Swallowcliffe School P-7 and Swallowcliffe Preschool

2018 annual report to the community

Government
of South Australia

Department for Education

Swallowcliffe School P-7 Number: 1062

Swallowcliffe Preschool Number: 1574

Partnership: Peachey

Name of school principal:

Name of governing council chair:

Date of endorsement:

Tonia Noble

Katrina Abrahams

2/11/19

Site context and highlights

Swallowcliffe P-7, situated in Daveron Park has an on site Preschool, Playgroup and outsourced OSHC group. Within the Primary school, in 2018 we established 21 classes, including 2 special classes and 3 site funded special needs classes and an integrated Reception Nest. Due to increasing enrollment pressures we will be establishing 2 additional classes in 2019. We have approximately 450 children in the Primary School and 2 Preschool sessions to accommodate 45 children in each.

Swallowcliffe P-7 has recently been extensively refurbished, including construction of a brand new STEM facility. The redevelopment of the school reaffirms the commitment to the community, the promise for all children and families of a quality education. The refurbishment and additional site funds have resulted in extensive upgrades across the entire school including;

* A sensory space and speech space in the Preschool

* Upgraded Reception Nest space, with nature play space that connects the Reception Nest to the Preschool

* Upgraded primary spaces, to include access to additional external and internal learning areas, natural light and options for collaborative learning.

* upgraded toilet facilities.

* Upgraded Middle school block, with large hub space and access to redesigned external yard area.

* New STEM facility with 3 learning areas that are versatile and interconnecting. The spaces currently facilitate an ICT Lounge, Makerspace and Wetlab.

* Newly upgraded Front Office, with entrance off Swallowcliffe Road.

* Electronic security entrance/exit gates and camera surveillance to upgrade school security.

This year we were able to extend our intervention programs to support a larger group of learners, through small group and individualised programs around phonological awareness, Multi and Mini lit and some Quicksmart. We will be extending these groups even further in 2019, to include further intervention in Mathematic fundamentals.

The Preschool Staff and Reception Teachers have been involved in a Partnership Wellbeing Inquiry Project. The staff began an inquiry focussed on 'How can we develop our use of observations to better understand and plan for children's wellbeing?' The project gave the staff valuable time for reflective discussions around student wellbeing, continuity of learning processes and pedagogical practice including learning dispositions, RRR wellbeing scale, daily routines, documentation and individualised transition programs.

Governing council report

2018 was a very busy, testing, but rewarding year, as we worked through the logistics of multiple relocation plans to facilitate the last of the Refurbishment works and then made plans to relocate classes into the newly renovated classroom spaces.

2 additional School Closure days, approved by the Education Departments CEO in 2017 were utilised in 2017-2018 to facilitate class relocation and minimise the impact on children's safety and learning.

Governing Council meetings occurred in weeks 3 & 8 of each term, unless amendments were negotiated around conflict of dates.

School Leadership, along with 5 Governing Council members attended a Governing Council Training at Mark Oliphant School in term 2 of 2018. Highlights of the learning experience included, highest representation of members at the training by Swallowcliffe P-7. The attending members also discovered through the training that school staff on Governing Council were also permitted to vote. Prior to the training all school staff on Governing Council, believed that they were unable to vote at Governing Council. The school also pursued purchase of a Common Seal, as a result of the training.

The AGM was held in week 8 of term 1, 19th March, as per the Governing Council negotiated annual calendar. 9 Community members were elected at the meeting. There was 1 resignation in 2018, of the Treasurer, due to personal circumstances.

Governing Council executive membership;

Chairperson - Katrina Abrahams - elected for 2nd tenure, following a break in 2017
Deputy Chairperson - Geri Statham
Treasurer - Emma Driscoll
Secretary - Jason Miller

The last Governing Council meeting of the year included an opportunity to celebrate the year with a luncheon at The Playford Tavern, on 3rd December.

The 2018 Financial School Audit highlighted the need to have more specific documentation included in the minutes of each meeting. The school's Finance Officer addressed this with Governing Council and practices were improved, including the introduction of a template, to meet the requirements outlined in the audit.

