



Lockleys North Primary School

2021 annual report to the community

Lockleys North Primary School Number: 0911

Partnership: West Torrens

Signature

School principal:

Mr Tyson Grinham

Governing council chair:

Michele D'Aloia

Date of endorsement:

11 February 2022



Government
of South Australia
Department for Education

Context and highlights

It's been a terrific year at Lockleys North Primary School, especially given the interruptions due to COVID-19.

I am proud that we are a school that has strong community support, and this allows us to pursue excellence and have a finite focus on building positive and productive relationships.

One memorable highlight this year, was the strengthening of our consistent approaches towards teaching and learning. This began in Term One when we undertook training to 'tune in' to 2021, and get off to a good start. As the year progressed, it has been a pleasure to observe the positive learning cultures that exist in each classroom. We continued to improve our explicit teaching along with the inquiry-based learning across the curriculum. This assisted us in developing individual learning goals to meet the specific needs of each student.

It is also pleasing to report that our school agreements based on our values, continue to yield effective results. The agreements around treatment, movement and problem-solving enable the students to have clarity about our way of being at Lockleys North. These also help build resilience and confidence within our students. A great school is one who has traditions and a proud history. Our Seniors' speeches date back over a decade. They are inspiring and in 2021, it was no different. Well done to all of our Senior Graduates.

The Term One visit by the CE Rick Perrse, and Term Two visit by Susan Cameron reassured our leadership and teaching teams that our relentless focus on high quality teaching and learning, high impact strategies, a quality curriculum and building strong relationships is producing results. A proud moment for all!

The first ever virtual community event called the Festival of Arts was a huge success in Term 3. It was thoroughly enjoyed by everyone, and our school community enjoyed the performances. Our Term 4 Sports Day was also a highlight and continues to demonstrate the sense of belonging that exists at Lockleys North. Yes, Grallina won again, but that gives others greater resolve to knock them off the perch next year.

There is no doubt that 2021 will go down in history, as our year 6's and 7's venture off to High School. I wish them well.

Our re-development of the Early Years building will see us begin 2022 differently. Our current year 5's will be the new student leaders. Now that is something new!

I want to thank our committed staff, students and volunteers for their tireless work this year.

Finally, a big thank you to our Governing Council for representing our parent school community, and working collaboratively to provide a quality learning environment for your children.

Governing council report

The ongoing impacts of a global pandemic flowed on into the 2021 school year.

We are proud to have worked side by side with our teachers and support staff. Our experiences in 2020 had well prepared us for any issues we faced in 2021.

The ongoing restrictions and limiting family's physical access to the school site has been a challenge. We now have two years of disconnection with new families that we need to continue to make up and connect in other ways.

Whilst we had hoped at the start of the year to roll out events and in person engagement, this was paused.

Unlike in 2020 where all fundraising activity was suspended, we were not going to be defeated by this virus in 2021 and delivered a modified fundraising program.

The major fundraiser, the School Fun Colour Run was held as part of Sports Day. Funds raised via this event will be going to support the Early Years Redevelopment with a total of \$17k raised.

A small group of senior students led the charge on several fundraising initiatives to raise funds to enable more outdoor artwork to be painted on the wall of the Torrens and Administration building.

It was pleasing to see work commence on the Early Years redevelopment, comforted that this is the last area to undergo such significant work.

OSHC continued to run and provide a service to our families and community, pressing go live on their own website. The LNPS website was also reviewed and updated throughout the year.

Ongoing work undertaken by the GC and subsequent Finance, Building and Grounds, Education, Fundraising/Community Engagement, Sport and OSHC committees should be noted. Thank you to all our GC members and volunteers.

Words will not be enough to express the gratitude we have for Principal, Tyson Grinham and the Leadership Team for showing strength and commitment at even the most uncertain of times.

After seven years, I have stepped down from not only the role as Chairperson but also GC. It is also important to acknowledge our outgoing members: Tracy Noblet, Russell Eaton and John Desyllas.

