Banksia Park School R-6

2021 annual report to the community

Banksia Park School R-6 Number: 1015

Partnership: Tea Tree Gully

	Signature
School principal:	Miss Renee Miller
Governing council chair:	Dean Boehm
Date of endorsement:	**4 March 2022**

Government of South Australia

Department for Education

Context and highlights

Banksia Park School R-7 caters for students R-7. It is situated within the Tea Tree Gully Council and is 22kms from the Adelaide CBD with an enrolment of 264. The local partnership is Tea Tree Gully. The school has an ICSEA score of 1010 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. The school population includes 4% (11) Aboriginal students, 8% (20) IESP funded students, 3% (7) students with English as an additional language or dialect (EALD) background, 3% (3) children/young people in care and approximately 22% (57) of students eligible for School Card assistance.

2021 has been a different year for us all and as a school we have faced some new challenges and learning experiences which have seen students, staff and families adapting quickly to an ever-changing world. These experiences have continued to build upon our student's skills in becoming resourceful, resilient, and reflective learners and has seen our school community join to support each other, creating a sense of togetherness.

2021 has been a year filled with new opportunities, activities and learning experiences for all. Highlights include:

Completion of our Outdoor Learning Space

Stephanie Alexander Kitchen Garden resumed with parent volunteers once again supporting students

Student involvement in Swimming and Aquatics lessons, Sports Day where Red and Yellow Teams were victorious, Premiers Reading/Be Active Challenge participation and completion, Children's University, Simultaneous Story-time, Book Week, Pool Day

Year 6/7 students participating in Enterprise Day which fundraised for their end of year graduation celebration, attending camp at Wirraway Homestead, aquatics, visiting Banksia Park International High School as part of transition and enterprise learning and Banksia Cup

Visit by Nova 91.9 Liam and Ben for lunchtime disco

Science Week – Assembly, Learning Experiences

Reconciliation Week and NAIDOC week with all classes involved in learning

Year 5 students visiting Banksia Park International High School as part of their transition process

School Captains – students applying and interviewing for these positions and attending a student leaders' day at the Entertainment Centre to further build leadership skills

Parents joining with the school community for our Sports Day, End of Year Concert and Graduation celebrations

Our inaugural Slime Run which parents attended and saw the highest 3 fundraisers slime Mr. Brumby

The opening of The Nest – an interoception/self-regulation space – all students have access to this space to be supported in their self-regulation by experienced SSOs (School Support Officers)

Governing council report

We have made through another year filled with additional COVID-19 difficulties for our school families on top of the usual pressures. Again, this year I would like to extend a big thankyou to all the parents, teachers and staff who were willing to find a way to make sure that the impact to student learning was minimalised as much as possible this year.

Also, I'd like to acknowledge Renee's efforts this year as Principal in maintaining a flexible, fluid approach to the school year during these trying times. Our Governing Council meetings were well attended this year and we could hold the meetings either in person or online as the restrictions allowed.

While it was another year where parent's ability to volunteer time was reduced due to COVID restrictions, I would like to thank all parents for the understanding and adaptability they showed. It was unfortunate that Weekly Assemblies were still impacted by the restrictions, however at the end of the school year, parents were able to attend Sports Day, Celebration Afternoon/Night and the Year 6/7 Graduation Ceremonies.

With the transition of all year 7 students to High School from the start of the 2022 school year, the Governing Council was involved in the process to change the school name to Banksia Park School R-6 to reflect these changes. Notable events that our school participated this year were the Premiers Reading Challenge and our school was represented in several SAPSASA events including football, athletics, netball and soccer throughout the year. These activities and events are something that all staff and students involved in should always be very proud of.

OSHC was well utilised all through the year again and it's clear that OSHC staff provide a valued service to families in the area, with the variety of activities offered during vacation care becoming a drawcard.

Our school's continued reputation as a leader in broader learning techniques contributes to keeping Banksia Park School R-6 high on the list as a school of choice in the Tea Tree Gully area.

