



Belair Primary School

2021 annual report to the community

Belair Primary School Number: 0524

Partnership: Mitcham Hills

Signature

School principal:

Mr Rob Houston

Governing council chair:

Lisa Jamieson

Date of endorsement:

25 February 2022



Government
of South Australia
Department for Education

Context and highlights

Belair Primary School is a school of choice for families looking to provide for their children's education. Located in the foothills of the Adelaide Hills and not far from the Adelaide CBD we are an International Baccalaureate (IB) school which aims to develop inquiring, knowledgeable, caring young people who achieve their personal best and actively help to create a sustainable and more peaceful world. We provide a comprehensive education, based on the Australian Curriculum and the IB Primary Years Program (PYP). Teachers prepare students to meet the challenges of a changing world with confidence and enthusiasm. We serve a generally high socio-economic, professional community that has high expectations of the school, academically and socially.

We opened on our present site in 1957. Belair Junior Primary School co-located with Belair Primary School in 1997. The schools amalgamated in 2013.

The COVID – 19 pandemic presented new and different challenges again in 2021. Our school community remained strong and was supportive of each other, allowing for another year of highly successful outcomes:

- The 1:1 iPad learning program was expanded to include all year 5, 6 & 7 students
- Inquiry learning included the PYP R-7, year 6 & 7 Exhibition, year 5 Expo and year 5/6 Primary Mathematics Extension Group
- Our instrumental music program grew to include woodwind and brass along with the existing strings
- A remarkable increase in student borrowing rates from the library occurred (post upgrade). The average number of books borrowed per student over 12 months increased from 47 to 71.
- A new school logo was developed and approved. The new logo pays tribute to the old by retaining elements of the hill and the tree and reflects our school contemporarily through font and colour, highlighting the leaf of our special 'Greybox' gumtrees.
- All classes from year 3-7 attended school camp in 2021
- Extra curricula participation in SAPSASA Sport, Tournament of Minds, Choir– Festival of Music, Debating, Gardening Club, Eco Club, Lego Club, Play at Lunchtime (PALS),
- The first year 6 graduation and the last year 7 graduation
- Completed all planning preparation for the \$5 million school building upgrade
- Facility upgrades to the school medical room, outdoor learning at OSHC and canteen
- Community events including Quiz Night, Parent Family Seminar, Carols Night, SAFM Back to School morning, Wednesday coffee mornings, Music Night and Sports Day

Governing council report

2021 was another challenging year with teaching staff and the broader school community needing to adapt, sometimes with short notice, to the ever-changing government directives in response to COVID-19 management. Whilst many of the meetings held by Governing Council and committees were virtual, members remained engaged in all Governing Council's core business, with plenty of other activities happening too.

Highlights of 2021 included:

- engaging heavily in the 'Safe Movement Precinct' with Mitcham Council. Meetings and school walk-arounds were held with four council members and the local government member, as well as the Mitcham Council road safety planning team. Way-2-Go were also engaged, and conducted a school-wide survey. Funding has now been confirmed for safety improvements on Monalta Drive and kiss and drop on Laffers Rd.
- continued input into the school's major building works to commence mid-2022
- constant feedback regarding the unique challenges of Year 6/7 transition to high school
- supporting the school in its various reviews & updated Site Improvement Plan
- facilitating, through the various sub-committees, a highly successful Sun Safe Policy and transition to uniform with new logos
- ongoing oversight of the School, Canteen and OHSC financials
- regular sub-committee meetings

I'd particularly like to acknowledge the tremendous efforts of the school staff and community who, despite many COVID-19-related challenges, were able to orchestrate a hugely enjoyable sports day, music night, aquatics, carols, dual graduations and quiz night.

I also wish to acknowledge and thank the enormous body of volunteers (over 220 at last count) who contribute to the school's functioning, even during a pandemic, in many invisible ways.

Finally, I wish to thank the highly capable, adaptable and hard-working members of the 2021 Governing Council and the school's leadership who assist the Governing Council in its many undertakings: Kerry Levett (Deputy Chair), Lynette Morris (Treasurer), Karla Pobke (Secretary), Peter Sudo, Tobin Hanna, Anna Deller-Coombs, Jay Wheeler, Alisha Bellison, Adam Brown, Jayne Dowling, Charlie Hargroves, Rob Houston, Leanne Twigden, Natalie Holmes, Sarah Mentha, Ali Farmer and Leanne Miller. I wish the 2022 Governing Council all the very best for an exciting year of school rebuilds, safe movement precincts, learning and, hopefully, minimal COVID-19 disruption.