It has been a real privilege to be involved with LNPS, a community who have been welcoming, inclusive and open to change, even during the tough times.

May 2022 be filled with new challenges and outcomes.

Quality improvement planning

Lockleys North Primary School has continued to implement and strengthen our improvement actions from our Site Improvement Plan. We dedicated whole school PLC Meetings, PLT meetings and Student Free Days to continue to build and deepen the capacity of staff in identified areas, and to develop consistency and precision of practice across the school. The Site Improvement Plan has three overarching goals that focus on Reading, Writing and Mathematics. Challenges of Practice align to goals, and are directly related to improving teaching and learning. The targets and success criteria are tightly aligned to our improvement agenda, and are utilised to determine if we have met our improvement goals.

This year we continued our intense focus on our reading goal as we strengthened our capacity in interpreting data collected throughout the year to inform whole class and small group teaching. Our focus has been on strengthening teacher capacity to support student mastery of concepts, use of data to inform teaching and learning (in particular differentiation), and ensure consistency of practice through the refinement and implementation of highly specific PLT Pathways.

Key actions that have been essential as we progress to achieving our goals and have been acknowledged and celebrated with students, staff and the community include:

All PLTs developing and embedding specific targets, goals and precision practice through PLT Pathways that are informed by student data, the Literacy and Numeracy Guidebooks and ORBIS professional learning.

All PLTs participating in the development of PLT Pathways through the analysis of data, continuous reflection on deliberate practices

Early Years staff implementing Initialit to ensure a consistent approach to explicit teaching of phonics in all classrooms.

Early Years teachers ensuring that data analysis drives their Initialit small groups and differentiation in explicit teaching

Early Years and Year3/4 teachers partaking in the Numeracy ORBIS professional learning to further their knowledge and understanding about effectively teaching mathematics. This informed changes to whole school direction, with an emphasis on teaching of number and proficiencies.

Year 4-6 teachers partaking in the Literacy ORBIS professional learning to further consolidate current approaches and broaden their knowledge of effective literacy practices. This informed the review of current spelling approaches, and professional development in utilising the Spell-It resource to plan for and implement an effective spelling program in 2022.

Leadership sustaining the professional learning from ORBIS through implementation of PLT pathways, with a focus on high impact strategies and teaching approaches

Next Steps:

Sustained narrow and deep approach towards our SIP goals - major focus on Mathematics and writing

This includes:

Development of common approaches towards assessment in Mathematics - utilising the Big Ideas in Number diagnostic assessments across the school

Common approaches to curriculum planning (strengthening documentation and assessments)

Year 4-6 teachers undertaking ORBIS Numeracy to build pedagogical content knowledge that will enhance consistency to design learning in Mathematics

Implementation of the Department's units of work in Mathematics, Science and HASS

Leadership inquiring into Visible Learning 3 year impact series

Continue to implement PLT Pathways - focussing on high impact strategies and approaches

Teachers and leaders using curriculum resources to inform planning at whole site, year and teacher levels; ensuring that clear learning intentions are evident and evidence is clearly documented in learning design.

