



Ingle Farm Primary School

2021 annual report to the community

Ingle Farm Primary School Number: 1162

Partnership: Montague

Signature

School principal:

Ms Vanessa Mortimer

Governing council chair:

Ms Astrid Pouwels

Date of endorsement:

17 February 2022



Government
of South Australia
Department for Education

Context and highlights

Ingle Farm Primary School is located in the northern suburbs of Adelaide and reached an enrolment of 484 students by Term 4 2021. In 2021, Ingle Farm catered for students from Reception to Year 7. Students in Year 6 and 7 transitioned to high school. 123 students graduated from our school. The school has an ICSEA score of 939 and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population included 9% (45) Students with a Disability (which now includes students with complex social/emotional behaviour as part of the Inclusive Education Support Program), 5% (25) Aboriginal students, 2% (21), Children in Care – 7 (1.4%) (290) students (60%) are recognised as English as a Second Language or Dialect learners (EALD) – approximately 39% were eligible for School Card assistance. 2021 reflected 11 Intensive English classes in Term 1 (reducing to 5 by Term 4 due to border closures resulting from COVID19), 16 mainstream and 2 Special Education classes operating in the school. Our IELC class will continue in 2022 as one of 6 Centres to remain open. The school highly values the Children's Centre and Family Zone co-located on the campus providing a range of services for families and the wider community.

2021 leadership consisted of the Principal, Deputy Principal, two Assistant Principals, Student Well-being Coordinator and a Teaching and Learning Coordinator. The continued focus on shared ownership of values: Respect, Honesty and Persistence, is linked to class learning. Staff continued the implementation of Auslan. This was well received by students and particularly families who appreciate this supports our context of families who are already fluent in multiple languages. Auslan now features in whole school events and specialist learning areas, particularly The Arts. SAPSASA participation across a range of sports and several students represented the school at a state level. Physical Education was extended as a specialist learning area and teaching staff promoted before and after school sports together with lunchtime programs.

Ingle Farm Primary school was successful in receiving funding to continue First Language Maintenance and Development Program (FLMD). We continued to receive funding for: Iranic (Farsi, Dari, Hazaragi), Indic (Urdu, Hindi, Punjabi) and Tagalog language groups. FLMD support was aligned with school improvement priorities. Every student in the program had an explicit reading goal that was tracked and reviewed at the end of each term. Grounds and building improvements continued with the addition of disability access ramps, upgraded guttering and stormwater and the completion of our outdoor play areas.

Governing council report

As chairperson, I would like to acknowledge the dedication of the parents and staff who devote their time to the Governing Council meetings. The Ingle Farm Primary School Governing Council (IFPSGC) is made up of a diverse group of individuals that all have one common interest: our children's health, wellbeing, education and future.

2021 again brought out so many of the great qualities that the school aims to foster in all our students - resilience being the main one. The school yet again rose to the challenge that COVID set and met every goal. The energy and adaptability of the teaching and leadership staff was evident as every roadblock was met with determination to find a way to continue to provide all students with a fun and productive year.

As Governing Council we also adapted to the ever changing environment and held regular online meetings with a core group of dedicated members in attendance; despite constantly changing times and dates. Your time has been appreciated.

Some key highlights (despite varying COVID restrictions) included the Colour Fun Run, Sports Day and two Graduations to say Good bye to both our Year 7s and Year 6s. 2021 saw a change to the primary school structure with Year 7s moving to high school. This change also saw a number of our staff also making the leap to teaching high school students. Many of these highlights were sent to parents and families via the Seesaw App which has been a vital component in keeping engagement alive!

Visually, the school has had colour splashed around with the painting of various areas and the improvement of the garden area and art work. Ramps have been installed and toilet blocks updated. There has been a steady flow of works to the school, which at times has resembled a work site but the staff and students have persevered.

I'd like to acknowledge the sub-committees that sit underneath the IFPSGC: OSHC and Grounds Keeping. Their dedication to the school is reflected in the amazing work undertaken in 2021.