Council approved use of the schools Gymnasium by a karate group, annual rent accumulated in 2018 came to $7000+.

It was agreed that these funds would be put back into the school for whole school facility improvements, including drinking fountains to be installed outside of Block 3.

Quality improvement planning (preschool)

The 2018 QIP was based around the inquiry question 'how do we promote all children to be active citizens and curriculum decision makers'. The Preschool staff identified relationships and involvement as the two priority areas that would support the inquiry question. Staff used ongoing critical reflection to refine the planning cycle, routines and shared pedagogy. Each child's sense of agency was actively supported and responded to. Children with special rights had an Education Plan to promote inclusion and high expectations. Staff continued to use The Early Years Learning Framework, The Literacy and Numeracy Indicators, The Wellbeing for Learning and Life Framework, The Respect, Reflect, Relate Document and the National Quality Standards to guide their practice.

Children's wellbeing is paramount and is responded to accordingly. The Staff viewed the children as competent and capable and encouraged the children to be active citizens and curriculum decision makers. Staff supported them to actively participate in Preschool routines such as cutting fruit and cooking along with 'risky play' activities such as climbing and loose parts construction. Staff responded to children's play ideas and increased their awareness of dynamic risk benefit assessments. Staff discussed play risks with children at group times and received children's voice through explicit teaching of the risk assessment power point. The preschool practiced four emergency drills each term and delivered the Child Protection Curriculum during group time. The Preschool worked in conjunction with the school to keep all students and families safe with the school renovations taking place.

Educators strategized to maintain the yard with the children through gardening, recycling, composting and caring for the environment. Staff attended KidSafe training to ensure our outdoor learning environment was safe. The Staff collaborated with School leadership to organised Preschool renovations that maximised the indoor space and upgraded the indoor facilities. Appropriate educator to child ratios were maintained. Staff released each other for breaks and a qualified teacher released educators for their NIT and co-ordinator day. The staff created an induction folder to support new staff, part time staff and TRT's. Additional Preschool Support Staff joined the Preschool to facilitate individualised speech, language and behaviour programs

Educators used the Primary Caregiver model to focus on building positive, secure relationships with children and their families. Relationships was identified in the QIP as a main priority for the Staff. Staff participated in reflective attachment mapping activities, Responsive Relationships training as well as a number of professional developments around supporting children's individual needs that enhanced their relationships with children and overall practice

Site funded resources allowed us to facilitate enrolment meetings for children starting Preschool/school in 2019f. Parent Opinion Surveys provided the Preschool with positive comments and reflection on the Quality of the program. Speech Pathologists and staff worked together to build staff capacity with delivering individual programs. Department Professionals collaborated with staff and Playgroup to support families to access early intervention resources and programs. Staff worked with outside relevant agencies to support children's wellbeing and development. The Preschool Coordinator worked closely with the Early Years Senior Leader, The Reception Teachers implemented The Continuity of Learning Policy. The Preschool Coordinator took over increasing responsibilities including line management of SSO's. Staff used ongoing critical reflection to implement the 2018 QIP and maintain NQS

Improvement planning and outcomes (school)

We have recently reduced our Site Improvement Plan, using the newly implemented Department template, to 3 goals, however in 2018 we worked against a newly revised SIP. The 2018 SIP saw as move to a focus on 4 key areas. The four areas were selected and planning informed by our 2016 On Track Evaluation (External Return Review) and by site results.

Key areas included;

Literacy/ Numeracy

Student Intervention

Wellbeing for Learning

Pedagogy

Literacy/Numeracy - We continued a whole school focus on 7 Steps to Writing Success, through ongoing training and appointed a Band B , Lead Teacher for 2019 to continue leading our progress in writing, through 1:1 coaching and modeling of 7 Steps strategies. NAPLAN writing, whilst overall did not show the growth yet, that we expect to see over-time through the focus on writing, was reflected in the writing by students that achieved in the upper bands.
We had a whole school PFD in The Big 6- Reading Essentials, with Leonie Shelley, to further focus our commitment around building the skills, knowledge and understanding of all staff in Reading fundamentals. The Reading Essentials training built on previous training with Leonie Shelley on Running Records, Jolly Phonics and Jolly Grammar.
Our Pedagogical work through Learning Design and Moderation (LDAM) and Transforming Tasks (TT) was around Numeracy.

