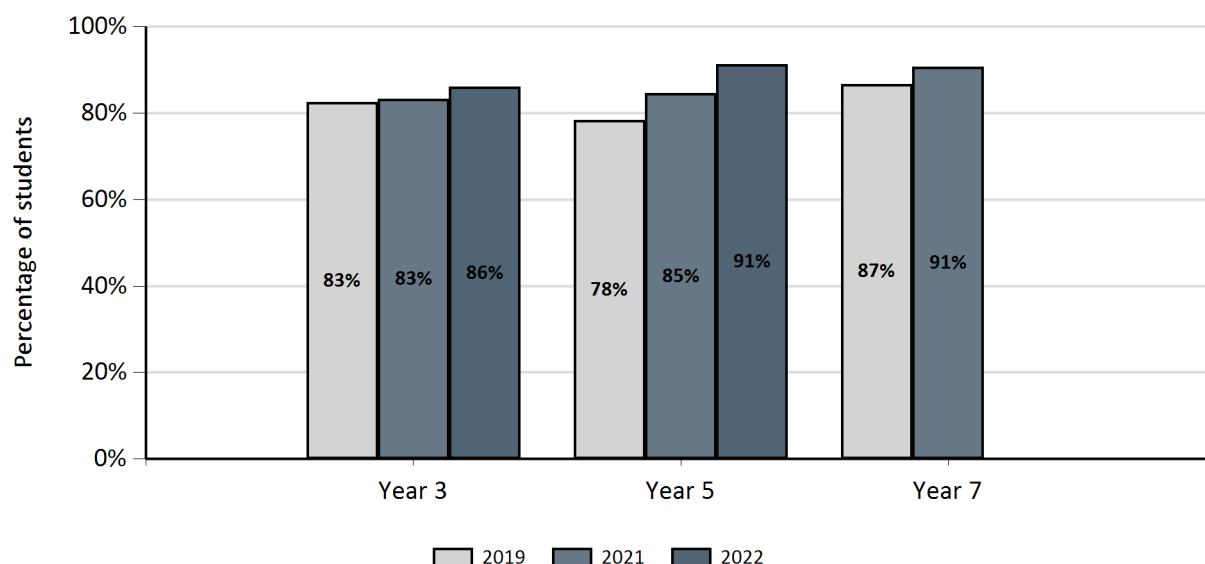
Reading
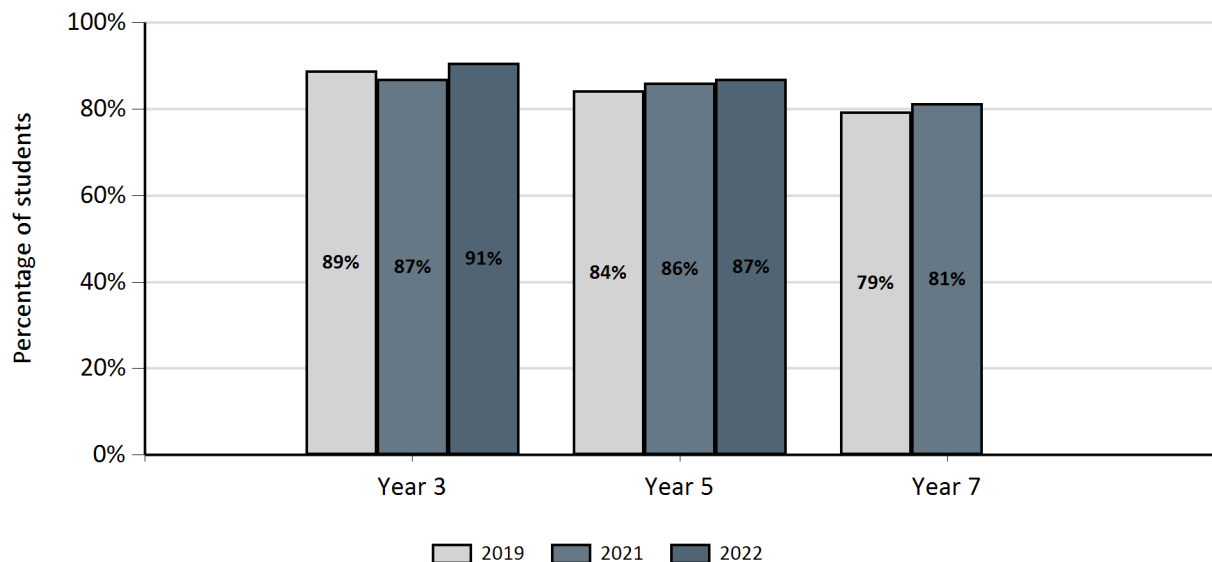
*NOTE: No NAPLAN testing was conducted in 2020.