The IFPS OSHC continued to provide a high quality service; with a number of new staff employed throughout the year. The Vacation Care required a modified program and the service delivered; which families greatly appreciated.

Despite everything that happened during 2021, IFPS continued to provide a supportive environment for all of our students.

Heading into 2022, the IFPSGC look forward to welcoming new staff, students and new members onto the Governing Council.

Quality improvement planning

School improvement goals; Goal 1 Students develop as balanced readers through consistent whole school practices in the teaching and learning of reading progressions. Goal 2 Students develop oral language, phonological awareness, phonics proficiency and understanding of spelling linguistic features (phonological, orthographic, and morphological) through intentional and scaffolded teaching R - 7.

The structure of all class programming including a focus on the learning intention of the lesson and the success criteria has supported measured growth and the targeted skill being taught. In the early years a clear focus on the phonological skills for reading, writing and spelling ensured growth as a result of explicit teaching to learner entry points.

Continued professional learning, consistency of teaching pedagogy created by whole school agreements and greater accountability established by Impact Cycles improved data as teacher efficacy has continued to improve.

Professional learning aligned to the Impact Cycle process (informed by research from John Hattie and Simon Breakspear). Each term's impact cycle built upon the phonics PL conducted from 2018 when the focus of the learning shifted towards Spelling, where alternate graphemes are used to support writing and where morphology and etymology are introduced. Staff meetings were where our professional learning Impact Cycles took place. They were student outcome focused and ensured that all staff were improving their practice aligned with the School Improvement Plan. They also supported consistency of practice within our Literacy Block.

Consistency of practice was also supported through the implementation of Jolly Grammar as a whole-school approach, as well as the introduction of a school-specific assessment tool that combines Jolly Grammar with the spelling research from Tessa Daffern. Jolly Grammar builds on from the Jolly Phonics program that is already in place for supporting Phonics teaching, creating regularity in methods, processes and language for the students' educational journey at Ingle Farm. Tessa Daffern's research on spelling demonstrates the importance of the triple-word form theory (phonology, orthography and morphology) and the importance of cross-mapping words using the different types of spelling knowledge. The school-specific assessment tool allows teachers to ensure each student has specific entry points tailored to their needs.

The use of online resources and technology to facilitate teaching and learning has become an integral part of the education at IFPS. Seesaw, Office 365, Microsoft Teams and WebEx have been integrated into daily learning to support students at school and at home, as well as staff during professional learning. Online resources have also been provided to families to ensure that no disruption of learning is experienced during times of isolation and lockdown periods. These resources were explained and are in line with current whole-school practices and agreements.

The Teaching and Learning Coordinator worked alongside teachers to support the implementation of the Balanced Reader, the Big Six of Reading, Teaching and Learning Cycles and Spelling ensuring they were following school, partnership and departmental expectations and agreements. Weekly times were arranged to allow the Teaching and Learning Coordinator to model, observe, discuss and set targets for the ECTs to support their continued growth and their effectiveness on improving student outcomes. This work created consistency of practice across the school, as well as improving teacher knowledge and confidence in teaching within the Literacy Block supporting an improved teacher efficacy.

