

OFFICIAL



School Report 2025

Swan View Primary School



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A traditional Aboriginal dot painting on a dark red background. The artwork features intricate white and blue patterns, including a central figure that appears to be a person or a spirit, surrounded by numerous circular motifs and wavy lines. The style is characteristic of Indigenous Australian art, often used to tell stories or represent cultural symbols.

School Report

Swan View Primary School

School Overview

Teaching and Learning

Throughout 2025, staff engaged in significant professional learning to strengthen the quality and consistency of teaching across the school. All staff completed Berry Street Education Model training, enhancing our whole-school approach to trauma-informed practice and student wellbeing. In addition, staff undertook Shaping Minds training, further supporting our focus on positive behaviour, engagement and getting consistent practices across the school.

This year also saw the introduction of TopTen Maths, providing a structured and evidence-based numeracy program to improve student outcomes. As part of our ongoing commitment to effective literacy intervention, we moved away from streaming and implemented MiniLit and MaqLit to deliver targeted small-group support for identified students.

School Environment and Resources

Our whole-school upgrade program continued throughout 2025. Major improvements included the installation of a new playground, as well as refrigerated air-conditioning in the majority of Early Childhood classrooms and two additional C Block rooms, significantly improving comfort and learning conditions. We also continued to fund iPads in every classroom, ensuring students have access to contemporary digital tools that enhance learning.

Growth and Enrolment

The substantial improvements made across staffing, programs, and facilities contributed to a strong increase in enrolments. Due to this growth, the school required the addition of two new classrooms for the 2026 school year to accommodate the expanding student population.

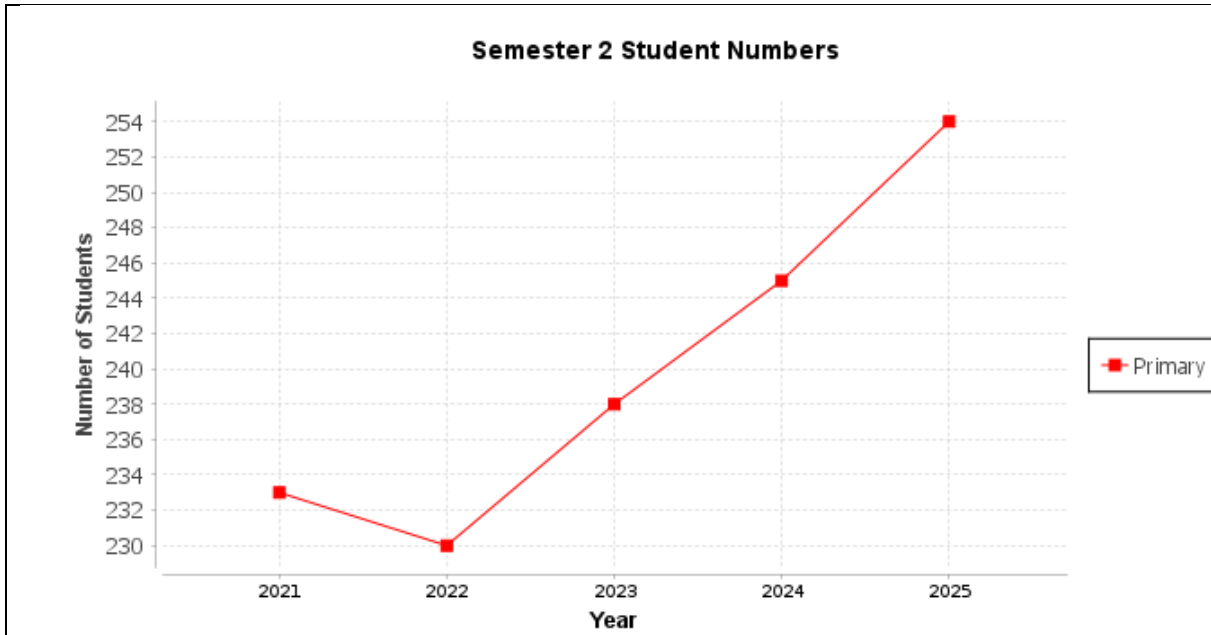
Student Numbers and Characteristics

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(18)	35	39	28	43	37	41	31	272
Part Time	35								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	15	17	114		146
Female	20	18	105		143
Total	35	35	219		289