Lisa Jamieson
Chair, Belair Primary School Governing Council 2021

Quality improvement planning

Our school Site Improvement Plan 2019 – 2021 (SIP) came to the end of its cycle this year with many successful outcomes. We developed a new 2022 – 2024 SIP in term 4.

2021 SITE IMPROVEMENT TARGETS

Student Agency

Target 1: 5 % improvement in percentage grade distribution above SEA (A and B) in Humanities and Social Science
2020 - 51% 2021 – 57%

Comment: Achieving 6% improvement from 2020 is a great success for the school and even more so when considering this improvement focus was based on 2018 baseline data where 38% of students were achieving an A or B in Humanities and Social Science. The significant growth of 19% more students achieving an A or B since 2018 reflects the outstanding work of students and staff.

Target 2: 5% improvement in percentage of high wellbeing in learning readiness as shown through the year 4-7 Student Wellbeing and Engagement Survey
2020 – 63% 2021 – 57%

Comment: The 2021 result is very close to the 2019 result where in both those years many more students participated in the survey.

Numeracy

Target 1: 5% Improvement in percentage grade distribution above SEA (A & B) in Mathematics.
2020 - 52 % 2021 56%

Comment: Achieving a 4% improvement on the 2020 result is a great success. Our improvement focus was based on 2018 baseline data which indicated 42% of students achieved an A or B in Mathematics. The significant growth since 2018 is an improvement by 14%.

Target 2 - 50% of year 3 students achieve the higher bands of NAPLAN Numeracy

Comment: In 2021 39% of year 3 students achieved the higher bands of NAPLAN Numeracy. The focus on higher band achievement in the 2022 - 2024 school site improvement plan will support more children to reach higher bands in the future.

Target 3 - 55% of year 5 students are retained in the higher bands of NAPLAN Numeracy

Comment: 74% of students retained higher bands achievement in year 5 from their year 3 result. This is the best ever result for the school on this measure.

Target 4 - 70% of year 7 students are retained in the higher bands of NAPLAN Numeracy

Comment: 82 % of students retained higher bands achievement in year 7 from their year 5 result. This is also the best ever result for the school on this measure.

Target 5 - All Aboriginal learners have a numeracy learning goal in their One Plans

Comment: All Aboriginal learners had a numeracy goal in their personalised One Plan in 2021.

Literacy

Target 1: 5 % Improvement in percentage grade distribution above SEA (A & B) in school assessed writing tasks
2020 – 72% 2021 - 55%

Comment: We were unable to achieve the target following up from a very high 2020 result. This result is more in line with our NAPLAN results and other standardised testing. There was a significantly lower writing result for year 6 when compared to other year levels across the school. The year 5, 6 and 7 teachers were assisted by an online marking tool in 2021.

Target 2: 5% Improvement in percentage of students achieving SEA in NAPLAN Writing
2019 – 85% 2021 – 83%

Comment: The result remains very close to 2019. We remain focussed on striving for improvement in Writing.

Target 3: 43% of year 3 students achieve the higher bands of NAPLAN Writing.

Comment: 58% of year 3 students achieved the higher bands of NAPLAN Writing.