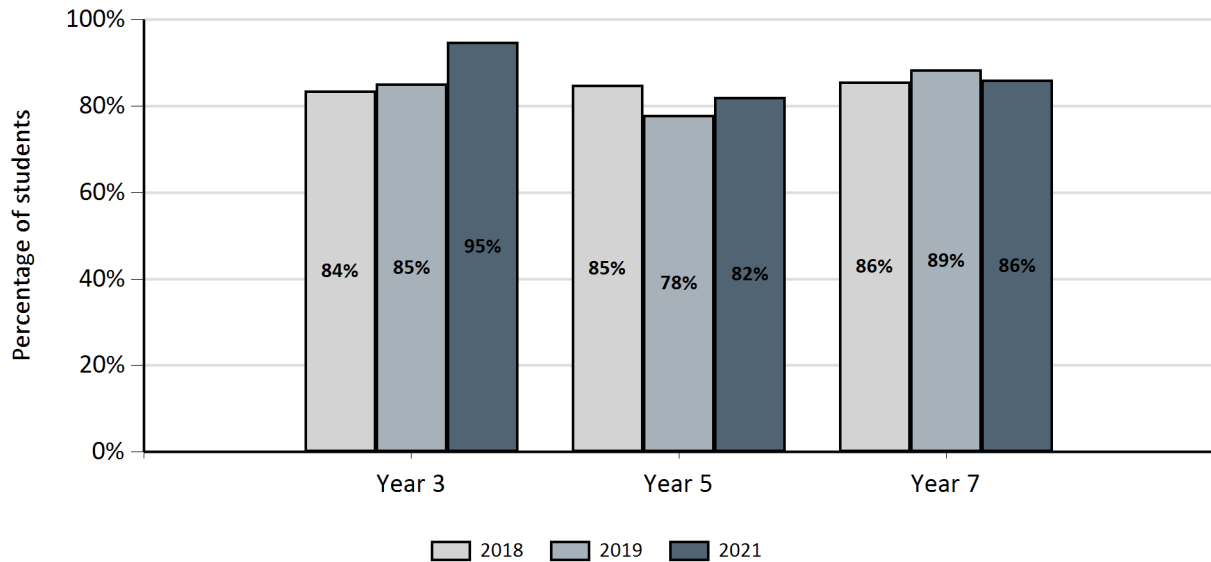
Establishment of PLT leaders to support whole school consistency