	Kin	PPR	Pri	Sec	Total
Aboriginal	6	8	67		81
Non-Aboriginal	29	27	152		208
Total	35	35	219		289



Comments:

Enrolment trend:

Semester 2 enrolments for Pre-primary to Year 6 continued to rise for the third consecutive year, reaching 254 students in 2025 (up from 230 in 2022), an increase of +24 students (+10.4%) and an average annual growth rate of ~3.4%. Growth is broad-based, with particularly strong mid-primary cohorts (Y3: 43; Y5: 41) and a stable intake in Pre-primary (35), indicating a healthy pipeline into the early years of primary.

Cohort profile (2025):

Student numbers are balanced by gender (~51% male / 49% female). Across K-PP-Primary, Aboriginal students comprise 28% of enrolments, reinforcing the importance of culturally responsive practice and our whole-school wellbeing and engagement focus.

Implications:

Sustained demand, consistent with recent program and facilities improvements, necessitated the addition of two classrooms for 2026.



Student Attendance (Data)

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2023	87.7%	88.4%	90.3%	72.9%	70.4%	74.3%	84%	82.7%	88.9%
2024	88.2%	88.6%	91%	71.5%	71.1%	74.3%	83.3%	83.6%	89.4%
2025	89.2%	88.1%	90.7%	80.4%	72%	73.2%	86.7%	83.8%	89.1%

Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2023	47.2%	23.4%	18.9%	10.6%
2024	49.8%	20.5%	18.6%	11.0%
2025	50.9%	30.0%	12.7%	6.4%
Like Schools 2025	47.3%	25.4%	17.7%	9.6%
WA Public Schools	64.0%	23.0%	9.0%	4.0%

Comments:

Attendance improved in 2025, with total rates rising to 86.7% (+3.4 pp from 2024) and a marked lift in Aboriginal student attendance to 80.4% (+8.9 pp), while the proportion of students in the Regular category increased to 55.0% and Moderate/Severe At Risk decreased substantially—outperforming Like Schools across all categories. Part of this was a focus on Individual Attendance Plans and trying to build in incentives for attendance such as the 95% and above attendance raffle each term where students go in the draw for a bike or a scooter.



How non-attendance is managed by the school

Please see the strategies that form part of our Attendance Policy:

Strategies	
<ul style="list-style-type: none"> • On the second consecutive day of absence, teacher must contact family and record contact on Integris. • Students whose attendance is 85% or below must be on an IAP. IAPs are a Department requirement and must be signed by the parent/verbal authorisation. • Deputy Principals to support families • Attendance Incentive Program - (Individualised if required as part of the plan), attendance certificates at assembly for 95% - 100% attenders, students who have 95% - 100% attendance for the term go in the draw each term to win a bike/scooter • Attendance Letters & Support Schedule 	<p><u>Principal/Deputies and Office Staff</u></p> <ul style="list-style-type: none"> ○ monitor and identify students at risk ○ develop and review IAPs ○ communicate with classrooms teachers ○ monthly review email to staff ○ communicate with families ○ conduct home visits ○ refer to Student Engagement Team <p><u>External Agencies</u></p> <ul style="list-style-type: none"> • CPFS <p><u>Department Support</u></p> <ul style="list-style-type: none"> • School Psychologist • Student Engagement Team (SET) • Aboriginal Education (NMIERO) • Attendance Advisory Panel • Responsible Parenting Agreement • Attendance Toolkit