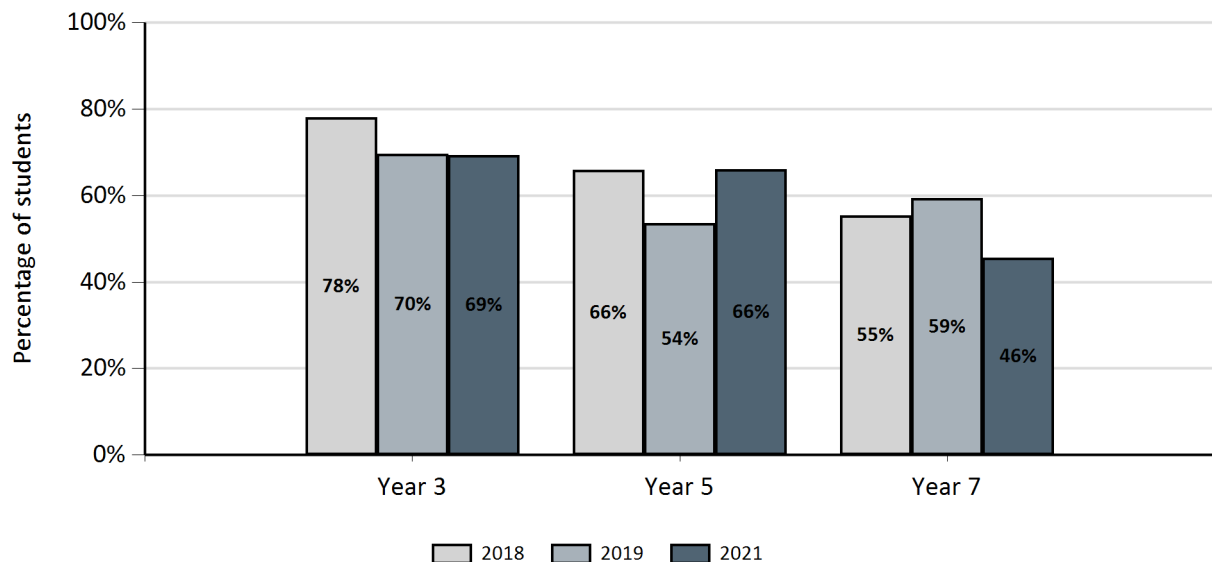
Planning expectations were also introduced. In-line with the 'Stretch' Literacy Guidebook, teachers produced Teaching and Learning Cycle overview planning and provided it for feedback.

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

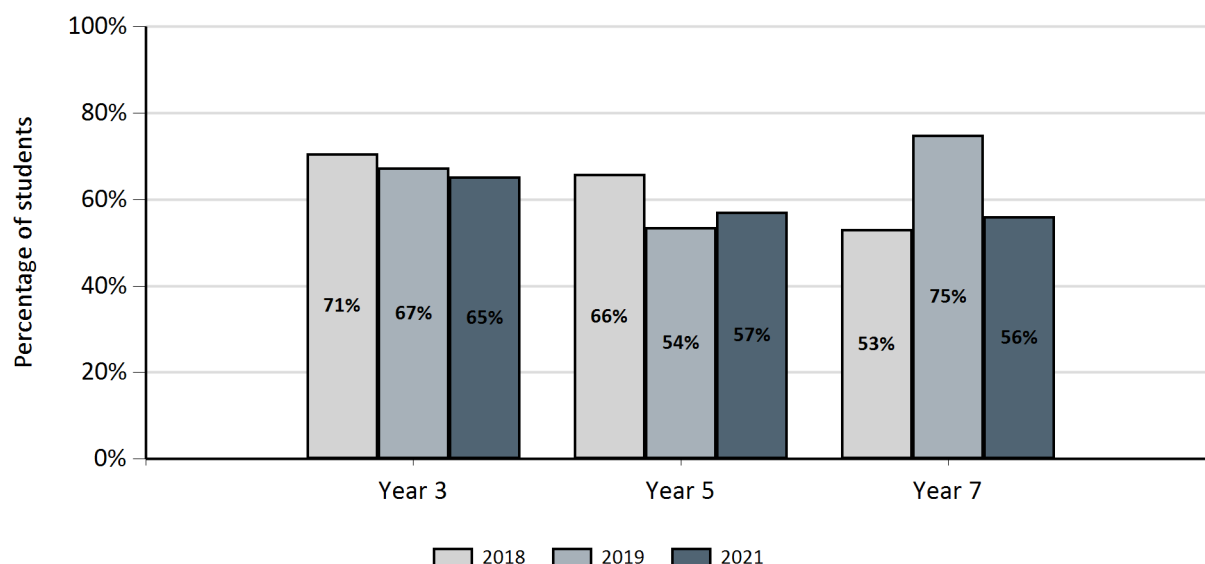


*NOTE: No NAPLAN testing was conducted in 2020.