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

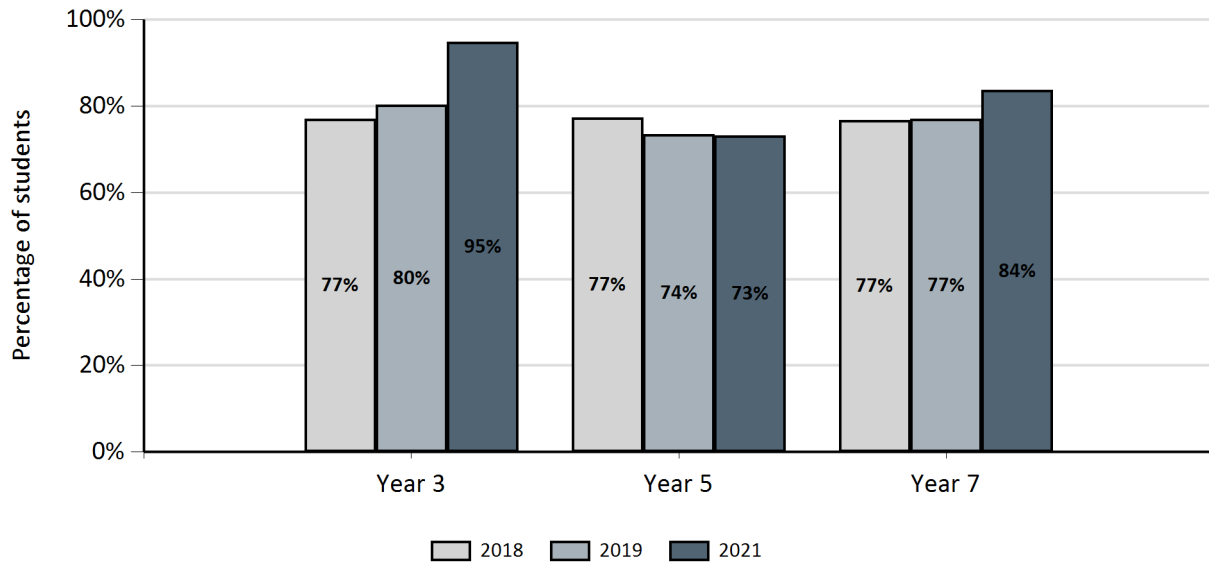


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 28% | 26% | 33% |
| Middle progress group | 38% | 59% | 48% |
| Lower progress group | 34% | 15% | 19% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 25% | 26% | 33% |
| Middle progress group | 50% | 56% | 48% |
| Lower progress group | 25% | 18% | 18% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021 | 58 | 58 | 35 | 18 | 60% | 31% |
| Year 3 2019-2021 Average | 59.5 | 59.5 | 33.0 | 16.0 | 55% | 27% |
| Year 5 2021 | 56 | 56 | 18 | 5 | 32% | 9% |
| Year 5 2019-2021 Average | 62.0 | 62.0 | 23.5 | 7.0 | 38% | 11% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

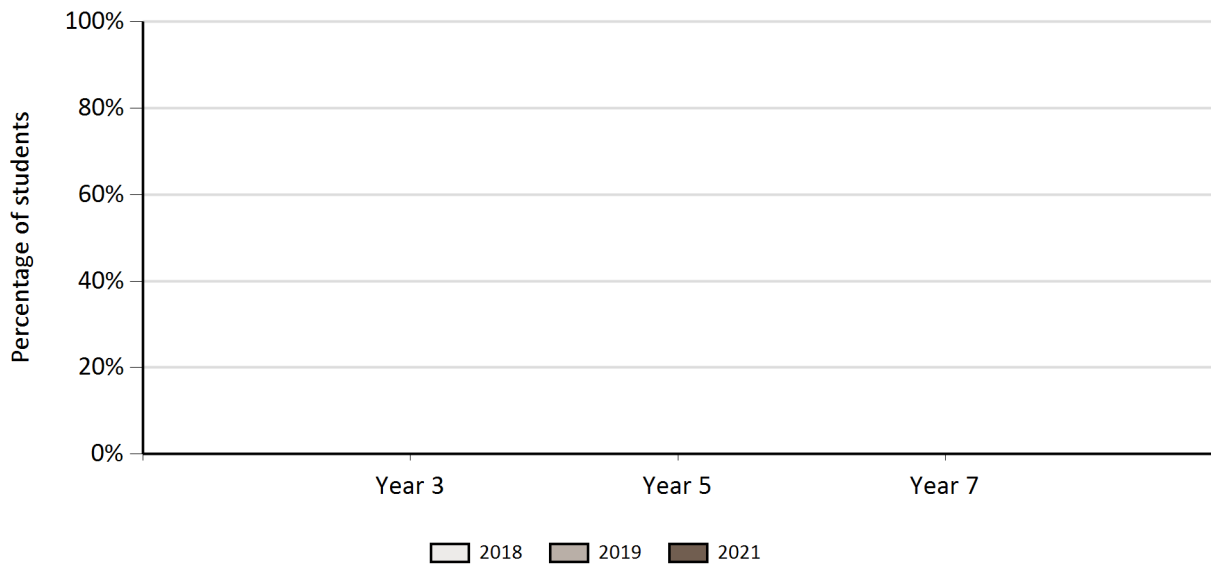
[^]includes absent and withdrawn students.