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	43	43	19	12	44%	28%
Year 03 2021-2022 Average	48.5	48.5	21.5	13.5	44%	28%
Year 05 2022	46	46	13	6	28%	13%
Year 05 2021-2022 Average	55.5	55.5	13.0	9.5	23%	17%
Year 07 2021-2022 Average	43.0	43.0	13.0	15.0	30%	35%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
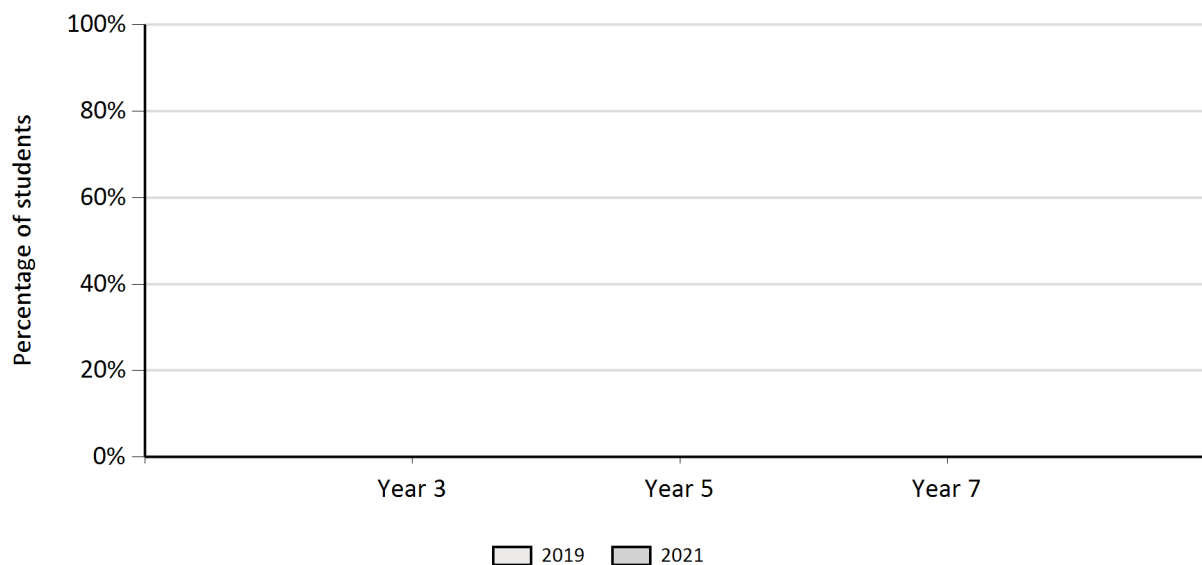
^includes absent and withdrawn students.