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	36%	26%	33%
Middle progress group	44%	60%	48%
Lower progress group	21%	*	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	26%	20%	33%
Middle progress group	59%	57%	48%
Lower progress group	15%	23%	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	49	49	13	8	27%	16%
Year 3 2019-2021 Average	47.5	47.5	13.0	7.5	27%	16%
Year 5 2021	56	56	9	3	16%	5%
Year 5 2019-2021 Average	48.5	48.5	6.5	2.0	13%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

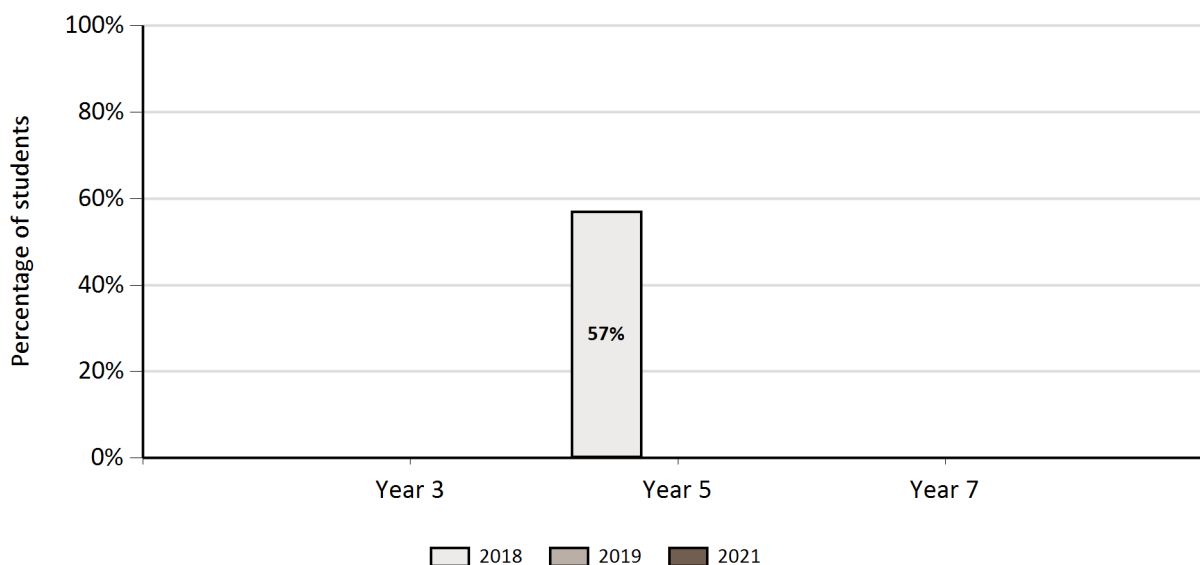
^includes absent and withdrawn students.

