



Mawson Lakes School

2020 annual report to the community

Mawson Lakes School Number: 987

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Mr David Cowles

Governing council chair:

Peter Richings

Date of endorsement:

4 January 2021



Government
of South Australia
Department for Education

Context and highlights

Our vision of “Lifelong learners who positively influence our community in a global context” is underpinned by our mission of developing high quality programs to maximize our students' learning potential. Mawson Lakes School is a category 6, multicultural school with approx. 45 nationalities represented. Parents in the school have high expectations and take a keen interest in supporting their child's learning. Many of them work locally at professional institutions/Commonwealth departments such as UniSA and Edinburgh RAAF. We have approx. 20 Defence Force families enrolled at our school and we have a Defence Schools Mentor who supports these students. Whilst 2020 proved to be a very challenging year due to the Covid-19 Pandemic, the school did an amazing job in keeping things as normal as possible for our students, parents and the wider school community. Some of the highlights for the year included:

- A very successful 'External review' where the school's academic performance was reviewed by the Dept. for Education (DFE). Notable improvements were made in the area of our Phonics Screening test for our year 1 students, as well as overall improvements in Reading and Numeracy results. The school was given a very strong '3 year return' meaning that the school won't need to be reviewed again until 2023.
- Start-up meetings began with architects and builders commenced for our upcoming 'Building Better Schools' projects; the school has been given a budget of \$6M to use towards improving and updating learning spaces for our students. Teachers and students met with 'Sensum' (building contractors) to give input into the kinds of things they would like included in the 'design brief'. We are excited that this process has begun.
- Governing Council worked tirelessly to support the school in a number of different areas. The ongoing 'footbridge' project reached another milestone with the school and Salisbury Council committing funds to share in the cost of building a new footbridge. Detailed planning and costings were provided by the Council and a preferred option has been selected for its design. The Council has committed to funding it in its 2021/22 budget so 'fingers crossed' we will see construction start in 2021.

However the biggest highlight of the year was the way in which the students and staff at our school demonstrated great resilience and determination, to ensure our day to day learning and extra-curricular programs continued as per normal, during the pandemic. Highlights included: Sports Day, Book week, Long Tan Day/ Remembrance Day, Year 7 Graduation, Oliphant Science awards and many amazing 'Gatherings' in the gym.

Governing council report

2020 has been an interesting 'learning year' for the rest of the world, on how to deal with a pandemic. In spite of the school being directed to close for 2 weeks during the 'Parafield Cluster' lockdown in term 4, the staff have done an incredible job in preserving an almost normal education program in 2020. Whilst the Governing Council were limited in the actual face to face meetings that were possible, they refined their Zoom meeting skills and met twice a term online. As far as possible we have continued business as normal and achieved good outcomes for the school, albeit sometimes virtually.

Some of these actions included:

- The successful application for an increase in our OSHC capacity. This means we are close to matching vacancies needed to meet the needs of the school community. We continue to look at ways to increase capacity further.
- The review of School policies has continued and this year has included looking at anti-bullying, behaviour support, and sun protection amongst others.
- The School and the Governing Council are working with the Salisbury Council to achieve part funding for a replacement and safer footbridge linking the two sites of the School. There is optimism that the local council will agree and put the bridge into the 2021/22 budget.
- The “kiss and drop” remains a challenge to achieve a safe and 'traffic jam free' environment. It is anticipated that the local council will make changes to the road layout to improve the situation, in the new year.
- A Reconciliation Action Plan for our indigenous students is being drafted.
- Our Education Committee has reviewed and developed our SIP.
- The School's external review was carried out with strong outcomes meaning that the next review won't be necessary for another 3 years.
- The impact of Year 7 transition has been reviewed and will be closely monitored over the next year. There will be significant changes both from a budget as well as class allocation.
- Finally after some debate, the School has set up their own Facebook page to improve local communication further.

I would like to take this opportunity to thank all of the Governing Council members for their commitment and input in 2020. Despite the obvious challenges, we have achieved many outcomes that will have a positive impact on the students at Mawson Lakes School.

Peter Richings
Governing Council Chairperson

Quality improvement planning

For the first time in 2020, our main Site Improvement Plan (SIP) goal of improving reading achievement was split into two separate goals.