Student Intervention -We expanded our student intervention model extensively in 2019. SSO staff were timetabled specifically to lead groups through Mini/ Multi Lit. Over 100+ students were involved in targeted intervention across the year, with significant growth for most of these students in Reading. Targeted groups for phonological awareness and speech were also facilitated in addition to the .2 buy in Speech that we continue to fund to support additional assessments and running of an intensive phonological awareness program for reception students.

Wellbeing for Learning - we had week 0 training in Whats the Buzz and continued a weekly staff meeting focus around Play is the Way, led by our Dispositions for Learning, Band B 1 leader. We also engaged both a private and Departmental OT, across the year to deliver whole school training in Sensory Awareness to address the knowledge and understanding of staff around students sensory needs. We have budgeted for additional OT support in 2019 to audit site funded special classes students around their sensory needs in order for the OT to work with staff around planning to support the students in engaging/ re-engaging more effectively in learning through catering of individual needs. Some staff had training in Zone of Regulation to support in individual planning for students around engagement in learning. We will be conducting whole site training in Zones of Regulation in week 0 of 2019. Across the year staff who had not been trained in SMART training face to face, were provided opportunity to attend professional development re targeted SMART skills, as opportunities arose.

Pedagogy - We continued to focus on Learning Design and Moderation (LDAM)/ Transforming Tasks (TT), both at the Partnership level and at the school level. We continued to work with the partnership SLPP and the Bec Jamieson from the Learning Improvement Division around embedding strategies. We participated in a Partnership pupil free day around TT & LDAM and conducted 2 site based PFD's on LDAM with a focus on planning and moderation in numeracy. Several staff participated in triangulating data PD. Moderation was a focus in PLC's and will continue as a focus for teams in 2019. We had aimed to moderate with another school on one of our PFD's, but unfortunately could not find a school to join us, as school's within our partnership had not engaged with LDAM to the same degree as our site