Lastly, I will be retiring as Governing Council Chairperson and Member at the end of 2021. I wish the staff, parents and broader school community all the best for the future and thank you for the opportunity to be a part of this wonderful school community.

Dean Boehm
Chairperson

Quality improvement planning

We are on track to achieve our goal to increase student achievement in reading .We did achieve our targets with 10 year 3 students achieving high bands in NAPLAN Reading and 7 year 5 students achieving high bands in NAPLAN Reading and 19/22 students achieving SEA in PAT R 9 who were above the SEA mean and 4 who achieved stanine 7. Actions that had the biggest impact on student learning were the consistent approach to the teaching of synthetic phonics through the InitiaLit program providing a common language and approach for all staff R-2. The implementation of MiniLit, targeted intervention for identified students 4 times a week, in addition to InitiaLit further supported students in building the phonics knowledge required to access reading. Heggerty becoming an embedded routine prior to InitiaLit supported student phonological awareness. 2021 saw year 3-5 students undertaking Heggerty mid-way through the year. A focus on data analysis by teachers and revisiting data sets throughout the year to inform teaching and planning. The trialing of Department Units of Work in English years 6/7 with fidelity. We know this had impact because our Phonics Check data for 2021 indicated 72% of students achieved a score of 32 compared with 47% in 2020 and 36% in 2019. Retesting of Year 2 students indicated growth for all from the previous year reaffirming the impact of InitiaLit / MiniLit. Staff identified students they would track their teaching impact on throughout the year, with data, scope and sequence analysis providing clarity about concepts requiring a 'return and learn' approach to consolidate learning. This information was used to explicitly plan and deliver units of work. Trialing of Department units of work in Years 6/7 further built teacher capacity and understanding of the English curriculum providing a sequenced and logical approach to the teaching of English for students. Impact is reflected in Yr 6 PAT R where 4 more students achieved above the mean SEA in 2021. Our next steps are to implement and embed a school wide approach to guided reading using an agreed upon common resource, targeted teaching and planning cycle. Intentionally plan for use of support time with clear aims of what needs to be achieved with a focus on stretching students.

We are not on track to achieve our goal to increase student achievement in high bands numeracy. We did not achieve our target with 4 Year 5 students achieving NAPLAN high bands, 3 of which were retained from year 3. 1 student progressed to high bands. 6 students were just below high bands. Actions that had the biggest impact on student learning were a clear focus on data analysis and revisiting data throughout the year to inform teaching and planning. Implementing a pre and post testing schedule to monitor impact. Trialing of Department Units of Work in maths years 6/7. We know this had impact because data, scope and sequence analysis provided clarity about what concepts required a "return and learn" approach to consolidate learning with staff identifying students they would track their teaching impact on. Targeted units of work were intentionally planned for using agreed feature in direct response to data analysis and auditing of the maths scope and sequence. These focused on a concept in number that had been taught where evidence indicated the learning had not been embedded. PLCs analysed PAT M questions in depth implementing strategies to further address areas in number where there were high percentages of incorrect answers. Trialing of Department units of work Years 6/7 further built capacity and understanding of the math curriculum and provided a sequenced and logical approach to the teaching of math concepts. Our next steps are implementing BIN assessments to inform planning and target teaching. This will allow growth of students to be assessed and impact of teaching and classroom-based support/intervention to be analysed on a regular basis.