*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



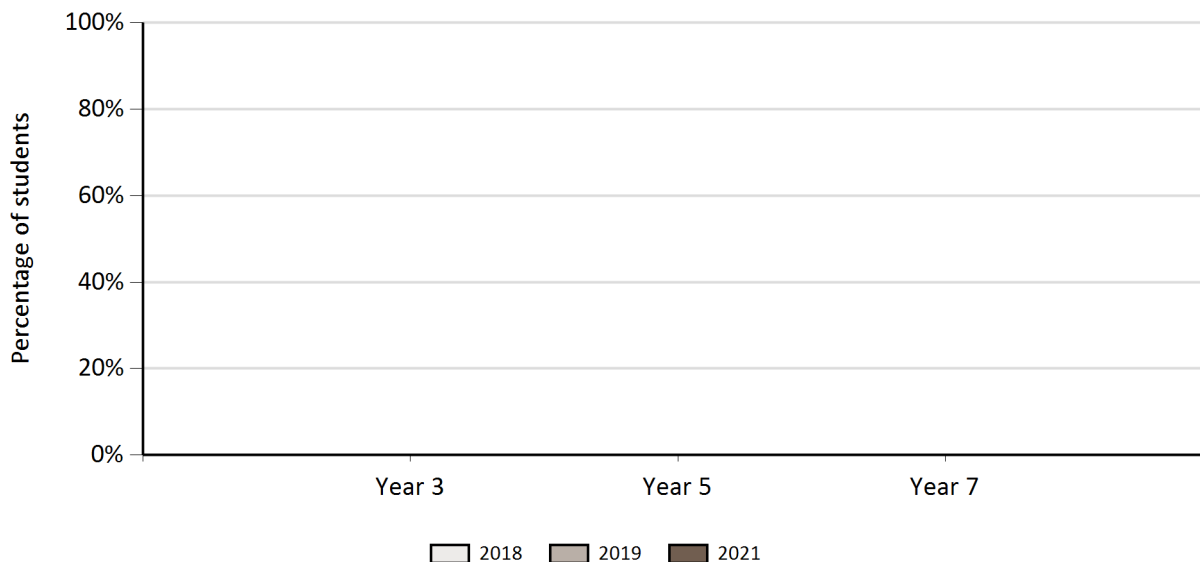
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 28% |
| Middle progress group | * | * | 47% |
| Lower progress group | * | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 27% |
| Middle progress group | * | * | 48% |
| Lower progress group | * | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

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 3 2021 | * | * | * | * | * | * |
| Year 3 2019-2021 Average | * | * | * | * | * | * |
| Year 5 2021 | * | * | * | * | * | * |
| Year 5 2019-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Engaging Families

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

The individual learning plans that students have outlines the goals to work towards. We monitor the learning, provide feedback and monitor progress. Our Aboriginal children achieve growth in their learning at LNPS by experiencing learning that is relevant to their own lives, as it is reflective of the identity, language and culture of Aboriginal people. An important strategy in achieving this is seeking input from Aboriginal families. This is not just with their own children but ensuring our curriculum is culturally responsive.

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

All seven students (100% up from 85%) met the Literacy SEA targets for Reading. Only 4 out of 7 met the Numeracy target. This will be further focussed on in 2022.

School performance comment

The Department for Education provides each school with a comprehensive report (Big Data) which outlines how we have progressed against each of the targets set for us. These are based on historical data. I have reported the percentages of children in each category and the results are below. Please note data for 2020 is not included due to the interruptions to education caused by Covid-19.

NAPLAN Performance Score 0.59

Phonics Screening 2019 54.4% 2020 59.5% 2021 82%

Running Records Yr 1 2019 71.9% 2021 84%

Running Records Yr 2 2019 77.6% 2021 88%

NAPLAN Standard of Educational Achievement Reading

Reading Yr 3 2019 85.2% 2021 94.8%

Reading Yr 5 2019 77.9% 2021 82.1%

Reading Yr 7 2019 88.5% 2021 86%

NAPLAN High Achievement Scores Reading

Year 3 2019 50.8% 2021 60.3%

Year 5 2019 42.6% 2021 32.1%

Year 7 2019 21.3% 2021 25.6%

NAPLAN Standard of Educational Achievement Numeracy

Numeracy Yr 3 2019 80.3% 2021 94.8%

Numeracy Yr 5 2019 73.5% 2021 73.2%

Numeracy Yr 7 2019 77% 2021 83.7%

NAPLAN High Achievement Scores Numeracy

Year 3 2019 23% 2021 31%

Year 5 2019 13.2% 2021 8.9%

Year 7 2019 23% 2021 25.6%

NAPLAN PROGRESS BETWEEN YEARS 3-5 AND 5-7 READING

(students who did both tests) STATE AVERAGE IS 75%

Year 5 2019 81.7% 2021 75.5%

Year 7 2019 80% 2021 81.9%

NAPLAN

Retention in higher levels Reading

(students who have sat all eligible tests and stayed in the higher levels)