To ensure we went 'narrower and deeper' with our Reading focus, we had two different 'challenges of practice' or aspects of staff practice we wanted to particularly focus on and imbed. The R-3 challenge of practice was: 'If we implement a consistent synthetic phonics program (Jolly Phonics/ Grammar) then we will improve student achievement in reading R-3.' Some of the key actions to support this challenge of practice included:

- Retraining all staff (R-3) in Jolly Phonics/Grammar for consistency of practice.
- Literacy Guarantee Unit (LGU) providing ongoing professional learning to Professional Learning Communities (PLC's) in phonics. -Literacy Guarantee unit supporting PLC facilitators in delivery of synthetic phonics program, who then worked with their PLC.
- Teachers' followed an agreed scope and sequence of Phonological Awareness/ Phonics and used Phonics screening data to plan and teacher consistent Jolly Phonics/Grammar aligned to the R-3 scope and sequence.
- Teachers explicitly teaching daily Jolly Phonics using the Jolly Phonics program, for targeted teaching strategies.
- The PLC model of working collaboratively, three times a term was extremely successful in supporting teachers with their practice in delivering PA and Phonics programs. In PLC's staff had the opportunity to ask questions of each other, discuss successes and challenges as they delivered the program and share resources they had made or had modified to complement their teaching. The LGU and leadership team attended PLC's to provide support and follow up on questions/ queries that staff had and this ensured 'fidelity' of the Phonics/ PA program. A 'bonus aspect' that came out of the PLC work was that staff also adopted the use of the 'Heggarty' phonological awareness program and this soon became an embedded part of the daily P.A. and Phonics work. The year 1 Phonics screening check results improved dramatically from 34% the previous year to 77% in 2020!

The 4-7 Reading goal's focus was: 'If we implement a consistent approach to the teaching of Guided Reading, with a focus on inferencing and reflecting on texts, then we will improve student achievement in Reading 4-7'. Some of the key actions to support this included:

- Upskilling PLC facilitators by releasing them to work with a Literacy Consultant (Deb Draper) to then lead a PLC in Guided Reading.
- The Literacy consultant coaching/ modelling explicit strategies of inferring and reflecting on texts, for staff to use with their class.
- Teachers using agreed PLC protocols to implement daily GR sessions with their students, including use of GR lesson plan scaffolds.
- Teachers using agreed observation checklists and locally developed 'Top 5 of Guided Reading' to ensure fidelity of GR program and to provide each other with constructive feedback, to ensure consistent alignment of practice.
- Leadership meeting frequently with Literacy Consultant and PLC facilitators to check consistency of GR programs and to provide support for staff and feedback to Literacy Consultant, when adjustments needed to be made to the professional learning program.

Once again the PLC structure worked well in bringing about real change in teacher's practice. In PLC's staff could once again share their practice, ask questions of the facilitators and discuss challenges and 'next steps' in their learning. Having a locally developed 'Top 5' of G.R. helped keep the focus on specific skills that students needed to use when inferring and reflecting on texts. Regular PLC's ensured more consistency of practice and the agreed observation checklist helped leaders provide feedback that was targeted. Through this improvement work we were able to maintain a high percentage of students who were already above and significantly above the 'SEA' in PAT R and broaden teacher pedagogy.

Improvement: Aboriginal learners

7 Aboriginal students are enrolled at Mawson Lakes School, representing less than 1% of the school enrolment. This has been transient, however has remained steady. With a focus on Quality Classroom Practice, Key Element 3 (Aboriginal Learner Achievement Leaders Resource), a whole school approach to the improvement of reading has been implemented. Specific focus areas: Jolly Phonics for Years Rec-3 and Guided Reading for Years 4-7. Professional Learning Communities, with guidance from Deb Draper and the Literacy Guarantee Unit, have supported implementation to support all learners.

During Semester 2 we appointed an ACEO for 13 hours a week, drawing on 2019/2020 funding. Strong relationships with students, families and community were established with positive feedback from all groups. An Aboriginal Reconciliation Action Plan (RAP) Working Party was established with members including ACEO, leadership, teachers, community members, a parent and a student. The aim of the working party is to establish a vision and prioritise actions as we move into 2021. For all of 2021, our ACEO will be employed at 14 hours per week, above the funding allocation of 6.4 hours.