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
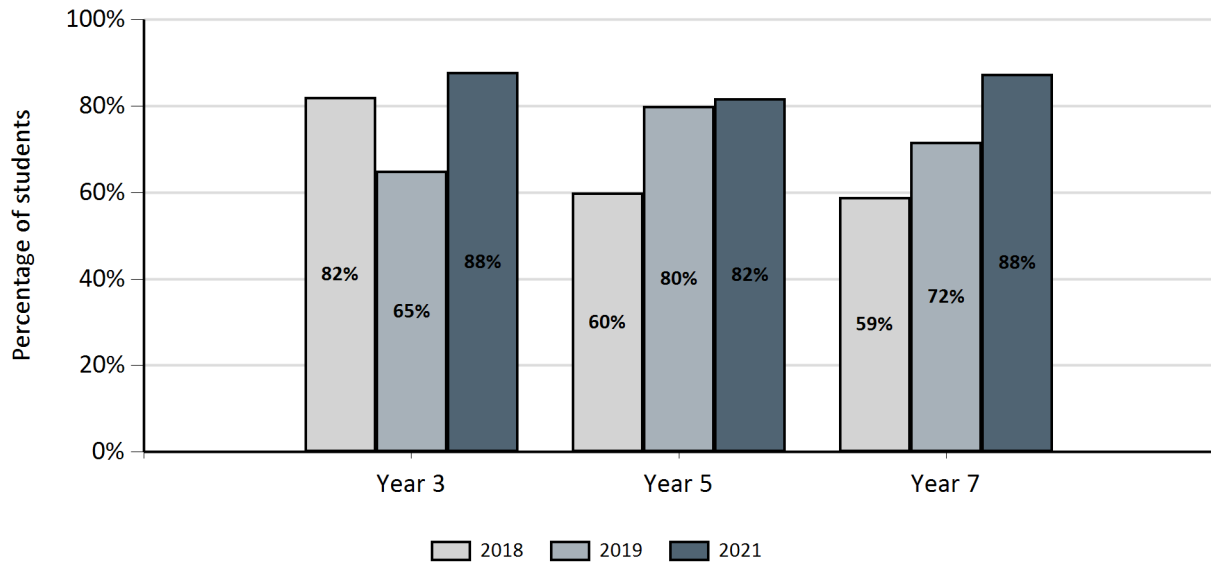
*NOTE: No NAPLAN testing was conducted in 2020.

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

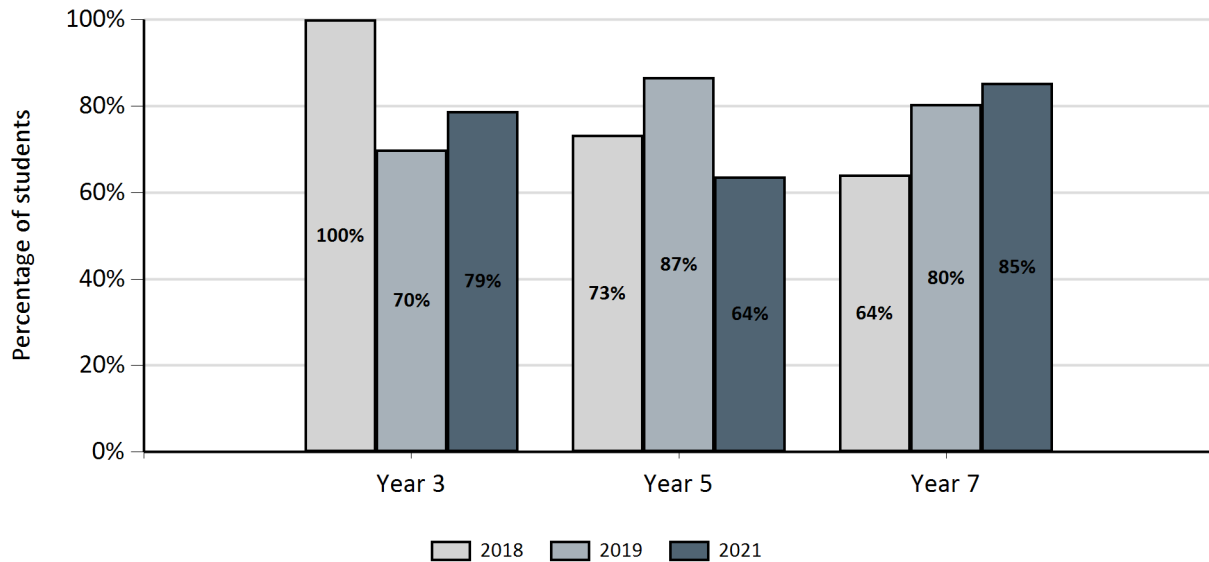*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank 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	50%	50%	33%
Middle progress group	44%	45%	48%
Lower progress group	*	*	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	47%	51%	33%
Middle progress group	53%	44%	48%
Lower progress group	*	*	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	33	33	16	7	48%	21%
Year 3 2019-2021 Average	26.5	26.5	11.0	5.5	42%	21%
Year 5 2021	22	22	7	4	32%	18%
Year 5 2019-2021 Average	33.5	33.5	7.5	3.0	22%	9%