Student Achievement and Progress

NAPLAN

Comparative Performance Summary

	Year 3			Year 5		
	2023	2024	2025	2023	2024	2025
Numeracy	0.6	0.1	0.1	0.7	-1.6	0.4
Reading	0.4	1.1	0.0	0.3	-0.7	-1.0
Writing	1.2	1.7	0.4	0.2	0.0	-1.4
Spelling	0.2	1.5	0.8	0.0	1.5	-0.3
Grammar & Punctuation	0.0	0.7	1.0	0.0	-0.5	-0.5

Comments:

2025 NAPLAN results reflect the impact of the substantial whole-school changes implemented over the last 18 months, including new literacy and numeracy programs, improved instructional practices, and strengthened intervention structures. While some areas continue to develop, the overall picture shows **clear improvement trends—particularly in Year 3—and encouraging progress in key domains across both achievement and growth.**

Key Positive Trends in 2025

1. Strong Early Years Growth (Year 3)

Across Writing, Reading, Spelling and Numeracy, **Year 3 results are a standout strength**, showing:

- High proportions of students in **Developing, Strong, and Exceeding** bands.
- Writing and Spelling especially strong, with Year 3 Writing consistently **above expected** over multiple years.
- Progress data showing **high and very high growth**, demonstrating that students are responding well to new programs (e.g., MiniLit, MaqLit, Top Ten Maths, Berry St strategies).
- Clear evidence that early years teaching and intervention practices are embedding effectively.

What this means:

Our foundational programs are working. Students entering the system under the new teaching model are showing strong, sustained achievement and progress.

2. Clear Growth in Numeracy Across the School

Year 5 Numeracy shows:

- A shift upward in achievement bands compared to their Year 3 benchmark two years earlier.
- Stronger proportions of students in the **Strong** and **Exceeding** categories than Like Schools.
- Progress well above Like Schools in **Very High** progress, and above in **Moderate** progress.

What this means:

Changes to mathematics instruction (including Top Ten Maths and consistent problem-solving approaches) are lifting both lower- and higher-achieving students.

3. Spelling Strengthening Across Both Cohorts

- Year 3 Spelling has strong core achievement, with **Strong** above Like Schools and a reduced proportion of students needing additional support.
- Year 5 shows a growing **Exceeding** group and solid achievement in Strong, indicating upward trajectory over time.

What this means:

Your whole-school approach to spelling is now producing measurable, sustained improvement.

4. Upper-Primary Growth Beginning to Stabilise

While some Year 5 areas show dips—expected during major program shifts—there are genuine positives:

- Higher-achieving students are being successfully extended in Reading and Spelling.
- In several domains, your Year 5 “Strong” and “Exceeding” bands are aligning with or surpassing Like Schools.
- Across Numeracy, Year 5 results show clear upward movement across both achievement and progress.

What this means:

The upper-school cohorts, who entered the system before new programs were introduced, are beginning to benefit from improved consistency, intervention and whole-school structures.

Key Priorities Moving Forward**1. Strengthen Writing in Upper Primary**

- Year 5 Writing shows lower growth and proficiency.
- Plan:
 - Embed consistent whole-school writing instructional routines (e.g., Bump It Up Walls, modelled/shared/independent writing).
 - Use coaching and moderation to strengthen teacher consistency.
 - Provide targeted small-group writing intervention.

2. Lift Reading Progress in Year 5

- Achievement at top end is strong, but too many students show low or very low progress.
- Plan:
 - Continue explicit reading instruction (decoding + comprehension).
 - Use data to identify students slipping between bands.
 - Increase guided-reading and intervention frequency for identified groups.

3. Continue to Embed Grammar Instruction

- Grammar is a developing area in both Year 3 and Year 5.
- Plan:
 - Use explicit instruction resources and scope-and-sequence alignment.
 - Focus on sentence construction, punctuation, and language features through daily warm-ups.
 - Link grammar outcomes directly to Writing improvement.

4. Maintain Strong Early Years Focus

Your most significant gains are in Year 3—this is your engine for future results.

