



Highbury Primary School



INTRODUCTION

The 2021 Annual Report provides the school community with information and data related to our achievements and our identified directions and priorities for 2021.

2021 has been an even more extraordinary and challenging year for all South Australians, We South Australians are fortunate to find ourselves in pretty good shape and as I write this Annual Report, I am again reminded how lucky we are to live in such a safe and beautiful city, with such wonderful and caring people.

Thankyou to the staff, students and parents for working together throughout 2021, and the patience and support shown. A Special thank you to our school Deputy Principal-Mr Daniel Botten, Ms Gem Kasse-our Assistant Principal their excellent leadership across the school and ensuring that Highbury continues as a high performing and proud Department of Education Government School.

Regards
Frank Mittiga
Principal.

From The Chairperson of Highbury Primary School Council.....

Hello Highbury School Community,
We again faced a challenging year in 2021 with COVID-19 restrictions still having an effect on some school activities. However at Highbury we are resilient and persistent and we were still able to have a very positive and successful year.

On behalf of the school community I would like to acknowledge the dedication and hard work of all the staff who continued to provide our children with the very best education and care.

In 2021, Governing Council were able to meet on a regular basis, both in person and virtually via Zoom and all members continually showed enthusiasm and a willingness to support the school community. Our focus continued to be on canteen, OHSC, fundraising and after school sports. The easing of some COVID-19 restrictions throughout 2021 meant that all areas saw an improvement in either revenue or participation. One of the highlights of 2021 was the introduction of the fundraising event – the Colour Explosion. The children had a blast and I dare say the teachers enjoyed it just as much! This event raised a significant amount of money which was very welcome after the lack of funds raised during 2020 due to COVID-19.

Highbury's involvement with Credit Union SA's School Community Rewards Program continues to be a successful passive way for the school to raise funds. This is particularly beneficial when events and programs can't go ahead due to restrictions.

The Mother's day and Father's Day stalls were reinstated in 2021 and were just as popular as ever. After school sports went ahead and continued to be a successful way to introduce children to team sports in a fun and caring way. A big thank you to the school community who help out with this. The canteen saw a slight improvement in sales throughout 2021 which is positive as we are very fortunate at Highbury to have such a great canteen. The canteen has also undergone some renovations.

2021 also proved to be better year for OSHC with very popular school holiday programs often booking out. Another focus for the Governing Council in 2021 was the preparation of a Capital Works Proposal which we presented to the Education Department. The proposal requested funds to make improvements across many areas of the school grounds. This is something we will continue to focus on in 2022.

Looking back over 2021 it is clear to see that it was certainly an improvement on 2020 and perhaps the lessons we learnt during 2020 helped us to appreciate all that we were able to do and achieve in 2021 just that little bit more.

It was a pleasure to be part of the school community.

Thank you to all,
Sally Kaleta
Governing Council Chairperson 2021

GOVERNING COUNCIL 2021

The Highbury Governing Council for 2021 was comprised of 14 parent members, the Principal, 2 Staff representatives, a Preschool Nominated Member and a community member. Council members participated in reviewing the School Site Learning Plan, monitoring the budget and reviewing school policies and processes. The majority of meetings were held as Zoom meetings. A special thankyou again to the Governing Council Sub-Committee Convenors, Governing Council Members and parent members of committees for their fantastic work throughout 2021, within the context of the restrictions we have had to work within.

Governing Council Sub-Committees and their work in 2021

The HPS Canteen Committee manages the school canteen which continues to run as a not for profit adjunct to the Governing Council and has again finished the year with a small profit. The Canteen Managers has successfully worked with over 20 community volunteers along with student leaders to offer a 5 day a week service to HPS students.

The HPS Sports Committee

Has been responsible throughout 2021 for managing and supporting the School Sports Programs. Students at Highbury can participate in after school hours sport at Highbury-Netball/Basketball/Soccer and in 2021 Aussie Rules Football. Parents and Governing Council members work on this committee to coordinate each sporting codes needs and support coaches and managers to undertake their roles. Limited meetings were held in 2021 due to restrictions.

The HPS Budget/Finance Committee

Throughout 2021, the Budget Finance Committee has been carefully monitoring the cash flow related to spending of the school budgets. For 2022 we have set a positive draft budget with approx. a \$155,000 surplus, excluding SASIF investments.