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

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

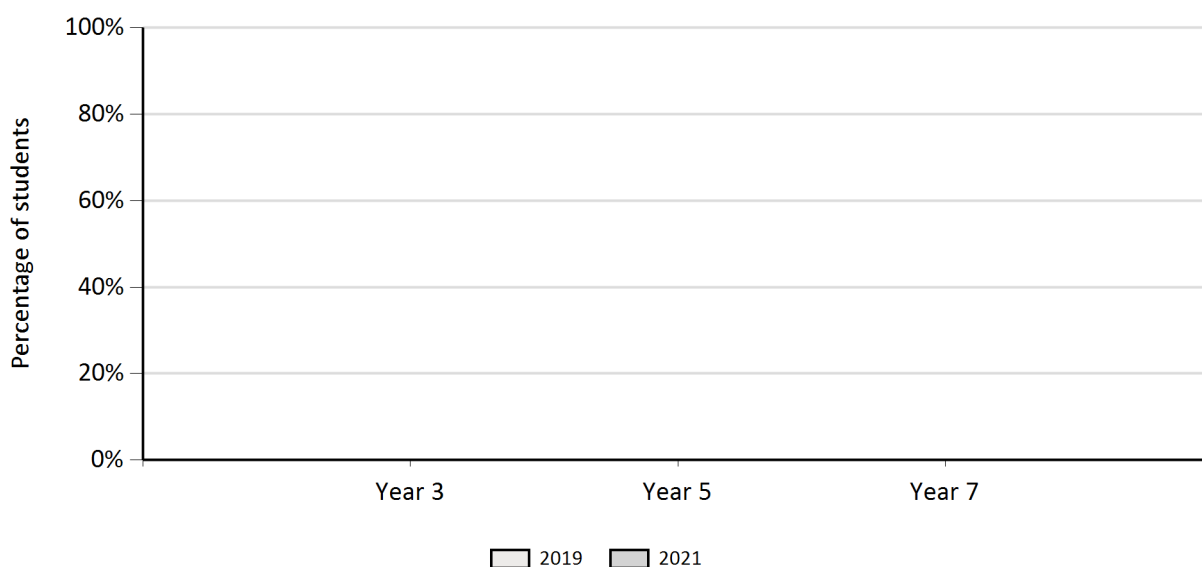# NAPLAN proficiency - Aboriginal learners

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 2021-2021 Average	*	*	*	*	*	*
Year 05 2021-2021 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:

Key Element 1 - Data Informed Planning remained our focus in 2022 with the collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level.
Once data was collected time was spent analysing the effective use of data to inform school decisions and teacher practice for each Aboriginal learner. Teachers adhere to the data collection timeline on the school data map and respond accordingly.

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

Phonological Awareness for RWInc completed – end of Term 1; RWInc progress monitored and groupings adjusted as needed; Phonics Screening Term 3; Westwood Spelling – by Week 8, term 4 – entered onto MARKIT; Words Their Way testing - adjustments made with groupings; PAT R Year 2-6 and PAT M Year 2-6 by Week 3, Term 4 – entered on PATTracker; NAPLAN data uploaded onto NAPTracker; Oral Reading Fluency for Year 2 in Term 1 and 3; Running Records for Reception to Year 2 entered into EDSAS & MARKIT. All ATSI students are given the QuickSmart or Too Smart numeracy test and appropriate grouping, if needed.
Student/Caregiver/Parent perspectives are gathered from 3 way interviews in Term 1 and adjustments made where necessary.
Student Wellbeing Leader ensures that teachers in partnership with families are setting and reviewing SMARTAR goals in line with reporting requirements: One Plans are monitored and updated in consultation with teachers and families.
Tracking individual students (only 8 in 2022) indicated all but one (Yr 6) were achieving at or above SEA levels in literacy and numeracy with one student needing additional SSO support.

School performance comment

Data analysis to inform teacher practice and analyse school performance has centered on Running Records, Oral Reading Fluency Trial data, Phonics Screening, NAPLAN and PAT data particularly.

School custom based tests are used within classrooms by teachers and data is managed through MarkIT. Deeper analysis of NAPLAN and PAT data is managed through NAP Tracker and PAT Tracker, which has assisted us in informing teacher practice, setting SIP targets and developing teaching sprints as part of our improvement work.