APAS funding was received for 2 year 3 students, resulting in weekly support lessons provided by a School Support Officer with a focus on phonics, comprehension and writing. Weekly records were maintained so student growth could be monitored. For these students, results demonstrated improvement: PASM increasing from 21&22 to 32/32, Phonics Screen increasing from 18 & 8 to 28 & 30, Running Records increasing from 18 & 20 to 20 & 27, and PAT-R increasing from 73.7& 63.5 to 81.9 & 88.4

Aboriginal student data is analysed on a regular basis, at classroom, leadership and recently Student Review Team levels. This includes implementing and reviewing individual One Plans, reviewing data on 'Markit' and aligning goals and achievement to our School Improvement Planning goals and actions.

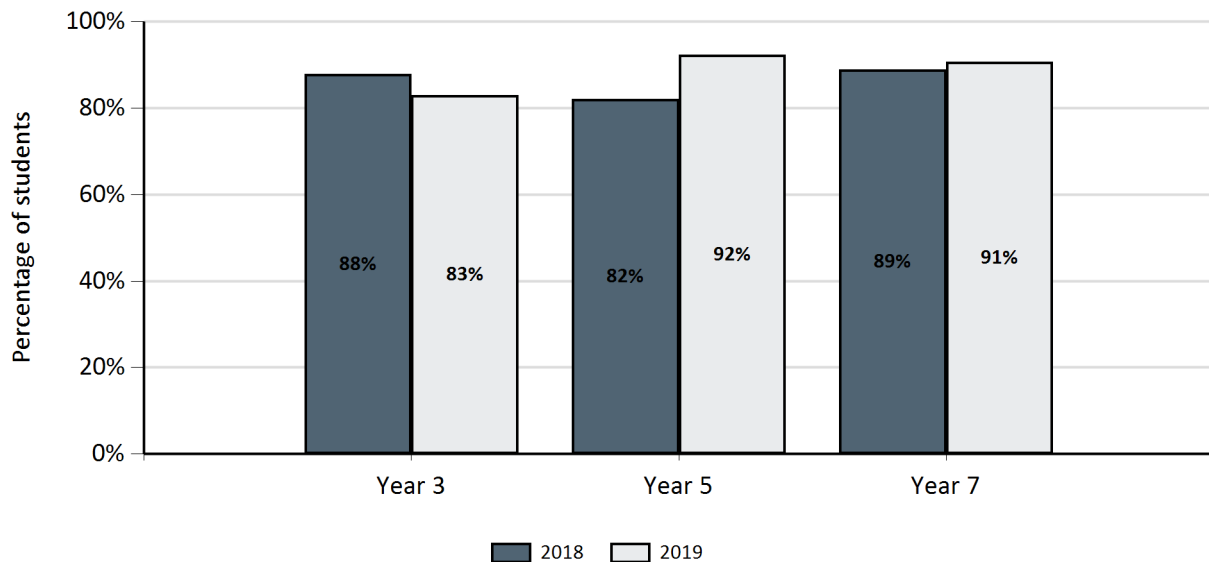
As a result of implementing agreed practices to raise all learner achievement, inclusive of Aboriginal learners, there are high expectations with consistency of language and practice in the targeted areas of Phonics and Guided Reading. Teacher capacity has been built through on-going professional learning, including PLCs. The PLCs have a shared vision with a committed focus on learner improvement. Professional dialogue, leader and peer observations and constructive feedback have been part of this process.