*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.
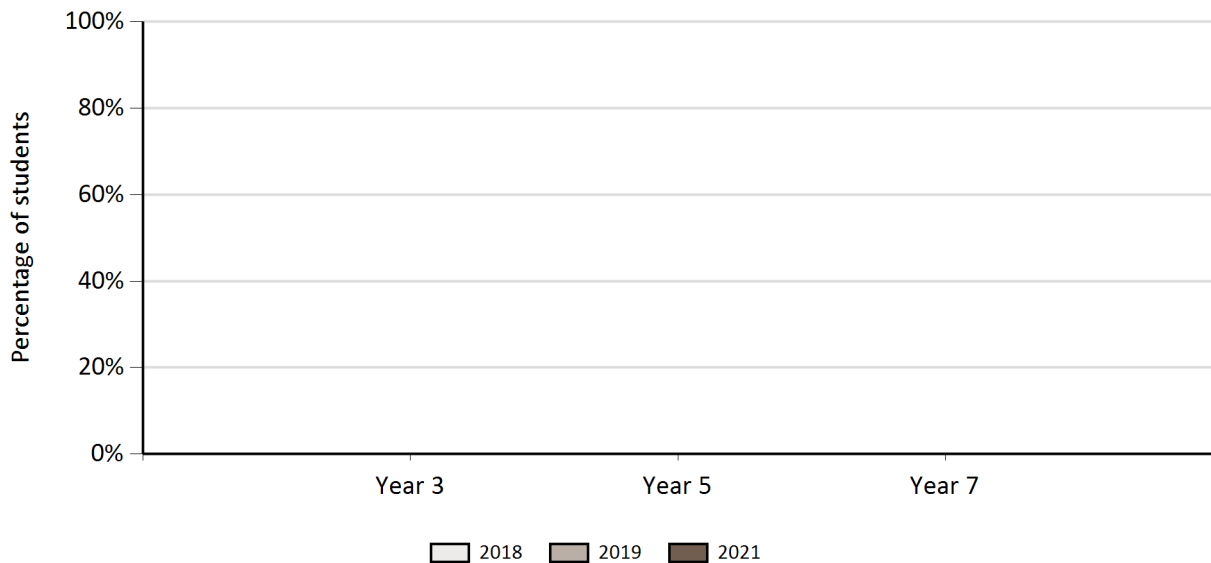Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
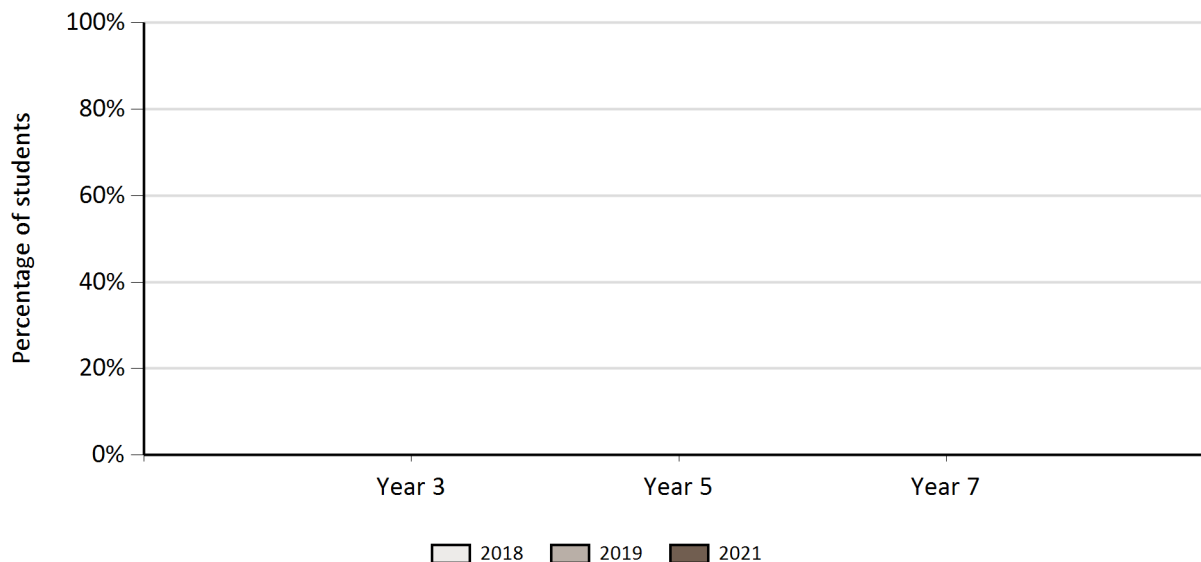Data is only shown for Aboriginal learners.