Target 4: All Aboriginal learners have a writing goal in their One Plan

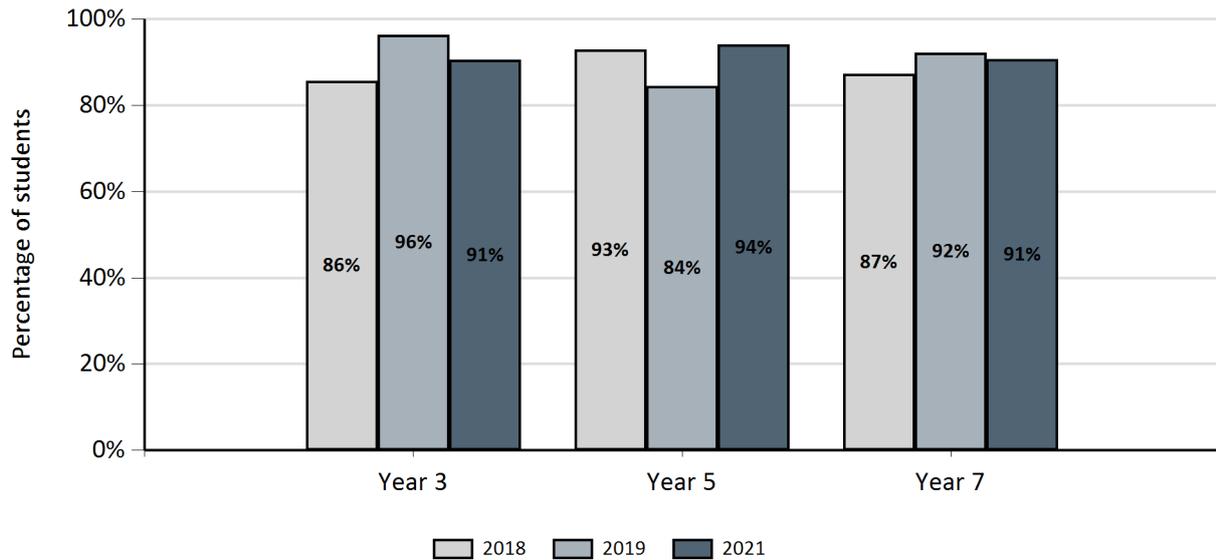
Comment: All Aboriginal learners had a literacy goal in their personalised One Plan in 2021.

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

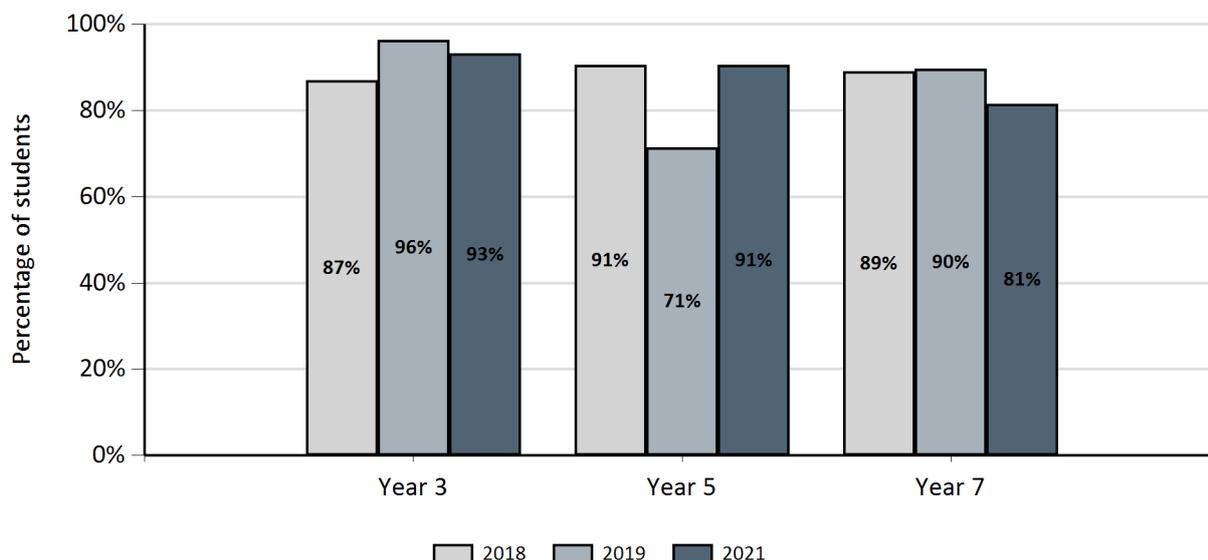


*NOTE: No NAPLAN testing was conducted in 2020.

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	40%	44%	33%
Middle progress group	49%	42%	48%
Lower progress group	11%	15%	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	35%	49%	33%
Middle progress group	44%	44%	48%
Lower progress group	21%	*	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	74	74	45	29	61%	39%
Year 3 2019-2021 Average	78.5	78.5	50.5	35.0	64%	45%
Year 5 2021	85	85	41	33	48%	39%
Year 5 2019-2021 Average	81.0	81.0	35.5	20.5	44%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