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.
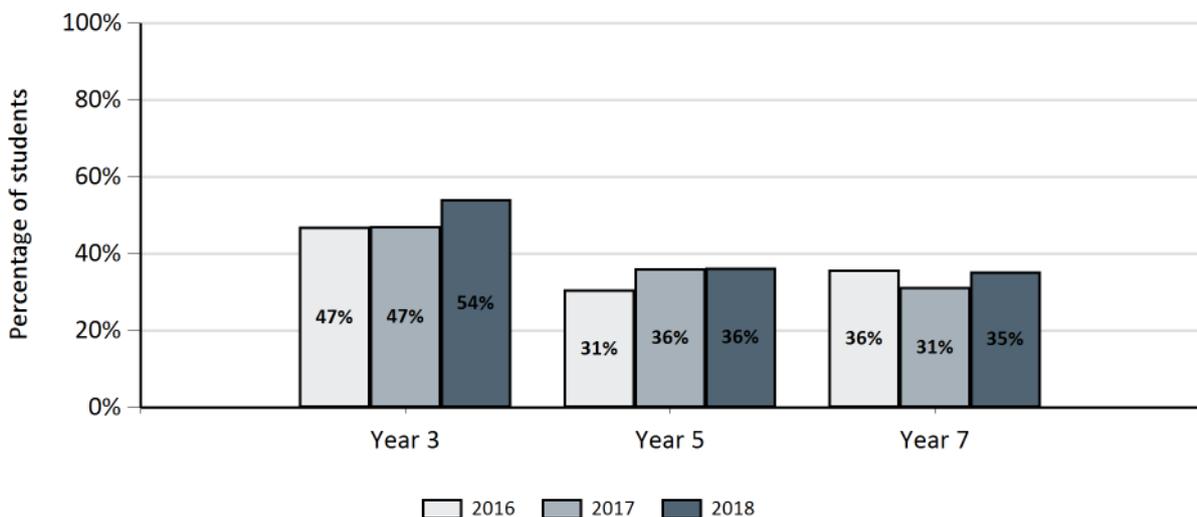
Reading
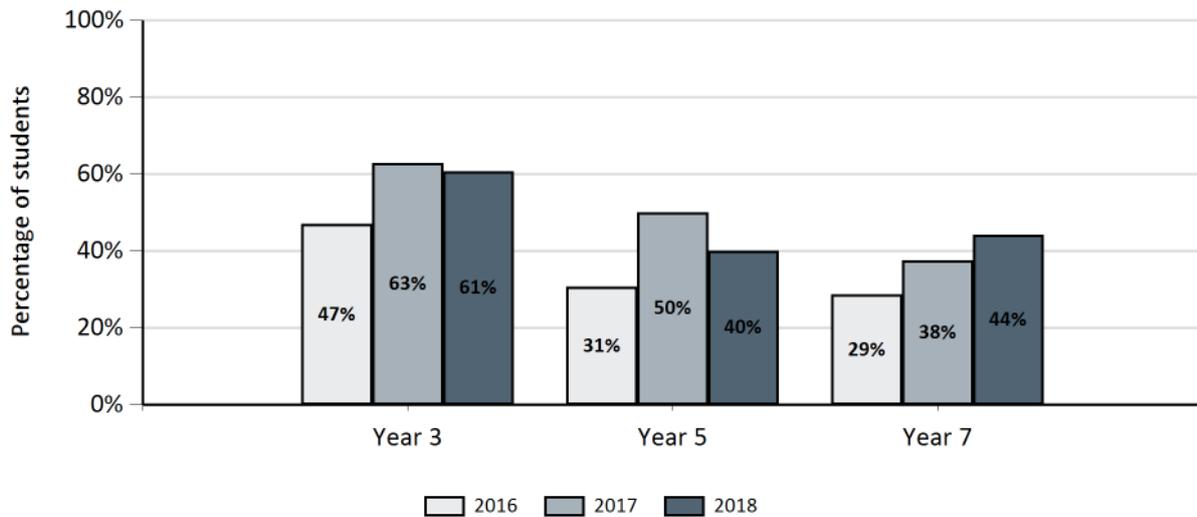
Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.
*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 2016 to 2018 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	18%	12%	25%
Middle progress group	58%	50%	50%
Lower progress group	24%	38%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	14%	17%	25%
Middle progress group	37%	46%	50%
Lower progress group	49%	38%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	61	61	17	3	28%	5%
Year 3 2016-18 average	58.7	58.7	9.7	4.0	16%	7%
Year 5 2018	55	55	7	2	13%	4%
Year 5 2016-18 average	42.3	42.3	4.7	1.3	11%	3%
Year 7 2018	34	34	0	1	0%	3%
Year 7 2016-18 average	36.0	36.0	1.3	1.0	4%	3%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.
^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

NUMERACY
The number of students achieving the National Standard of Educational Achievement (SEA), in yr 3 has continued to increase and has remained level/steady in yr 5.

READING
The number of students achieving SEA in reading has remained steady, at approximately 61% in Yr 3 Reading and an increase in the mean score/ proficiency band occurred in reading from 3 to 4. There was a decline in number of students achieving SEA in yr 5 and an increase in the number of students reaching SEA in Yr 7.