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:

> Staff engaged with element 2 of the ALALR – Tracking and Monitoring Growth and Achievement.
>
> Engaging with PAT data in Week 0 to track learning growth from 2019 to 2020 and use this to inform planning. Staff engaged with data at a PFD in Week 0 to identify next learning steps for students
>
> Data informed literacy and numeracy goals identified in One Plan. One Plan goals were discussed with parents at interviews in term one and progress again in term 2 as part of Report Interviews.
>
> Use of Site Generated One Plan Goal tracking proforma to ensure multiple exposures and opportunities to demonstrate learning towards these goals. Monitored and revised on a termly basis. Staff through PAC identified that this was double handling of work which led to staff looking at how they could incorporate this into their program and weekly timetable.

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

> Data has indicated the following:
> PAT Maths Data: 9/10 students achieved SEA with 5 achieving above the SEA mean. 4/6 students demonstrated growth.
>
> PAT Reading Data: 7/10 students achieved SEA with 5 achieving above the SEA mean. 5/6 students demonstrated growth.
> NAPLAN Data: Of the 2 students who undertook NAPLAN SEA was achieved by one student in both NAPLAN Reading and Numeracy and higher bands was achieved by the other in NAPLAN Reading and Numeracy.
> Reviewing of data has indicated that processes need to be tighter around the tracking of growth and achievement and discussing progress and next steps for student learning in a timely manner.

School performance comment

Reading and Numeracy will remain a continued focus for our school, with a focus on student growth and the maintaining of this. Ensuring that students reach and retain higher bands remains a priority and this is reflected in the current Site Improvement Plan (SIP). We will continue to focus upon teacher pedagogy and the implementation of High Impact Teaching strategies, Building Learning Power, using the data to guide teaching, and learning through supported targeted literacy and numeracy/maths approaches to ensure more students move into and are retained in the upper two bands of achievement.

PAT Reading

Year 1 - 58% (22 out of 38) of students achieved an SEA of 70 . 4 students achieving stanine 7

Year 2 - 95% (35/37) of students achieved an SEA of 83 with 95% (35/37) achieving growth of between 3.5-40.1. 7 students achieving stanine 7 .

Year 3 - 85% (29/34) of students achieved an SEA of 95 with 91% (30/33) achieving growth. 8 students achieving stanine 7 .

Year 4 - 85% (28/33) of students achieved an SEA of 106 with 96% (26/27) achieving growth. 11 students achieving stanine 7 .

Year 5 - 95% (21/22) of students achieved an SEA of 112 with 67% (12/18) achieving growth. 4 students achieving stanine 7 .