NAPLAN PROFICIENCY - DfE set a benchmark of 80% students reaching SEA standard.
 READING – In 2022 we exceeded this standard in Years 3 and 5.
Our year 3s had 91% of students reaching achievement standard in 2022 rising from 87% in 2021.
Our year 5s had 87% of students reaching achievement standard in 2022 rising from 86% in 2021.

NUMERACY - We exceeded this standard in Years 3 and 5 in 2022.
Our year 3s had 86% of students reaching achievement standard in 2022 rising from 83% in 2021
Our year 5s had 91% of students reaching achievement standard in 2022 rising from 84% in 2021.
Our year 7s had 91% of students reaching achievement standard in 2021 rising from 87% in 2019.

UPPER BAND ACHIEVEMENT -
YEAR 3 - the percentage of students achieving in the top 2 bands was slightly below our usual average (45%) in Literacy (44% in 2022) and for Numeracy 30% (29% in 2022).
YEAR 5 - the percentage of students achieving in the top 2 bands was equal to our average achievement in Literacy (28%) and below our usual average (16%) in Numeracy (13% in 2022)

While we are successful in having the majority of students reach SEA and National Minimum Standards benchmarks, our challenge is to move students into the higher bands. Our recent whole school focus on reading and numeracy will assist with meeting the challenge.

Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	90.0%	92.7%	84.0%
Year 1	93.4%	90.2%	93.9%	88.2%
Year 2	94.8%	88.6%	93.7%	89.6%
Year 3	92.9%	91.1%	93.7%	89.9%
Year 4	94.0%	89.0%	94.9%	89.2%
Year 5	93.0%	89.0%	92.0%	91.4%
Year 6	93.8%	88.5%	93.3%	89.0%
Year 7	92.5%	88.9%	93.4%	N/A
Year 8	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	93.3%	89.4%	93.4%	88.9%

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

Attendance comment

Our attendance rate traditionally has been above the DfE target of 93%, however coping with Covid-19 in 2022 proved a challenge with repeated waves of reported cases throughout the year, particularly Terms 1 -3 with staff and students impacted. Multiple cases of Covid for the second or third time were reported.
Our attendance rate overall was 88.9% with chronic and habitual non-attenders closely monitored.
We have effective processes in place for monitoring student attendance and any students at risk are followed up by classroom teachers, the Student Wellbeing Leader and the Principal.

Behaviour support comment

In 2022, 38 incidents were recorded resulting in 18 time outs, 13 Take Homes, and 7 suspensions. 16 students received timeouts with 2 students recording 2 timeouts. 14 were for one off incidents. 4 students received suspensions, one child with 4 as well as 1 take homes, with 3 others receiving 1 suspension. One student received 1 suspension, 7 take homes and multiple occasions where he was unable to successfully regulate and enter the school or chose to go home. This student had multiple incidents which required significant interventions, support from outside agencies and special programs to manage extremely difficult behaviours. All incidents are thoroughly investigated and parents contacted by phone or letter to inform them of progress. Our intention is to support students before incidents occur by building relationships with trusted adults and enacting positive preventative strategies.

Parent opinion survey summary

The School Parent Engagement Survey was conducted centrally and 85 responses were received (103 in 2021). Questions and the percentage of responses were;
• People respect each other at this school (77% positive, 20% neutral, 2% disagree)
• Teachers and students treat each other with respect at the school (89%, 9%, 2%)
• I feel like my child is important to the school (73%, 20%, 6%)
• I receive enough communication from the school (79%, 12%, 8%)
• The school communicates effectively with me (76%, 16%, 8%)
• I know what standard of work the school expects of my child (75%, 16%, 10%)
• Teachers at this school provide my child with useful feedback about their schoolwork (69%, 26%, 6%)
• I have useful discussions with the school about my child's learning (75%, 20%, 6%)
• I talk with my child about what happens at school (94% often, 6% sometimes)
• The school provides an opportunity for me to have input about my child's learning (58%, 27%, 15%)
• Overall, my child has a good routine around reading, studying and learning at home (79%, 10%, 11%)
• I think that education at school is important to my child's future (95% strongly agree, 5% agree)
• I feel equipped to help my child plan what they will do after they leave school (74%, 20%, 6%)
• I would like more help from the school with my child's learning (47% no, 29% school address, 23% yes help me address)
• The school encourages parents to help students to learn (69%, 25%, 6%)
• The school provides me with useful tips on how to help students learn at home (51%, 32%, 18%)