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

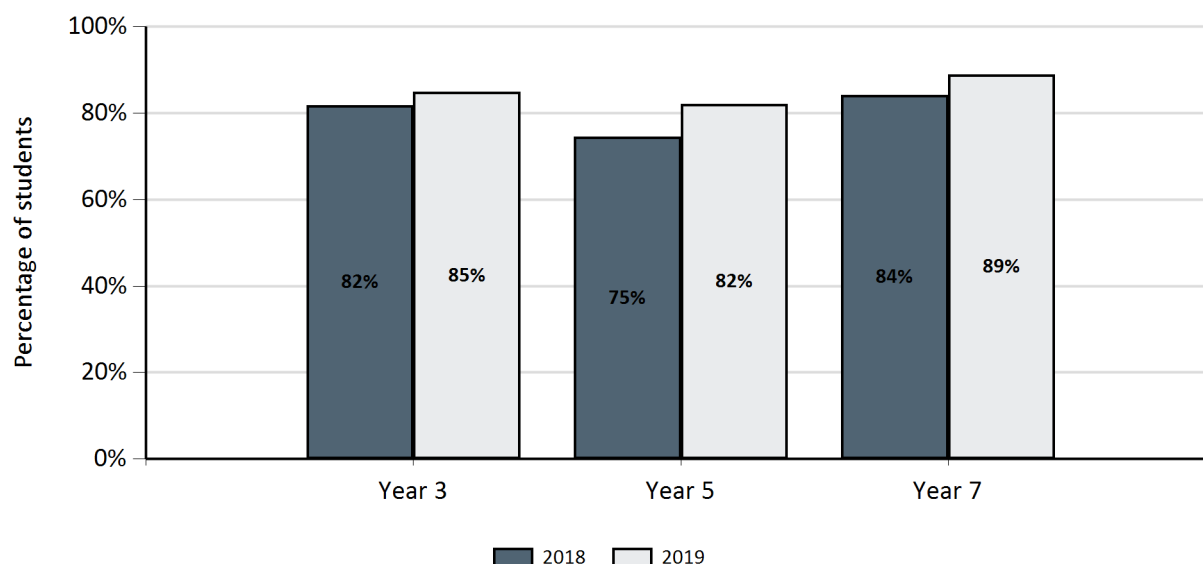


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	24%	20%	25%
Middle progress group	60%	59%	50%
Lower progress group	17%	20%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	44%	34%	25%
Middle progress group	44%	52%	50%
Lower progress group	11%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019	106	106	48	35	45%	33%
Year 3 2017-2019 Average	105.3	105.3	49.3	36.7	47%	35%
Year 5 2019	78	78	26	22	33%	28%
Year 5 2017-2019 Average	91.3	91.3	31.7	22.7	35%	25%
Year 7 2019	54	54	7	22	13%	41%
Year 7 2017-2019 Average	61.0	61.0	13.7	18.7	22%	31%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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.

School performance comment

Results for 2020

Phonics Screening check:

Year 1: 83/108 (77%) students in year 1 achieved the target benchmark in Phonics Screening (28 and above). 34% (27) achieved in 2019

Year 2: 74/96 (77%) students in year 2 achieved the target benchmark in Phonics Screening (28 and above). 60% (48) achieved in 2019.

Running Records

Reception: 58/117 (5 left) (50%) students in Reception achieved at or above SEA (Level 5) in Running Records. 21% (22) achieved in 2019.

Year 1: 71/108 (66%) students in year 1 achieved at or above SEA (Level 13) in Running Records. 53% (49) achieved in 2019.

Year 2: 64/96 (67%) year 2 students achieved at or above SEA in Running Records. 68% (69) achieved in 2019.

In 2020, Yr. 1 Phonics Screening results improved significantly. Following 2 years of minimal growth (33% 2018, 34% 2019), the 2020 result of 77% of students achieving the benchmark was an outstanding outcome for our students. After 3 years of decline in Year 1 Running Record results, the 2020 cohort showed promising improvement with 66% of students achieving the benchmark. Year 2 Running results were similar to the previous year's results at 67%.

Our next steps are to:

- continue check ins for fidelity,
- check in for momentum (embedded practice) - sustainability over time
- provide opportunities for professional learning for Year 4-7 in Jolly Phonics/Grammar for consistency of practice across the school
- strengthen PLCs capacity to collaborate, share learning, including deprivatising practice with colleagues
- provide opportunities for PLC facilitators to mentor colleagues

Pat R(Reading)

Year 3: We maintained: 30/32 (2 left) year 3 students significantly above ('SA') the SEA, 7 above SEA, increase 11 from above SEA to SA (2 left), and increased of 7/12 students from SEA to above or 'SA' SEA in PAT-R.

Year 4: We maintained: 30/34 (1 left) year 4 students 'SA' above the SEA, 6 above SEA, increased 14 from above SEA to SA (1 left), and increased of 10/13 (1 left) students from SEA, to above or 'SA' SEA in PAT-R.

Year 5: We maintained: 40/49 (2 left) year 5 students 'SA' the SEA, 9 above SEA, increased 8 from above SEA to SA, and increased of 22/32 (1 left) students from SEA, to above or 'SA' SEA in PAT-R.