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

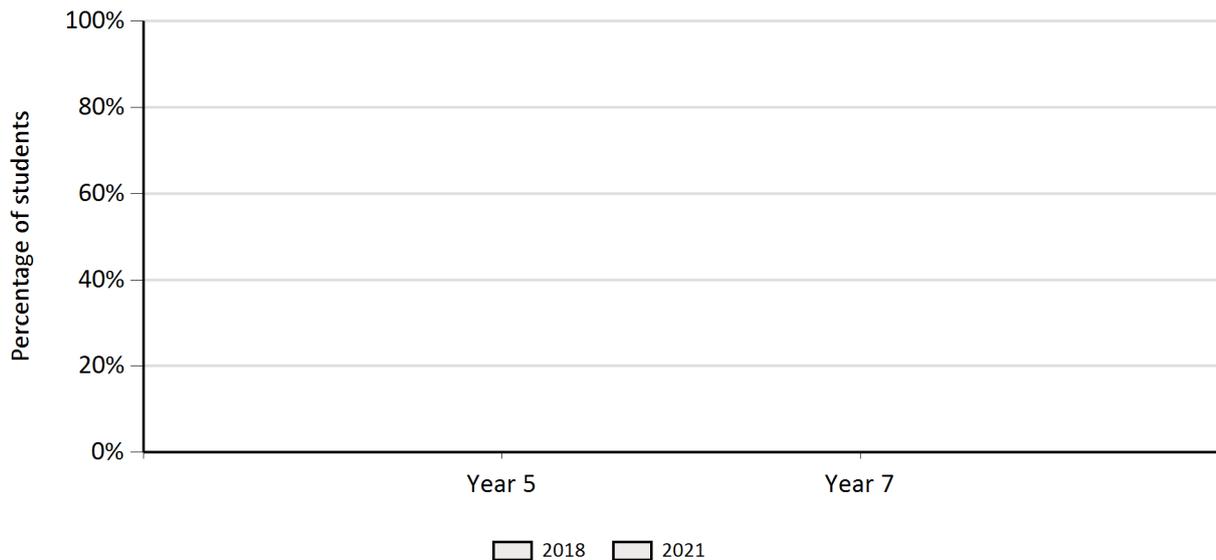
[^]includes absent and withdrawn students.

*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



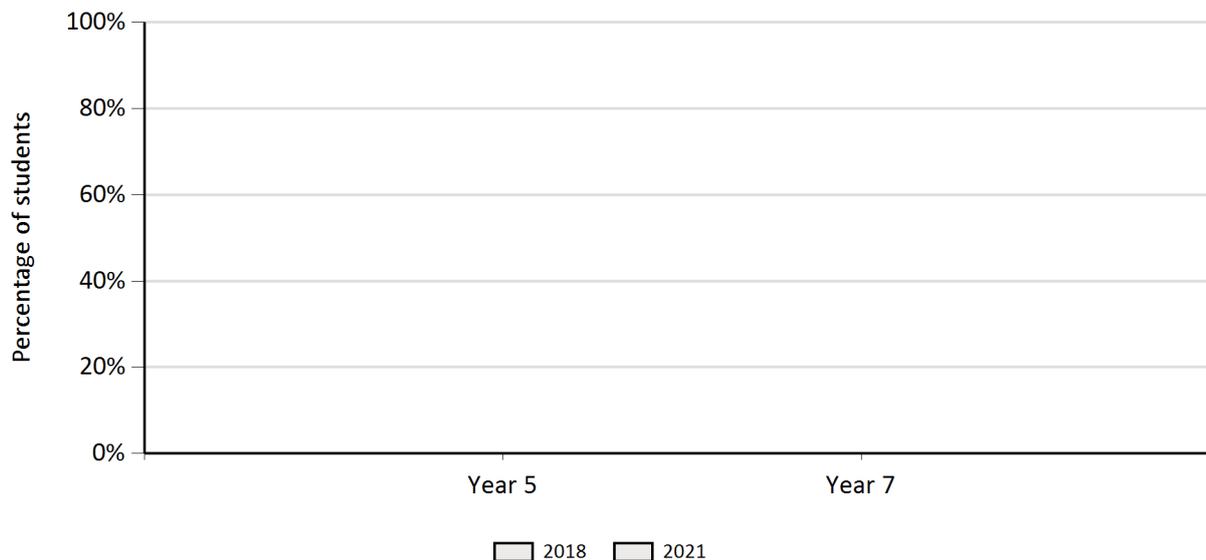
*NOTE: No NAPLAN testing was conducted in 2020.

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 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

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 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

The school ensures through the Site Learning Plan (SIP) that every Aboriginal learner has a literacy goal and a numeracy goal in their One Plan.