Year 5 2019 73.3% 2021 60%

Year 7 2019 46.2% 2021 47.6%

NAPLAN

Retention in higher levels Numeracy

(students who have sat all eligible tests and stayed in the higher levels)

Year 5 2019 38.9 2021 33.3%

Year 7 2019 60% 2021 58.3%

Evaluation

Many targets (BIG DATA) were met, however as I have continually alluded too, it is the individual's data (SMALL DATA) that we focus on.

It has been very difficult to compare the BIG DATA considering the past two years of COVID-19.

Our Reading results are consistently better than Numeracy. We do have a focus on number through Big Ideas in Number and we expect this will make a difference.

The stand out focus for 2022 is that many children who scored in a high band in Year 3 did not achieve a high band in Year 5. This is similar for Years 5 to 7. Earlier in the report, I mentioned that our goal is to challenge students and make them think (stretch them). That is why we are training teacher to design activities like those. I hope to report better results in this category in 2022.

Our Running Record data compared to the state, category of disadvantage and partnership is very sound.

Year one: 58% in the top three levels compared to 50% in the state, 58% in our category of disadvantage and 58% in our partnership.

Year two: 95% in the top three levels compared to 81% in the state, 90% in our category of disadvantage and 90% in our partnership.

Attendance

| Year level | 2018 | 2019 | 2020 | 2021 |
|------------|-------|-------|-------|-------|
| Reception | 94.9% | 93.9% | 91.4% | 95.8% |
| Year 1 | 94.5% | 95.8% | 92.2% | 94.6% |
| Year 2 | 93.6% | 94.6% | 92.1% | 95.1% |
| Year 3 | 95.1% | 93.6% | 91.9% | 95.2% |
| Year 4 | 94.8% | 94.4% | 89.5% | 94.6% |
| Year 5 | 95.2% | 94.0% | 93.5% | 92.2% |
| Year 6 | 94.5% | 94.5% | 88.7% | 95.9% |
| Year 7 | 93.9% | 93.1% | 89.9% | 92.9% |
| Total | 94.5% | 94.2% | 91.1% | 94.6% |

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

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

Attendance comment

The South Australian Department for Education expects us to work with the community to develop positive attendance habits. We believe that this begins at an early age. We aim to build a strong sense of belonging, actively engage with family's, provide support if a barrier becomes evident and monitor attendance carefully. As in other years, we have accurately recorded attendance, contacted parents quickly and monitored class work and engagement following a period of non-attendance.

To compare our Attendance with previous years is difficult due to parents being encouraged to keep their child home over the past 24 months if they showed signs of illness. Our attendance hovers around the 94% mark.

Behaviour support comment

"Respect Everyone, Repair Harm, Restore Relationship", that is how we expect our students to interact at our school. Incidents occur, just like in any school but we are able to move on quickly on most occasions. This is due to our preventative approach. It works effectively for the majority of students; some students still require an individualised approach to address emerging or established challenging behaviours. In 2021, the students who demonstrated signs of disengagement from their learning required evidence-based, targeted interventions that were monitored regularly by the classroom teacher to assist them to improve their educational performance and wellbeing. At all times we keep the parents informed.

Parent opinion survey summary

The 2021 Parent Engagement Survey (179 responses) was a very interesting one to analyse.

There were a few questions that dipped from the 2020 score. They involved respect, children being important at our school, communication and knowing the standard of work. The rest of the questions were either the same or extremely similar to the previous year.