Year 6: We maintained: 14/17 (1 left) year 6 students 'SA' the SEA, 7 above SEA, increased 10 from above SEA to SA (1 left), and increased of 10/19 students from SEA, to 'SA' the SEA in PAT-R.

Year 7: We maintained: 7/13 year 7 students 'SA' the SEA, 7 above SEA, increased 7 from above SEA to SA, and increased of 2/10 (2 left) from SEA to above or 'SA' the SEA in PAT-R.

In 2020, PAT-R results showed a significant proportion of students who were above and significantly above the SEA were maintained.

On average, 82% of students achieved SEA or above in PAT-R. Many middle/upper primary students did not however, achieve 12 months growth.

Our next steps are to:

- continue check ins for fidelity
- check in for momentum (embedded practice) - sustainability over time
- provide opportunities for PLCs to collaborate with Year R-3 in Guided Reading for consistency of practice across the school
- strengthen PLCs capacity to collaborate, share learning, including deprivatising practice with colleagues
- provide opportunities for PLC facilitators to mentor colleagues

Attendance

Year level	2017	2018	2019	2020
Reception	89.4%	91.5%	91.7%	85.9%
Year 1	90.3%	89.9%	91.4%	86.5%
Year 2	92.3%	92.9%	90.9%	85.7%
Year 3	93.3%	93.4%	91.7%	86.4%
Year 4	92.9%	93.5%	91.8%	87.5%
Year 5	93.1%	93.4%	92.9%	86.5%
Year 6	92.9%	92.6%	92.3%	87.6%
Year 7	93.1%	90.6%	93.1%	85.5%
Total	92.1%	92.3%	91.9%	86.5%

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

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

Attendance comment

The school continued to work hard around monitoring student attendance and overall had an attendance rate of 86.5%. Compared to recent years, the 2020 attendance rate was slightly down due to the Covid pandemic. A small minority of students had significant absenteeism and they were referred to DFE Social work team. Leadership conducted a number of home visits and case conferences with families, to help improve attendance. The school's electronic roll book system and SMS alerts to parents, assisted us to track and monitor attendance closely and ensure absences were verified and not left 'unexplained'.

Behaviour support comment

In 2020 the DFE data confirmed that MLS is a very safe school with low levels of violence and bullying. Our Behaviour Support Policy and Anti-Harassment and Bullying Policy were reviewed and updated in 2020 by staff and Governing council. They were carefully constructed to help raise awareness with students around the short and long-term impacts of violence, bullying and unsafe behaviours. The school participated in many meaningful proactive programs that promote the key messages of 'Anti bullying' and 'Wellbeing' including the annual National Day of Action against Violence and Bullying, Sammy D foundation and Harmony Day. The year 4-7 Wellbeing and Engagement Collection Data reported 64% of students had a high level of connectedness to our school, 69% had a high level of emotional engagement with teachers and 71% had a high level of friendship connectedness with their peers. 5% experienced physical bullying and we continue to be vigilant.

Client opinion summary

In 2020 the Department for Education (DFE) came up with their own parent opinion survey that all schools across the state used. In total 217 people took the survey which was quite a good response historically. The questions were mainly multiple choice including choices: strongly disagree, disagree, don't agree or disagree, agree and strongly agree.

The following were some of the questions asked and the responses:

- People respect each other at this school- SD: 4%, D- 4%, A/D- 12%, A- 55%, SA- 25%
- Teachers and students treat each other with respect at the school: SD: 3%, D- 7%, A/D- 6%, A- 54%, SA-30%
- I feel like my child is important to the school: SD: 3%, D- 6%, A/D- 10%, A- 48%, SA- 33%
- I receive enough communication from the school: SD: 5%, D- 8%, A/D- 10%, A- 55%, SA- 22%
- The school communicates effectively with me: SD: 3%, D- 7%, A/D- 13%, A- 54%, SA- 23%
- I know what standard of work the school expects of my child: SD: 5%, D- 19%, A/D- 23%, A- 43%, SA- 10%
- Teachers at this school provide my child with useful feedback about their schoolwork: SD: 4%, D- 4%, A/D-18%, A- 49%, SA- 25%
- I have useful discussions with the school about my child's learning: SD: 2%, D- 18%, A/D- 24%, A- 43%, SA- 13%
- The school provides an opportunity for me to have input about my child's learning: SD: 7%, D- 14%, A/D-29%, A- 40%, SA- 10%
- I think that education at school is important to my child's future: SA- 0%, D- 14%, A/D- 2%, A- 21%, SA- 62%
- I feel equipped to help my child plan what they will do after they leave school: SD- 6%, D- 6%, A/D- 19%, A-43%, SA- 26%
- The school encourages parents to help students to learn: SD: 4%, D- 12%, A/D- 26%, A- 44%, SA- 14%
- The school provides me with useful tips on how to help students learn at home: SD: 9%, D- 18%, A/D- 27%, A- 37%, SA- 9%