*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



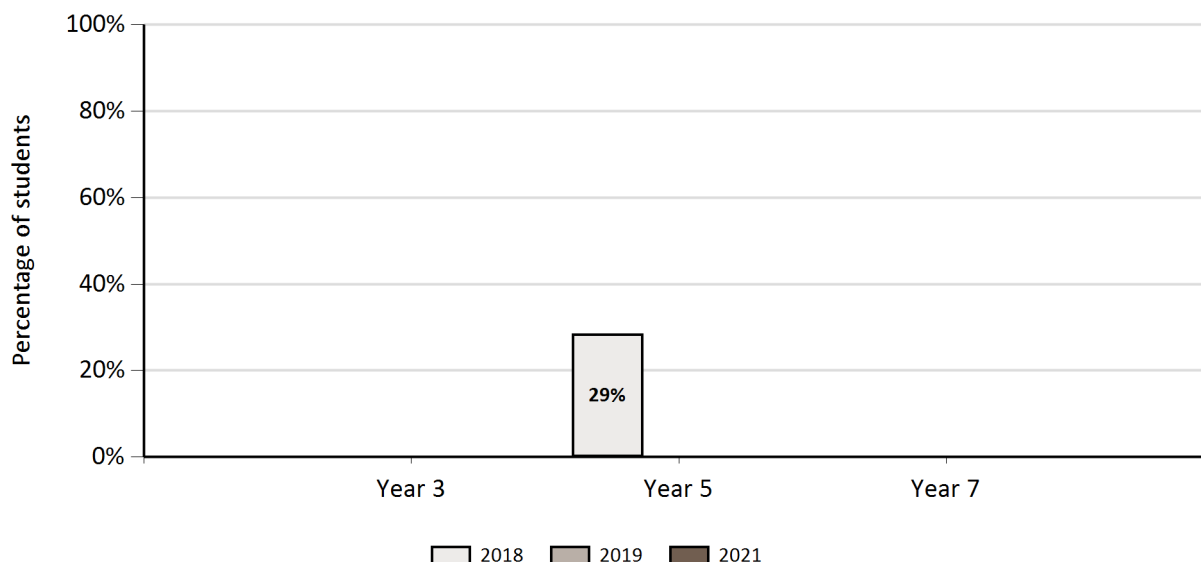
*NOTE: No NAPLAN testing was conducted in 2020.

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: Tracking & Monitoring

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

The role of Intervention Teacher and Aboriginal Education Teacher were combined to have a deeper focus on data collection to target specific skill development in the areas of phonological awareness, phoneme awareness, phonics, vocabulary and oral language in line with the School Improvement Plan. The AET worked alongside teachers and support staff to share, track and monitor reading data to inform differentiation strategies for every Aboriginal learner. PASM/PASOS data was collected for all Aboriginal students and intervention groups were identified based on functional needs such as blending, segmenting, syllable segmenting, identifying first, last and middle sounds and rhyming words. This ensured consistency of practice using whole school data agreements. Aboriginal students received intervention either individually or in groups with wave 1, 2 or 3 levels of adjustments from teachers (including the AET) and support staff. Capacity building of teachers was also supported through the Impact cycle process outlined in Teaching and Learning. Identification of Aboriginal student's data through this process ensured Aboriginal Learners were prominent in literacy improvement planning.

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

100% of all Aboriginal students assessed using the PASM data tool improved their skills and understanding in phonological awareness. 12 out of 14 students achieved benchmark in phonological skills testing by the end of Term 3 and 4 students achieved above benchmark. 6 out of 9 students who participated in NAPLAN 2021 achieved near to benchmark in reading, 1 achieved National Minimum Standard and 1 achieved above National Minimum Standard in reading.

School performance comment

Phonics Screening Check

73% of mainstream students met Standard of Educational Achievement. This is a 43% growth in the data compared to last year. These results demonstrate that when teachers explicitly teach using a systematic synthetic phonics approach it builds and deepens student's phonics knowledge.

NAPLAN

Our Year 3 mainstream data in NAPLAN Reading shows a significant positive trend from 2019 to 2021 in both the National Minimum Standard and Standard of Educational Achievement. The increase in Year 3 students meeting National Minimum Standard was 27%, and the increase compared to Standard of Educational Achievement was 22.4%.

Our Year 5 mainstream data for NAPLAN Reading also shows a significant upward trend from 2019 to 2021. The number of students in Year 5 who have met National Minimum Standard has increased by 20% and 22.3% when compared to Standard of Educational Achievement.

Our Year 7 mainstream data for NAPLAN reading shows that there is an increase in the number of students meeting National Minimum Standard (14%), however, a slight decrease in our year students meeting Standard of Educational Achievement (5.4%).