Feedback like this is vital if we are to continuously improve!

The dips in these responses resulted in us looking more deeply at what may be the cause.

The respect questions:- 17% were neutral, 64% agreed and 13% strongly agreed leaving 6% of people who disagreed. This is about 10 families. We will consider this given Respect is one of our Values. Also we look at the purpose and impact of programs like You Can Do It, our approach to Growth Mindset and Getting Off to a Good Start.

With regard to communication, 71% we're neutral or agreed, leaving 29% disagreeing. Some of the feedback comments revolved around wanting more information via an app, for example Seesaw but others talked about more parent interviews and more time in parent-teacher meetings to discuss goal setting.

On the surface it appears we need to be more vigilant in connecting with parents in providing specific information about progress. It was pleasing to read that some teachers do this really well.

We do understand that Covid-19 has caused some problems with face-to-face meetings and those casual catch-ups when parents are picking up their child from school. However, we will investigate this.

Some responses indicated that the best form of communication was via the newsletter. That was good to read, as a lot of time goes into each section.

The child is important question saw 25% responses that were neutral, 51% that were agreed and 12% strongly agreed, leaving 13% who disagreed. If we count the neutral as not sure, that means 38%, nearly 4 in 10 families think their child is not important or don't know. This does align with the with the communication results. This is a must to delve into.

We will now begin our reflection on these and I will report to you in 2022.

Intended destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 10 | 15.2% |
| QL - LEFT SA FOR QLD | 1 | 1.5% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 54 | 81.8% |
| VI - LEFT SA FOR VIC | 1 | 1.5% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Relevant history screening

We adhere to the screening requirements and are compliant. We do this by:-

1. Sighting and recording clearance information on EDSAS.
2. Verifying.
3. Establishing shared-use agreements with community groups.

All staff, workers and volunteers have the relevant, required checks. This is documented, reviewed and updated regularly and as required. This screening is uppermost in our minds when offering employment, work placements or volunteering opportunities.

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 | 50 |
| Post Graduate Qualifications | 6 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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 | 26.7 | 0.0 | 7.1 |
| Persons | 0 | 31 | 0 | 10 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$4,545,876 |
| Grants: Commonwealth | \$20,000 |
| Parent Contributions | \$205,108 |
| Fund Raising | \$25,024 |
| Other | \$32,569 |

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

2021 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 2021 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 | NA | NA |
| | Improved outcomes for students with an additional language or dialect | Learning support teachers focus on teaching students individually and in small groups targeting individual needs of students based on triangulated data collated. | Improved learning outcomes in Literacy and Numeracy. |
| | Inclusive Education Support Program | Specialised SSO's and teachers supporting students individually and in small groups implementing adjustments as outlined from One Plans. | Students achieving learning goals outlined in One Plans. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p> | <p>Funding has been used to provide individual support for ATSI students who have been identified to increase SEA with an SSO for both in class and 1:1 targeted support. Teacher, SSO and student work together to set learning goals. Teacher work with SSO' to provide individualised learning to achieve these goals.</p> <p>Early Years Support Grant was utilised to increase SSO and teaching staff to better accommodate the needs of students who were not achieving learning goals. This funding was specifically used for InitialLit, Learning Support and MinLit intervention groups.</p> | Improved learning outcomes for targeted students. |
| Program funding for all students | Australian Curriculum | Australian Curriculum Funding was utilised for Pupil Free Days focussing on Reading, Writing and LDAM. | Increased staff ability to use Australian Curriculum to stretch all learners. |
| Other discretionary funding | Aboriginal languages programs Initiatives | NA | NA |
| | Better schools funding | Developing the capacity of staff to improve learning outcomes for all students. Areas of focus which are outlined in our Site Improvement Plan. | Strong increase in teachers ability to academically stretch all learners. |
| | Specialist school reporting (as required) | NA | NA |
| | Improved outcomes for gifted students | NA | NA |