- Plan:
 - Maintain MiniLit/MaQLit fidelity.
 - Continue high-impact numeracy routines.
 - Strengthen rich oral language programs (such as Story Champs and use of NEMLDC resources) in K–2 to support comprehension and writing pathways.

5. Targeted Support for Students Requiring Additional Help

Across domains, NAPLAN shows consistent groups requiring additional support.

- Plan:
 - Regular tracking of “Needs Additional Support” students across all domains.
 - Increase precision in Tier 2 and Tier 3 intervention.

2025 NAPLAN results confirm that the significant work undertaken across the school is delivering measurable impact—particularly in Year 3 and increasingly in Year 5 numeracy and spelling. While writing, grammar, and reading progress in upper primary remain priority areas, the strong upward trajectories in early years achievement provide confidence that results will continue improving as more cohorts move through our strengthened whole-school approach.

Post School Destination

Destination Schools	Male	Female	Other	Total
4118 Swan View Senior High School	9	15		24
4020 Governor Stirling Snr High Sch	2	2		4
4050 Balga Senior High School	1			1
4116 Darling Range Sports College		1		1
1223 La Salle College		1		1
1304 Swan Christian College		1		1
Total	12	20	0	32

Comments:

Our strong partnership with Swan View Senior High School continues to thrive, providing valuable opportunities for our students. This year, we have collaborated on several shared experiences, including STEM activities for our Year 3 students, inspiring band performances from the high school, and a dedicated transition day in Term 3 to support our Year 6 students as they prepare for the next stage of their education.

Parent/student/teacher satisfaction with the school**Staff Survey Growth Summary (2024 - 2025)**

Across the 2024 Term 4 NSOS and the 2025 School Culture Survey, there is compelling evidence of strong positive growth in key areas of school culture, leadership, wellbeing and professional practice.

The most significant improvements include:

1. Leadership Strength & Clarity

Staff perceptions of leadership strengthened considerably.

Items aligned to leadership—such as clarity of vision (4.4), effective improvement processes (4.3), and leadership behaviours that optimise learning (4.4)—are all firmly in the “Agree to Strongly Agree” range in 2025.

This reflects strong upward movement from the 2024 result “This school is well led” (3.96).

2. Staff Voice, Support, & Professional Relationships

Major growth is visible in how valued and supported staff feel.

In 2024 T4, staff scored 3.89 for feeling their opinions were taken seriously. In 2025, the directly comparable item “*Staff opinions are treated as valuable and worthwhile*” reached 4.2.

Staff morale and relationships also rated strongly (3.8–4.4 range), reflecting strong relational growth.

3. Behaviour, Safety & Wellbeing

One of the most dramatic improvements from 2024 to 2025 relates to student behaviour and safety.

The 2024 T4 item “*Student behaviour is well managed*” rose from 3.82 to a 2025 result of 4.3 for “*Positive behaviour approaches are applied consistently*” and 4.6 for “*Safe, orderly and inclusive*”

learning environment".

Similarly, student wellbeing as a priority scored 4.8, confirming staff confidence in improvements.

4. Teaching Quality & Data-Informed Practice

Staff confidence in teaching quality and clarity of expectations strengthened, with 2025 results such as:

- Clarity of effective teaching: 4.2–4.3
- Staff collaboration using data: 4.5
- Understanding of student progress: 5.3
- Use of data for differentiation: 5.3

These represent significant cultural strengthening from the mid-3 scores in 2024.

5. Community Partnerships

The 2024 T4 score for *"strong relationships with the local community"* (3.64) improved substantially.

The 2025 survey shows 4.3 for *"effective partnerships with local community and external stakeholders"* and 4.3 for *"responding to school-community views"*.

Parent Survey Growth Summary (2024 – 2025)

Across the 2024 Parent Survey and the 2025 School Culture Survey, parent feedback demonstrates clear and consistent improvement in confidence, trust and satisfaction with the school's leadership, teaching quality, learning environment and partnerships with families. Overall, parent responses in 2025 sit strongly within the "Agree to Strongly Agree" range, indicating sustained cultural strengthening.