Year 6 -83 % (30/36) of students achieved an SEA of 118 with 75% (24/32) achieving growth. 3 students achieving stanine 7 .

Year 7 - 81% (38/47) of students achieved an SEA of 120 with 60% (27/45) achieving growth. 4 students achieving stanine 7 .

PAT Maths

Year 1 - 100% (26/26) of students achieved an SEA of 83 . 5 students achieving stanine 7

Year 2 - 84% (31/37) of students achieved an SEA of 93 with 89% (33/37) achieving growth. 6 students achieving stanine 7

Year 3 - 88% (30/34) of students achieved an SEA of 101 with 91 % (29/32) achieving growth. 4 students achieving stanine 7

Year 4 - 85% (28/33) of students achieved an SEA of 110 with 85% (23/27) achieving growth. 5 students achieving stanine 7

Year 5 - 95% (21/22) of students achieved an SEA of 112 with 89% (16/18) achieving growth. 5 students achieving stanine 7

Year 6 - 89% (33/37) of students achieved an SEA of 120 with 88% (30/34) achieving growth. 10 students achieving stanine 7

Year 7 - 94% (44/47) of students achieved an SEA of 121 with 73% (33/45) achieving growth. 8 students achieving stanine 7

Phonics Check Data

2020 saw the implementation of the InitiaLit Synthetic Phonics R-2 with staff receiving training and familiarising themselves with the teaching of the program in terms 3 and 4. 2021 saw students experiencing a full year of InitiaLit and Heggerty Phonemic Awareness.

2020 Year 1 Phonic Check Data: 42% of students achieved below 28. 11% achieve between 28-31 and 47% achieve above 32.

2021 Year 1 Phonics Check Data: 24% of students achieved below 28. 4% achieve between 28-31 and 72% achieve above 32.

Retesting of the Year 1 2020 cohort as Year 2 in 2021 indicated growth for all students reaffirming the impact of InitiaLit (and MiniLit Intervention for identified students) in building the blocks required for reading.

Attendance

Year level	2018	2019	2020	2021
Reception	93.9%	93.6%	87.1%	93.6%
Year 1	91.8%	93.6%	86.6%	92.8%
Year 2	93.4%	93.8%	91.1%	93.3%
Year 3	93.6%	94.0%	89.0%	93.2%
Year 4	93.6%	90.2%	86.8%	92.2%
Year 5	92.1%	93.3%	84.0%	88.0%
Year 6	92.5%	88.1%	84.2%	85.7%
Year 7	90.3%	90.3%	85.4%	90.4%
Total	92.7%	92.0%	86.5%	91.1%

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

Attendance comment

Attendance continues to be a priority at Banksia Park School, with a goal of 95%.Our average Attendance percentage fell to 90% this year.   We continued to support and monitor our vulnerable families to help ensure improvements in their attendance and engagement. We have strong systems in place with daily automated messages sent to parents and carer's of students who are absent.The classroom teachers make personal calls to families of students with 3 or more days non-attendance with site leadership following up with families who do not respond. Our proactive and reactive measures continued to address absences and lateness through phone calls, letters, and home visits to staff, development of attendance plans and referrals to the Attendance and Engagement Officer and Social Work Support.

Behaviour support comment

During 2021, we embedded a whole school approach towards Interoception strategies and built our focus on emotional literacy through 'The Zones of Regulation'. This incorporated the proactive implementation of 'The Nest', a dedicated space for students to work with a rostered staff member to assist in their regulation. The staff at Banksia Park have continued to role model this language within classrooms to empower and educate students about it's importance in their learning engagement. As a result of this approach our 2021 Behaviour Data reported a total of 251 consequences, compared with 444 in 2020, a reduction of 43.5%. Our Wellbeing & Engagement Collection highlighted the need to form a targeted approach to address cyberbullying. Students from Years 4-7 worked with the Wellbeing Leader and Social Work students to develop workshops to help educate classes on proactive strategies.