The goal in literacy is to increase achievement in Writing. Teachers use Brightpath software to collaboratively plan, assess, moderate and provide feedback on student writing. It has enabled:

- differentiation in learning for Aboriginal learners
- Teachers and Aboriginal learners to identify next step teaching points and support student agency
- Tracking of Aboriginal learner growth over time

One whole school narrative writing and two persuasive writing assessments were undertaken in 2021. Growth of the narrative can be tracked back to student results in 2019.

The goal in numeracy is to increase Aboriginal learner achievement in mathematics. The focus has been on teaching the big concepts in mathematics visually and extending number sense through multifaceted numeracy problems to raise achievement.

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

All Aboriginal learners achieved significant progress in scale scores of narrative and persuasive text writing assessments in 2021.

All Aboriginal learners achieved the Department for Education Standard of Educational Achievement (SEA) in the ACER PAT Maths assessment in 2021.

School performance comment

Year 7 NAPLAN

54 students participated in the year 7 NAPLAN this year. We are very pleased with their Numeracy results. 81% of year 7 students achieved the Department for Education Standard of Educational Achievement (SEA) which is the level above the minimum standard. Importantly there was a 10% improvement in students reaching SEA from their 2019 result. This very good result is further backed up by the fact that 93% of year 7 learners were in the upper or middle progress groups. Similar progress has been made in Reading with 91% of year 7 students achieving the SEA, a 7% improvement on 2019. 86% of students were also identified as being in the middle or upper progress groups.

Year 5 NAPLAN

81 year 5 students participated in the 2019 NAPLAN. Year 5 students performed very well in the NAPLAN Reading. 94% achieved the Reading SEA, the best school result since 2014. 89% of students were identified in the middle or upper progress groups and 48% of students achieved the upper two bands of NAPLAN. In NAPLAN Numeracy, 91% of students achieved the SEA, the second best ever school result. 39% of students achieved the upper two bands of NAPLAN which is also our second best result and 14% above the school average.

Year 3 NAPLAN

74 year 3 students participated in this year's assessment and once again they experienced good results in NAPLAN. In Reading 91% of students achieved the SEA and 61% achieved the upper two bands of assessment. In Numeracy 93% of students achieved the SEA and 39% achieved in the upper two bands.

A-E Assessment

I am very pleased to share these results as it comes from the significant work of teachers, SSO staff and students. For the past 3 years we have included year 1 to year 7 A-E assessment targets into our Site Improvement Plan as a key measure of student and school improvement. We have achieved outstanding growth in learning achievement (A – E assessment) once again in 2021.

When compared to 2018 results we have had an increase of 22% of students achieving A and B grades in Humanities & Social Sciences (HASS), 57% in total this year. There has been a 13% increase of students achieving A and B grades in mathematics and in English, 56% in total in 2021.

Reading - Year 1 Running Records

82% of students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 13 by the end of term 3 2021. This is a very good result but at the same time students who are below the SEA are receiving continued support through extra classroom SSO time throughout the year.

Reading - Year 2 Running Records

88% of our students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 21 by the end of term 3 2021. This is a very good result but at the same time students who are below the SEA are receiving continued support through extra classroom SSO time throughout the year.

Year 1 Phonics Check

76% of students achieved the Department's target score of 28 sounds out of 40 or higher in 2021.

Attendance

Year level	2018	2019	2020	2021
Reception	94.1%	94.5%	90.1%	93.3%
Year 1	94.0%	94.8%	92.0%	93.6%
Year 2	95.9%	94.4%	90.5%	94.6%
Year 3	93.5%	94.9%	91.6%	94.3%
Year 4	95.7%	94.8%	91.6%	93.8%
Year 5	94.6%	93.4%	90.1%	93.8%
Year 6	93.5%	92.7%	91.2%	92.9%
Year 7	93.4%	91.7%	92.1%	91.7%
Total	94.4%	93.9%	91.2%	93.6%

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

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

Attendance comment

Overall attendance for the year returned to the historical average in 2021. Using the Department for Education support tools we developed a draft 'Attendance Improvement Plan' and a draft revised Attendance Policy for approval and implementation in 2022.

Teachers and office administration continued to monitor attendance as per existing policy and leaders followed up on patterns of absenteeism, sometimes engaging the Department for Education Support Services for complex cases.

Behaviour support comment

The school Code of Conduct provides guidance for behaviour and restorative practices in the classroom and school yard.

269 students from year 4-7 participated in the Student Wellbeing Survey along with over 100,000 students of the same age across the state.