1. Leadership Visibility, Trust & Direction

Parent confidence in school leadership strengthened significantly from 2024 to 2025.

In 2024, perceptions of leadership were more variable, with "This school is well led" showing mixed responses, including notable neutral and disagree ratings.

In 2025, leadership measures show strong improvement and consolidation, including:

- *"I believe our school is well led"* – **4.5**
- *"I frequently see school leaders around the school"* – **4.4**
- *"School leaders model culturally responsive leadership behaviours"* – **4.3**

Parent comments further reinforce this shift, highlighting **high visibility of leaders**, improved approachability, and positive impact of leadership on school culture.

2. Parent Voice, Communication & Partnerships

One of the most significant areas of growth is parents' sense of being heard, valued and welcomed.

In 2024, feedback indicated parents wanted stronger communication channels and more opportunities for engagement.

By 2025, parents reported:

- *"The school values the role of parents as partners in education"* – **4.4**
- *"I feel welcome when I am in the school"* – **4.5**
- *"I am comfortable approaching the school about my child's needs"* – **4.5**
- *"The whole-school communication processes are well established"* – **4.1**

This reflects a clear strengthening of school-home relationships, aligning strongly with the improved staff perception of community partnerships.

3. Student Wellbeing, Safety & Sense of Belonging

Parent confidence in student wellbeing and safety increased notably across the two surveys.

In 2024, behaviour management and safety were recurring themes in open-ended responses. In 2025, parents strongly agreed that:

- *Student wellbeing and care is a priority – 4.4*
- *The school is a safe and caring place – 4.4*
- *Mutually respectful relationships are promoted – 4.5*
- *Children have a strong sense of belonging – 4.3*

These results reflect high confidence in the school's wellbeing focus, consistent with staff-reported improvements in behaviour, safety and inclusion.

4. Teaching Quality & Student Progress

Parent perceptions of teaching quality and student progress strengthened and are now firmly positive.

In 2025, parents reported:

- *Teachers are professional, committed and enthusiastic – 4.5*
- *Teaching programs meet the needs of my children – 4.3*
- *Teachers provide feedback on progress – 4.2*
- *My school sets high expectations for learning – 4.1*

These findings align closely with staff data showing improved clarity of effective teaching and stronger data-informed practice.

5. Learning Environment & Cultural Responsiveness

Parents increasingly recognise the school as a safe, inclusive and culturally responsive learning environment.

In 2025:

- *Culturally responsive and culturally safe environment – 4.3*
- *Respect for students' cultural backgrounds – 4.4*
- *Positive relationships with Aboriginal students and families – 4.2*

This represents an important strengthening from 2024, where cultural responsiveness was referenced more frequently as an area for development in comments.

6. Resources & Continuous Improvement

Parents also report improved confidence in how resources are used to support learning.

In 2025:

- *Resources are used to improve student learning – 4.3*
- *Link between planning and resourcing is visible – 4.0*
- *Impact of support for specific student needs – 3.9*

These results indicate growing transparency and trust in school improvement processes.

Overall Parent Perspective

Across all domains, parent feedback from 2024 to 2025 shows a clear upward trajectory in:

- Trust in leadership
- Confidence in teaching and learning
- Sense of welcome and partnership
- Belief that students are safe, supported and progressing well

Parent perceptions strongly mirror the improvements identified in staff feedback, confirming a whole-school cultural shift toward clarity, consistency and relational strength.

Student Survey Growth Summary (2024 – 2025)

Across the 2024 Student School Culture Survey (Years 5–6) and the 2025 School Culture Survey (Primary Students), student feedback indicates strong positive growth in perceptions of safety, relationships, teaching quality, leadership visibility and opportunities for voice. Overall, 2025

student results sit consistently in the “Agree to Strongly Agree” range, reflecting an increasingly positive and supportive student experience.