Parent opinion survey summary

In 2021 we had a decrease in families completing the survey, with 71 families providing feedback compared to 96 the previous year.

Results indicated:

*55% indicated that they felt equipped to help their child plan what they will do after they leave school.

*76% of participants indicated that they agreed/strongly agreed that they received enough communication from the school which was an area that has been identified in several previous surveys as a concern. 24% neither agree/strongly disagree that communication is effective which is a decrease of 1% from 2020.

Throughout 2021 the school focused upon improved communication through up-to-date information and updates via Skoolbag and staff are using Class Dojo, Seesaw for classroom communication whilst Skoolbag is used for whole of school communications. 54% of parents indicated that they prefer communication by Apps.

As a site we will continue to monitor and improve upon the ways in which we communicate with our community and build upon the success from 2020. The implementation of a school wide Communication Policy in 2021 further aimed to communicate learning that was occurring within the classroom to parents and further connect them to the learning environment.

*49% of parents indicated they would like more help from the school with their child's learning which is an increase of 19% from 2020.

The school is genuinely open to feedback and advice that parents offer and are looking for ways to include and work with parents. We encourage parents/caregivers to make meetings and openly discuss any issues or concerns they may have.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	8.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	91.7%

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

The school continues to adhere to Department processes to ensure that all volunteers receive the appropriate induction to the site, including RAN training (Responding to Abuse and Neglect) , Working with Children Check (WWCC). Processes such as signing in/out are adhered to and volunteers receive the required training to ensure they are well placed to volunteer within our site.
2021 saw limited volunteering on site due to Covid-19 restrictions.
We will continue to maintain a high standard to ensure the safety and wellbeing of students, staff and of volunteers.

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	23
Post Graduate Qualifications	3

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	15.6	0.0	9.2
Persons	0	19	0	17

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

Financial statement

Funding Source	Amount
Grants: State	$3,600
Grants: Commonwealth	$13,300
Parent Contributions	$104,832
Fund Raising	$16,721
Other	$0

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	Employment of 1.0 Wellbeing Leader to support social and emotional wellbeing of students and develop a whole of school approach to student wellbeing. Establishment of The Nest – Interoception Room, staffed by SSOs 5 days	Students and staff utilizing self regulation tools and language with each other.
	Improved outcomes for students with an additional language or dialect	Conversion of funding to SSO in class support time ensuring targeted students received additional support to assist them with their learning within a small group setting, planned for by teachers.	PAT R: 6/7 @SEA , 2@stanine7 . PAT M: 4/7 @ SEA 1@ stanine 7 and 1@ stanine 9.
	Inclusive Education Support Program	Funding was utilised to supplement students who received low IESP funding and to support students whose applications were unsuccessful through SSO yard and class support. Funding of The Nest - interoception.	Improved self regulation and engagement in learning for 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	ACEO- targeted support for ATSI students in literacy and numeracy with a focus on cultural and social activities. IESP - Funding was utilised to supplement students who received low IESP funding and to support students whose applications were unsuccessful through in class and yard SSO support. MiniLit Intervention identified Year 1 and 2 students receiving 4 one hour lessons per week by trained SSO.	MiniLit data reflects growth for identified students both in Minilit testing and InitiaLit testing at end of year. Yard support saw a decrease in yard incidents
Program funding for all students	Australian Curriculum	Funding was utilised to support students through SSO support during Literacy and Numeracy times, this involved 1:1 and small group support and was planned for by teachers.	Students were supported through targeted small
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable – site did not receive funding in this area	Not Applicable – site did not receive funding in this area
	Better schools funding	Converted to SSO time to support in class with a specific focus on literacy and numeracy. Planned for by teachers small group focus.	Several students made progress in PAT R and M and positive learner disposition.
	Specialist school reporting (as required)	The site did not receive any Specialist School Funding in 2021.	The site did not receive any Specialist School Funding in 2021.
	Improved outcomes for gifted students	The site was not funded in this area.	The site was not funded in this area.