3% of students reported physical bullying (6% state survey)

8% of students reported verbal bullying (12% state survey)

5% of students reported social bullying (9% state survey)

1% of students reported cyber bullying (5% state survey)

A school bully audit was conducted for year 3-7 students in term 3 with the results being used to support individual students. Classroom teachers and the Pastoral Care Worker conduct programs to develop skills, dispositions and problem solving strategies.

Parent opinion survey summary

We had 201 families participate in the Department for Education 'Parent Engagement Survey'. The survey is designed to gain parent perspective towards the following aspects of schooling at Belair.

- People are respectful
- Teachers and students are respectful
- Child is important
- Receives enough communication
- School communicates effectively
- Knows standard of work (parent)
- Receives useful feedback (parent)
- Has useful discussions (parent / school)
- Has input into learning (parent)
- Has good home learning routine
- Education is important
- Equipped to plan pathways
- Encouraged to help child learn
- Receives learning tips

The survey continues to show a strong acknowledgement of respect for each other and the respectful relationships between teachers and students. The survey has identified the following areas for us to be working on.

- Receives learning tips - I would like more help with my child's learning.
- Has input into learning - The school provides me with an opportunity to have input into my child's learning.
- Has useful discussion - I have useful discussions with the school about my child's learning.
- Knows standard of work - I know what standard of work the school expects of my child.

While the pandemic has contributed to barriers around volunteering and face to face contact between parents and the school over the past 2 years, this is an area that we are committed to improving in 2022.

269 year 4 to 7 students participated in the Department's 'Student Engagement and Well Being Survey' in term 1.

92% of students indicated medium to high positive responses towards learning readiness.

93% of students indicated medium to high positive responses towards engagement with school.

86% of students indicated medium to high positive responses towards emotional wellbeing.

87% of students indicated medium to high positive responses towards health and wellbeing outside of school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	27	22.7%
OV - LEFT SA FOR OVERSEAS	3	2.5%
QL - LEFT SA FOR QLD	3	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	80	67.2%
U - UNKNOWN	4	3.4%
VI - LEFT SA FOR VIC	1	0.8%
WA - LEFT SA FOR WA	1	0.8%

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

We have many volunteers contributing to the welfare and education of our students. Department for Education guidelines require us to maintain a diligent written application and monitoring process requiring many volunteers to obtain Working With Children Clearances (WWCC) and Reporting Abuse and Neglect (RAN) training.

We maintain an ongoing record of volunteers, their training qualifications and clearances on EDSAS to ensure volunteers have the appropriate accreditation to fulfil their roles.

We have over 200 registered volunteers at Belair Primary School.

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	56
Post Graduate Qualifications	19

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	2.0	29.0	0.0	13.9
Persons	2	34	0	21

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

Financial statement

Funding Source	Amount
Grants: State	\$5,300,747
Grants: Commonwealth	\$997
Parent Contributions	\$363,579
Fund Raising	\$7,700
Other	\$73,344

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	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the One Plan format.	One Plans were created for all required students.
	Improved outcomes for students with an additional language or dialect	SSO support continued for identified students. Staff moderated student writing and assigned levels.	Appropriate support was put in place and literacy levels continue to progress.
	Inclusive Education Support Program	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the One Plan format.	One Plans were created for all required students.
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>	<p>Intervention programs are well established. SSOs are employed to support identified students.</p> <p>Waves of intervention implemented in classrooms with explicit differentiation documented for identified students in literacy and numeracy.</p> <p>Teachers and SSO staff were provided with appropriate PD to meet the requirements of the school Literacy Agreement.</p> <p>Learning plans were developed, implemented and reviewed.</p> <p>School and Partnership focus on writing improvement through Brightpath.</p>	<p>Students successfully completing intervention programs.</p> <p>Learning plans developed for targeted individuals.</p> <p>Learning mapped against curriculum continuums.</p>
Program funding for all students	Australian Curriculum	Funding supported a focus on backward by design planning against the Australian Curriculum within our IB PYP planning teams.	Significant improvement in A-E assessment was maintained across curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Extra 2-3 hours SSO support for all R-7 classrooms with a focus on Literacy improvement.	Supported achievement in Running Records, phonics and A-E school assessment
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	Individual Learning Plans developed with some gifted students. 21 students participated in Primary Mathematics Extension Group in term 3.	Goals achieved in the Individual Learning Plan.