A few other questions were asked such as parents' preferred communication methods. 'Email' was the most popular, followed by the Skoolbag App, then the school newsletter, parent teacher interviews, text messages, school events, phone calls, and finally events at school. Overall the results of the survey were positive considering that, due to Covid-19, there were limited opportunities for parents to meet with teachers/ staff in a 'face to face' setting in the school, as events such as 3-way interviews, gatherings and whole school events were held 'in house'.

Staff were surveyed in the biannual 'Perspective survey' with the overall 'school climate' percentage improving from 47% to 50%. Due to the Parafield Cluster school lockdown in late term 4, we have not yet unpacked this data as a staff.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	48	26.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	63	34.2%
Transfer to SA Govt School	61	33.2%
Unknown	12	6.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Compliance processes are managed by our front office manager ensuring accuracy. Clearances are lodged by employees and volunteers, with reminder emails generated 6 months prior to renewal. The HRS Portal is monitored (Maintain Certificates and Training link) ensuring all approvals are met. A physical copy of Registration, inclusive of WWCC is maintained in staff files. A Governing Council folder ensures compliance for those members of our community on site.

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	62
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	40.4	0.0	14.2
Persons	0	47	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$23,818
Parent Contributions	\$259,054
Fund Raising	\$276
Other	\$0

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

2020 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 2020 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	Wellbeing leader supported small groups and individual students targeting needs, building on whole school approaches and results of WEC data. The Student Review Team tracked and monitored progress, reviewing as required.	WEC data showed pleasing results. Families provided positive feedback.
	Improved outcomes for students with an additional language or dialect	Two teachers (each 0.6), 1 SSO (15h p/w) and 3 BSSOs supported in classes (whole class, small group, withdrawal, 1:1) supporting students' reading (linked with SIP) and writing (based on goals developed from LLL).	Evidence of improved Running Record, PAT-R results and achievement of goals.
	Inclusive Education Support Program	Aligned to establishing, implementing, monitoring and reviewing individual students' goals, SSOs, teachers and support providers worked collaboratively addressing OCOPs and professional learning to support achievement	OCOP progress notes indicate achievement of many individual SMARTAR goals.
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>	ACEO focused on working with our 7 Aboriginal students and across classes, building Aboriginal Perspectives. A RAP working party was established to enhance focus across the school and community. SIP focus on Guided Reading and Jolly Phonics supported students with specific needs across the school, with significant release time for teachers to work collaboratively in PLCs. SSOs supported in class implementation. 0.1 FLMD - Urdu program offered rich opportunities for students to extend the language learning in small groups, with outcomes communicated to families.	Consistent Guided Reading and Phonics implementation across school with improved PASM, Phonics Screen, RR, PAT-R results, particularly Phonics Screen Year 1s.
Program funding for all students	Australian Curriculum	Literacy Consultant - Deb Draper, and Literacy Guarantee Unit worked with PLCs supporting improved professional learning and consistency of practice for Guided Reading and Phonics instruction across the school.	Jolly Phonics and Guided Reading based on shared agreements implemented daily.
Other discretionary funding	Aboriginal languages programs Initiatives	1:1 support aligned to students OCOP and building Aboriginal Perspectives across school R-7. OCOP goals aligned to SIP focus on Guided Reading and Jolly Phonics.	PASM, Phonics Screen, RR, PAT-R and engagement data evidenced improvement.
	Better schools funding	Aligned with other targeted funding, a focus on SIP priorities, with SSOs providing in class support for Guided Reading, Jolly Phonics and individual goals, supported intervention was a key focus.	SIP review and External School Review report highlighted significant growth.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Combined with SIP priorities	Identified in SIP review and ESR report.