The results from the survey were generally pleasing with an increase in positive responses, however, it did highlight aspects for future development including continuing to provide parents with useful feedback about their child's schoolwork and continued improvement in communication. Using one app for communication was a response from parents that has been considered and Seesaw will be used as our preferred classroom communication platform from 2023.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	66.7%
VI - LEFT SA FOR VIC	1	16.7%
WA - LEFT SA FOR WA	1	16.7%

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

Consistent processes are in place to ensure that we are compliant with current legislation.
At NPS the management of the volunteer register and relevant history screening has been assigned to an SSO. She regularly checks the website database and updates the school records as necessary.
Teachers and SSOs are required to provide a copy of their relevant Working with Children Check to the Principal for inclusion in their confidential file. Information is shared via the school newsletter on the requirements for volunteers and information is always included in enrolment packs for new students.

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	46
Post Graduate Qualifications	7

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	22.0	0.0	8.6
Persons	0	29	0	15

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

Financial statement

Funding Source	Amount
Grants: State	$3,459,601
Grants: Commonwealth	$0
Parent Contributions	$158,205
Fund Raising	$33,693
Other	$52,008

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	SSOs employed to support identified students to provide boundary training and dysregulation support. Wellbeing Leader released from classroom duties to support teachers with social skills programs.	Students were assisted in regulating their response to situations or incidents. Wellbeing Leader supported teachers with programs such as 'What's the Buzz', 'Play is the Way' and Berry Street strategies.
	Improved outcomes for students with an additional language or dialect	Funding was used to employ a teacher part time (0.1) to provide individual and small group support for identified students using particular programs to meet identified needs.	Identified EALD students working with increased confidence, fluency, and comprehension. Student data reflected significant improvement in literacy skills and understanding.
	Inclusive Education Support Program	Funding was used to release Deputy as Inclusive Education Leader to coordinate SSO deployment to provide individual and small group support and assist teachers with development of One Plans. SSOs employed to work with identified students or small groups to achieve One Plan goals.	IESP students supported by an SSO & One Plans developed for identified students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding used to support families with subsidies for camps, excursions, performances and uniforms. ATSI students supported through SSO time helping to achieve One Plan goals. Literacy and Numeracy funding supported SSO deployment for Quicksmart, TooSmart and RWInc programs (R-6) as well as the purchase of resources and licensing for student and teacher use. R-2 classes supported with intensive RWInc time.	Greater participation in extra-curricula activities. One Plan goals achieved for the majority of students. Significant improvement in phonemic awareness and maths fluency for targeted students.
Program funding for all students	Australian Curriculum	Funding was used to provide teacher release for collaborative moderation, assessment and reporting to ensure consistency across year levels.	Continued improvement & consistency of assessment & reporting using Australian Curriculum standards.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Continued support for teachers to collect and analyse student data to inform their teaching and individualise learning programs. Funding 0.2 FTE to facilitate. Additional SSO time to support small groups of students with learning goals.	Differentiated programs and interventions implemented for individual or small groups of students with positive growth measured for the majority of students. Individual interventions implemented dependent on needs.

Other discretionary funding	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Specialist programs such as Maths Extension for Years 5/6, lunchtime clubs (chess, Lego, Art) and Lego League conducted.	Extension/interest groups provided to challenge and meet the interests of targeted groups. Lego League teams regional participation. Choir banner created for South East Choir Festival.