This data is indicative of reading improvement for our most challenged students. It shows that our current practices and strategies are highly effective in shifting our low achieving students to a level where they are competent readers. The slight decrease in students meeting Standard of Educational Achievement indicates that an area of growth is the ability to stretch our oldest students.

PAT

Year 3 PAT-Reading data shows that 80% of students met Standard of Educational Achievement.

Year 4 PAT-Reading data shows that the number of Year 4 students that met Standard of Educational Achievement increased by 25% for the same cohort of kids compared to 2020 when they were in Year 3.

Year 5 PAT-Reading data indicates that there is an upward trend in the numbers of students in that cohort achieving Standard of Educational Achievement in Reading. 7% more students achieved Standard of Educational Achievement in 2021 compared to 2019 (when they were Year 3), and 18% more compared to 2020 (when they were in Year 4).

Year 6 PAT-Reading data also displayed an upward trend in regards to students meeting Standard of Educational Achievement. The number of students that increased by 2% in comparison to 2019 (when they were Year 4) and 15% compared to 2020 (when they were in Year 5).

Year 7 students are the only cohort that have displayed a negative trend in our PAT-Reading data (2020 = -8%. 2021 = -26%).

Overview

Current national (NAPLAN) and state (PAT) data shows that the current Site Improvement Plan is having a significant positive outcome on student achievement at Ingle Farm Primary School. Continued professional learning, consistency of teaching pedagogy created by Whole-School agreements and greater accountability established by our impact cycle process are a few reasons for this improved data as teacher efficacy has improved as a result of these.

Attendance

Year level	2018	2019	2020	2021
Reception	86.7%	88.3%	85.4%	90.0%
Year 1	86.3%	87.6%	79.8%	88.8%
Year 2	91.3%	88.3%	84.5%	90.1%
Year 3	89.8%	90.9%	86.2%	87.1%
Year 4	90.4%	89.9%	82.5%	91.2%
Year 5	90.3%	89.1%	85.0%	92.6%
Year 6	89.0%	89.6%	83.9%	90.2%
Year 7	89.4%	87.5%	80.7%	87.9%
Primary Other	91.1%	89.2%	84.4%	91.7%
Total	89.7%	89.0%	83.7%	90.2%

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

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

Attendance comment

The Student Wellbeing Coordinator works closely with the Aboriginal Community Engagement Officer (ACEO) and the Aboriginal Education Teacher (AET) to engage with our Aboriginal families to maximise attendance. The ACEO and AET attempt to contact these families regularly and have completed multiple home visits in 2021 in conjunction with Aboriginal Support Services.

The Student Wellbeing Coordinator continues to work closely with Social Work Truancy staff, Child Wellbeing Practitioners, Aboriginal Services, The Walk Along Team, Teachers and families to address issues of chronic non-attendance. In 2021 this has included 23 families with students' attendance below 70%, 22 families with students' attendance between 71% and 80%. The overall rate of attendance for the year is 87.05%.

Behaviour support comment

Comparison data indicates most high level behaviours occurring in Term 1 2021 with significant decreases each term; Term 1 - 273 entries on EDSAS, Term 2 - 193 entries on EDSAS, Term 3 - 153 entries on EDSAS and Term 4 - 94 entries on EDSAS. This is due in part to classroom management tools such as the Zones of Regulation, the Learning Pit and the Effort Meter being used proactively, our Art Therapy program which runs three days per week, Social Work students implementing a Play Therapy program and a Social skills program and our collaborative work with Family Zone Social Worker, who ran a Boys Club social skills program. The Student Wellbeing Coordinator shares behaviour data weekly with all staff via One Note and works collaboratively with multiple Child Wellbeing Practitioners, Aboriginal Support Services, Behaviour Coaches, Family Zone, DCP, Baptist Care, Kickstart for Kids and the Ingle Farm Children's Centre to strengthen relationships.