EXPECTATION OF GROWTH BETWEEN YR 3 to 5 is 80 points
Reading
2016 - Yr 3 - 332
2018- Yr 5 - 425.5 (93.5 pts growth)

Numeracy
2016 - Yr 3 - 332
2018- Yr 5 - 422 (90 pts growth)

EXPECTATION OF GROWTH BETWEEN YR 5 to 7 is 50 points
Reading
2016 - Yr 5 - 411.3
2018 - Yr 7 - 474.9 (63.6 pts growth)

Numeracy
2016 - Yr 5 - 410.9
2018- Yr 7 - 476.6 (65.7pts growth)

Success strategies implemented according to the Site's Improvement plan included;

Whole staff training in Big 6 of Reading
Comprehensive Intervention model, including funding from Literacy/Numeracy First Grant
Interventions included, targeted teacher led 1:1 and small group support in literacy and numeracy, Mini/Multilit groups, phonological awareness and speech/language intervention.
Transforming Task focus on questioning strategies to deepen student thinking.
Targeted intervention for children in upper bands to maintain/increase achievement level - small group, including Guided Reading strategies.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	95.7%	89.5%	83.8%	84.4%
2016 centre	89.2%	85.8%	83.7%	85.4%
2017 centre	83.2%	86.4%	84.2%	86.3%
2018 centre	88.1%	85.4%	80.9%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the Department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2015	2016	2017	2018
Reception	87.2%	84.4%	85.3%	84.0%
Year 1	86.4%	88.1%	86.2%	84.8%
Year 2	84.1%	85.7%	89.9%	89.0%
Year 3	84.5%	84.4%	89.3%	91.6%
Year 4	82.9%	81.1%	86.7%	87.8%
Year 5	77.4%	84.5%	81.0%	86.0%
Year 6	84.7%	80.2%	86.8%	75.7%
Year 7	77.2%	81.8%	85.2%	87.0%
Primary Other	89.9%	80.3%	87.7%	84.3%
Total	84.0%	83.9%	86.7%	86.0%

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

Attendance comment

Preschool Staff have continued to put into place actions to support familes with attendance concerns. Staff ring families daily to check in on children's wellbeing and offer support and advice. The Preschool coordinator and School Wellbeing Leader have met regularly during the year to follow up attendance concerns and chronic non-attenders.
Staff returned and shared their knowledge with the Preschool staff and the Reception teachers. The training and development enhanced the staff's ability to notice, plan and respond to children's literacy and numeracy in play using the Early Years Learning Framework and the Literacy and Numeracy Indicators.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	64	86	85	88
2016	87	89	90	89
2017	85	90	89	91
2018	86	85	88	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

The Preschool enrolment numbers have been consistent throughout the year at 90 student regardless of our transient context. Consistent attendance issues arise with weather conditions and illnesses.

School behaviour management comment

All staff were trained in What's the Buzz and Sensory Processing. The Leadership Team and key teaching staff attended 4 days Berry Street training to continue to develop an understanding of Trauma Informed Practice - 2 days Berry Street training and coach booked for 2019.
The school continues to staff a Re-engagement Rm, SSO2 with focus on re-engagement of students in learning, comprehensive conferencing, follow up with parents, scheduled breaks for children, especially those with ASD. SSO staff are timetabled to support identified children in the yard. The incidences of high-level behaviours across the school have decreased significantly in comparison to previous years. Staff consult with senior staff, regarding children of concern.

Client opinion summary

Preschool Survey average of 75% agreed in all areas of the opinion survey that the Preschool had "Highly Met " the criteria. Please find some highlight, written comments from the survey below;

Parent Comments - Relationships and Communication

My daughter has come so far since starting this preschool that she gets up in the morning wanting to come in her PJs every kindy day and wants to come everyday

The use of school bag is fantastic.

Parent Comments - Leadership and Decision Making

My child's she's learning so fast from preschool teachers
I am very satisfied with the childs education and development at this school

Parent Comments - Other comments

My child has developed so well with her social skills and confidence. She also is very excited about coming to kindy everyday.

Thank you for making my daughter and myself feel welcomed. I am very appreciate at how many other parents interact with my daughter and myself. All of you have done amazing and I thank you for everything you do to make learning fun.