1. Student–Teacher Relationships & Care

Student perceptions of relationships with teachers strengthened and remain a significant area of strength.

In 2024, students already reported positive views about teachers caring and motivating them, though responses included higher neutral and disagree ratings around approachability and feeling heard.

In 2025, results show strong consolidation:

- *“My teachers care about me”* – **4.5**
- *“My teachers are friendly”* – **4.4**
- *“My teachers respect me”* – **4.4**
- *“I feel comfortable talking to my teachers about my learning”* – **4.0**

These results indicate that students increasingly experience teachers as supportive, approachable and respectful, contributing positively to engagement and wellbeing.

2. Student Voice & Sense of Belonging

Student voice and belonging show clear improvement from 2024 to 2025.

In 2024, items such as *“My school takes students’ opinions seriously”* attracted mixed responses, with a notable number of neutral ratings.

In 2025, this has strengthened:

- *“My school listens to my ideas”* – **3.9**
- *“I feel welcome in my school”* – **4.4**
- *“I feel like I belong in my school”* – **4.3**
- *“It is okay to be myself at school”* – **4.0**

This reflects increasing student confidence that their perspectives matter and that the school is an inclusive environment where students feel valued.

3. Safety, Behaviour & Wellbeing

Student perceptions of safety and behaviour show some of the most notable growth across the two surveys.

In 2024, student comments frequently referenced concerns about peer behaviour and disruptions.

In 2025, students reported:

- *“I feel safe at school”* – **4.1**
- *“My teachers teach and encourage positive student behaviour”* – **4.4**
- *“My teachers act when students behave inappropriately”* – **4.3**
- *“My teachers care about my wellbeing”* – **4.3**

While open-ended responses still identify behaviour as an area for continued focus, quantitative data shows clear improvement in student confidence in behaviour management and pastoral care.

4. Teaching Quality & Learning Clarity

Students report strong and improving confidence in teaching quality and learning processes.

In 2025:

- *“My teachers think that I can learn”* – **4.5**
- *“My teachers try different ways to help me learn”* – **4.4**
- *“My teachers tell me what I need to know to improve”* – **4.1**
- *“I feel safe to have a go in class, even if I get it wrong”* – **4.1**

These results reflect a learning environment that promotes high expectations, feedback and student confidence, aligning with staff-reported improvements in clarity of effective teaching practice.

5. Leadership Visibility & Improvement Focus

Student perceptions of leadership visibility and school improvement strengthened between 2024 and 2025.

In 2025, students reported:

- *“My school looks for ways to improve” – 4.4*
- *“I see the principal and deputy principals talking to students around the school” – 4.2*
- *“There are leadership opportunities for students in my school” – 4.2*

This indicates increased student awareness of leadership presence and opportunities to participate in the life of the school.

6. Cultural Safety & Inclusion

Students report strong confidence in cultural respect and inclusion.

In 2025:

- *“Aboriginal culture is respected in my school” – 4.4*
- *“I learn about Aboriginal peoples, histories and cultures” – 4.7*
- *“Aboriginal cultures are important to school leaders” – 4.3*

This reflects a culturally responsive environment that students recognise and value.

Overall Student Perspective

Comparing 2024 and 2025 student feedback shows a clear upward trend in:

- Sense of safety and belonging
- Trust in teachers and leaders
- Confidence in learning and feedback
- Opportunities for voice and leadership

Student perceptions strongly align with staff and parent feedback, confirming a whole-school improvement in culture, consistency and care.



School Income by Funding Source

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	10,205	10,205
Carry Forward (Salary):	114,370	114,370
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	4,135,828	4,135,828
Locally Raised Funds:	53,385	91,218
Total Funds:	4,313,788	4,351,620
EXPENDITURE		
Salaries:	3,636,432	3,636,432
Goods and Services (Cash):	519,213	553,536
Total Expenditure:	4,155,645	4,189,968
VARIANCE:	158,143	161,652

Goods and Services vs Salary expenditure



Comments: Financial Summary – 2025

As at December 2025, Swan View Primary School maintained a sound financial position, with operations managed within approved budget parameters. Total funds available for the year were \$4.35 million, comprising \$4.14 million in Student-Centred Funding and \$91,217.82 in Locally Raised Funds, which was higher than the original budget allocation.