Parent opinion survey summary

For the Parent Survey in 2021, 160 responses were received from 499 enrolment count. Consistently positive responses were evident in relation to school communication using our whole school app, Seesaw. Families appreciated consistency of this where there were more than one child on the family. COVID as evident as consistent challenge for meetings face to face however we saw an overall increase in satisfaction levels for school processes and practices in general as defined by the questions, responses and percentages. For example; 80% agreed or strongly agreed that school communicates effectively. 91 % see teachers and students as respectful.

Areas to improve were reflected in 18 % who don't feel they know the standard or work expected. 27 % don't feel they have enough input into learning.

A conclusively positive response was that 99% see education as important. This is affirming, reflecting that our community highly value our profession and day to day work ethic.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	8.3%
NS - LEFT SA FOR NSW	2	1.7%
OV - LEFT SA FOR OVERSEAS	8	6.6%
QL - LEFT SA FOR QLD	1	0.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	93	76.9%
U - UNKNOWN	4	3.3%
VI - LEFT SA FOR VIC	3	2.5%

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

Relevant history screening

For teachers, the Department's approved screening is the Teachers Registration Board of South Australia screening as part of the teacher registration process.

For all others, the Department's approved screening is a child-related employment screening through the Department of Human Services (DHS).

The Deputy Principal ensures that service providers have current Working With Children clearances.

School and Out of School Hours Care (OSHC) staff records are maintained in the Front Office.

Volunteers: Parents attending camps, those in close contact with students with disabilities in special classes, and parent volunteers (if their own child is not involved), all require Working With Children clearances which are monitored by the Wellbeing Coordinator when conducting volunteer training.

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	57
Post Graduate Qualifications	11

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	37.6	1.0	18.9
Persons	0	39	1	28

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

Financial statement

Funding Source	Amount
Grants: State	\$7,165,130
Grants: Commonwealth	\$22,200
Parent Contributions	\$188,351
Fund Raising	\$8,233
Other	\$23,318

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	Student Wellbeing Leader coordinates the Learning Code Committee, Leads collection, analysis and action planning from WEC data. In 2021 students in Year's 4 to 7 participated in the Wellbeing and Engagement Collection.	Reduced behaviour data and students showed higher learning readiness.
	Improved outcomes for students with an additional language or dialect	Intervention support in IELC continued to focus on building phonological awareness skills. 31 students participated in the program and showed significant increase in their phonological awareness skills.	Shift from 47% to 60% in Phonological Awareness skills.
	Inclusive Education Support Program	Employment of 0.4 Intervention Teacher and introduction of Waves of Intervention process for all Junior Primary students with targeted skill development in the area of phonological awareness skills and phonics.	95% of students in Reception achieved benchmark in PASM data.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	In 2021, school received FLMD funding for 3 language groups: Arabic, Iranic and Indic. The focus of the program was directly linked to School Improvement Plan (SIP) goals targeting the Big 6 of Reading. Over the course of 12 months, students displayed significant improvement in their reading skills. Staffing allocated to 2 x SSO2s for Quicksmart Numeracy Intervention Program for Middle Years and MiniLit Intervention Program for Early Years. AET 0.6 (top up from 0.52), 20 hours per week SSO support for Aboriginal Learners in addition to 28 Hours per week ACEO.	Arabic language group showed 91% increase; Indic group-80% increase and Iranic group-52% increase.
Program funding for all students	Australian Curriculum	All students in the Middle Years were assessed using the Phonics Screen which informed targeted intervention practices. All students receiving Wave 2 and 3 intervention were tracked against pre and post data.	89% of students in middle years receiving intervention improved phonics score.
Other discretionary funding	Aboriginal languages programs Initiatives	Change in teacher practice in differentiating learning for all students with particular reference to phonological awareness and phonics.	100% of Aboriginal students receiving intervention support.
	Better schools funding	Additional Support hours were allocated to support Waves of intervention. Targeted individual SSO support and group support employed to ensure all students receiving funding had their allocated support.	Increased improvement in Year 1 phonics Screen from 59% achieving 40/40 to 73%
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