My child is extremely happy with the preschool. He looks forward to coming everyday.
Keep doing what you are doing it is fantastic.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
1062 - Swallowcliffe School P-7	88.0%	81.0%	93.0%
1854 - Blakeview Primary School	0.0%	1.0%	2.0%
1900 - Mark Oliphant College (B-12)	1.0%	0.0%	0.0%
1901 - John Hartley School (B-7)	5.0%	1.0%	0.0%
8165 - Trinity College Blakeview School	0.0%	1.0%	0.0%
8243 - Blakes Crossing Christian College	0.0%	1.0%	0.0%
8423 - Hope Christian College	3.0%	8.0%	2.0%
8496 - Horizon Christian School	0.0%	0.0%	2.0%
9023 - St Thomas More School	0.0%	1.0%	0.0%
9115 - Prescott Primary Northern	0.0%	1.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	5.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	6.7%
Transfer to SA Govt School	103	86.6%
Unknown	1	0.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

The number of students transferring is mostly represented by a change in housing situation, or enrolment in nearby schools, local to families, as places become available. Transfers to private schools is largely representative of EALD families seeking a religious component to the curriculum.

Relevant history screening

Screening records are managed by a Senior Administrative Officer, records are maintained in files and on EDSAS. All required Departmental protocols are adhered to.

Teacher qualifications 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	61
Post Graduate Qualifications	4

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	32.8	2.4	24.6
Persons	0	36	3	36

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	7471679.20
Grants: Commonwealth	28742.09
Parent Contributions	110808.49
Fund Raising	16653.95
Other	30625.97

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy Improved ECD and parenting outcomes (children's centres only)	The Preschool utilized this funding to send some staff to Lady Gowrie training and development around learning dispositions and the Literacy and Numeracy Indicators. Staff returned and shared their knowledge with the Preschool staff and the Reception teachers. The training and development enhanced the staff's ability to notice, plan and respond to children's literacy and numeracy in play using the Early Years Learning Framework and the Literacy and Numeracy Indicators.	Professional Development at staff meetings. Staff all had access to information on Indicators/Learning Dispositions. In depth observations of students, with consistent language and understanding of Indicators amongst staff.
Improved outcomes for children with disabilities	The Preschool utilized PSP funding to employ additional Preschool Support Staff to run individualised speech, language, behaviour and transition programs. The Speech Pathologist has collected data and seen some significant growth in particular children over the year. The Preschool Coordinator, Department Professionals and School Leaders have worked together to increase the support for special rights children entering reception through RAAP funding and verifications.	Increase in staffing, improved child/staff ratio. PD provided bu Speech Pathologist. Mentoring of new SSO's in speech/language strategies. students received extra support.
Improved outcomes for non-English speaking children who received bilingual support	No Bilingual support accessed in 2018	

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2018 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 2018 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 behaviour management and engagement	The school site funded for the 4th consecuative year, staffing to facilitate the Re-engagement rm, to support proactive re-engagement of children into learning and negotiated breaks for identified children, including ASD	reduction in number of high-level behaviour incidences
	Improved outcomes for students with an additional language or dialect	teacher with EALD focus engaged, intervention through small group, according to lang/lit scale and mini/maclit targeted groups.	steady growth of students as identified in language/literacy levels
	Improved outcomes for students with disabilities	Senior Leader position with responsibility for managing. Students eligible for mini/Mac-lit received tailored support in literacy. Site funded additional support for children in classroom literacy block.	over 60 children involved in intensive intervention groups - 6.5 RL average
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	The ATSI team consists of 2 ACEO's, a site funded Mentor and Student Wellbeing Leader who over seas management of the ATSI team and initiatives. Students received targeted intervention through the Minilit/Maclit programs. ATSI students reading results on average increased by 5 reading levels through targeted intervention. Students with Learning difficulties grant was used to fund: the Re-engagement Rm, additional ATSI support for learners with learning difficulties and Mini/Maclit intervention staffing, training and resources.	ATSI students reading results on average increased by 5 reading levels through targeted intervention.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	unable to engage an outside provider to support program	continue to look for ways to provide service
	Better schools funding	Better Schools funding was utilised to support Intervention programs, leadership structure, Teacher Executive release, teacher observation release and targeted teacher led intervention programs/assessment	60+ students received reading intervention with average 6.5 read level increase
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	The school has a full-time wellbeing leader, funded as Senior Leader Band 2	comprehensive understanding of children/families needs