Total expenditure for the year amounted to \$4.19 million, with salary expenditure fully aligned to budget and no variance recorded. An overspend was noted in Goods and Services, primarily due to increased costs across curriculum support, utilities, maintenance, and professional development; however, these costs were considered necessary to support school operations and student outcomes.

The school recorded an overall operating surplus of \$161,652.38 at year end. After accounting for budget variances, this resulted in a net variance of -\$3,509.46 against the approved budget, reflecting close alignment between planned and actual financial performance.

The school completed the year with a cash carry forward of \$10,205.49 and a salary carry forward of \$114,369.92, providing capacity to support workforce planning and operational requirements moving into 2026.

Overall, the 2025 financial position reflects prudent financial management, strong oversight, and effective alignment of resources to support teaching, learning, and school priorities.

Business Plan Targets

-Please see a snapshot of how we are progressing in relation to our Business Plan Targets. We are very pleased at how many targets we have achieved already and feel positive about 2026. Green = Achieved Red = Working towards

Targets	2025	2025	2026	2027
NAPLAN				
Students' achievement in NAPLAN Numeracy, Reading, Writing, Spelling, Grammar and Punctuation is at or above WA Like Schools for the stable cohort				
Numeracy	Y3	Y5		
Reading	Y3	Y5		
Writing	Y3	Y5		
Grammar	Y3	Y5		
Spelling	Y3	Y5		
The mean progress of the Year 3 to Year 5 stable cohort in all NAPLAN domains is at or above WA Like Schools				
Numeracy				
Reading				
Writing				
ON ENTRY				
The proportion of students making moderate, high or very high progress between Pre-primary and Year 3 in Reading and Numeracy is at or above that of WA Like Schools				
Numeracy				
Reading				
Writing				
OPINION SURVEY				
Parent survey averages to remain at 4.0 or above in each question (with +/- 0.1 variation)				
Relationships				
Teaching Quality				
Learning Environment				
Resources				
Leadership				
Student Achievement and Progress				
Staff survey averages to remain at 4.0 or above in each question (with +/- 0.1 variation)				
Relationships				
Teaching Quality				
Learning Environment				
Resources				
Leadership				
Student Achievement and Progress				
Student survey (Year 5/6) to be at 3.5 or above in each question (with +/- 0.1 variation)				
Relationships				
Teaching Quality				
Learning Environment				
Resources				
Leadership				
ATTENDANCE				
Student attendance to increase to 83% or above each year				
PROFESSIONAL LEARNING				
All permanent teaching staff to complete Shaping Minds and Berry St professional development				
All permanent teaching and support staff to complete CMS (Classroom Management Strategies) professional development				
Principal and administration staff to undertake Department of Education Leading Cultures of teaching Excellence professional development				
CLASSROOM PRACTICE				
All classes to go on at least one excursion per year which links to classroom learning				
Continue to refine and develop the Swan View PS Information 1.0 which outlines the specific practice at SVPS				
All teaching staff to engage with SVPS Instructional Coach through the year to improve practice				
Early Childhood staff to explore the NQS and how it can be used to improve practice K - 3				
By the end of 2026, staff will co-design an Instructional Lesson Framework that aligns with Quality Teaching Strategy and Shaping Minds				
SCHOOL PLANS				
By the end of 2025, SVPS will have a RAP (Reconciliation Action Plan)				
By the end of 2025, SVPS will have Operational Plans for Health and Wellbeing, Science, PE, HASS, Digital Technologies and Music				
Yearly review and refine scope and sequences for English, Maths and Health				