The HPS OSHC Management Committee

Parents with students using the OSHC service, governing council members , OSHC staff and school leadership staff have worked throughout 2020 to continue to support the external review process for OSHC, manage the OSHC funds and provide guidance for policies and the management of the OSHC and Vacation care Programs. In 2021, up to 90 students used the OSHC daily.

The HPS Fundraising and Community Development Committee

Parents, Governing Council Members and School Leadership staff coordinate activities/community events and fundraising events on behalf of the School Governing Council. Throughout 2021, limited meetings and functions/activities were undertaken due to restrictions.

2021 HIGBURY PRIMARY SCHOOL HIGHLIGHTS

School Achievements in 2021 were positive, although we were hampered by restrictions and inconsistent messages from a variety of sources.....

- A number of successful school theme weeks and special curriculum activities including, Book Week, Science Week, Harmony Day and Festival of Music, were celebrated in 2021.
- Our Environmental Education focus continued with the following programs; Recycling, Nude Lunch Day and Clean Up Australia Day/Highbury School, undertaken as F-7 initiatives.
- Students in Year 6 and Year 7 were involved in SAPSASA activities and competitions-Thankyou to all staff for supporting.
- Our students F-7 participated in games and activities in a student/teacher only Sports Day, which was held at an earlier time slot during term 3, 2021. Congratulations to our winning teams-Sports Day Shield- Smart/Values Cup-Tolley.
- House Cup competition was again a great success during 2021, facilitated by Mr Kerry Pytharoulis and the school staff. Students have been able to achieve house points for sports/music/academic/etc. activities across the school. Congratulations to Tolley house students on winning the House Cup for 2021.
- In Term 4, on the 11/11 at 11.00am, the school recognised the importance of Remembrance Day to acknowledge and pay respect to the men and women who served our country in time of conflicts and war-Thankyou to Ann Hopgood/Nathan West and HB10 Year 4 students and student leaders for their organisation of this important event.
- All of our students participated in the Premiers Reading Challenge 2019. Thankyou to Resource Centre staff for coordinating and promoting reading across the school.
- Congratulations to our Governing Council and particularly members of the Community Development and Fundraising Sub-Committee for organising the Biannual School Concert and the inaugural Colour Fun Run.
- We were lucky to have our annual Year 2 and Year 4 School Camps go ahead in 2021.
- The Highbury Annual Instrumental Music Showcase Concert was held and showcased to a live audience on Tuesday 7th December. Students involved in music ensembles/choirs/bands and instrumental programs showcased their talents. Thankyou to our Music teacher Kirrabelle Lovell and instrumental music staff, for organising this excellent event.

In 2021, Highbury held two Graduations- the last group of Year 7 students graduated from Highbury, and our first group of Year 6 students graduated from Highbury. The school decided to hold 2 separate graduations.

Toni Thurman Citizenship Awards Yr 6 – Liam Bairstow, Emma Li, Jordan Kaleta, Isabella Lionello, Tariq Ghamrawi, Hayley Byrne, Niamh Marsh and Jameson Murray

Toni Thurman Citizenship Awards Yr 7 – Abi Cavenett, Jiayah Keatch, Caleb Gartland & Yianni Papacharissiou

Morialta Citizenship Award – Jordan Kaleta & Yianni Papacharissiou

Neighbourhood Watch Community Award – Lucia Lewis

Newland Science Award – Emma Li & Yianni Papacharissiou

Florey Music Award – Liam Hanlin & Claire Hummel

Curriculum award winners Year 6 Year 7

Science Year 6 Emma Li & Liam Bairstow

Health and PE Year 6 Isla Wigzell & Jameson Murray

Music Year 6 Amelia Sloan & Liam Hanlin

Auslan Year 6 Tyler Gaskin-Osborne & Kura Kamahori

Year 7 Shaarkshya Sharma & Yianni Papacharissiou

Year 7 Jiayah Keatch & Yianni Papacharissiou

Year 7 Claire Hummel & Caleb Gartland

Year 7 Connor Puitti & Imogen Eriksson

ENROLMENTS

The total December enrolments were 491 students. 19% of our students are from Non English Speaking Backgrounds (NESB) students, 14 students identified as Aboriginal background, 19% of students were eligible for School Card and 34 students, officially recognised by DECS guidance officers, have learning disabilities.

2021	489
2020	491
2019	489
2018	486
2017	483

For 2022 the school expects to start with 432 F-6 students and 18 Special Class F-2 students.

STUDENT ATTENDANCE

At Highbury Primary School we work in partnership with families to provide children with learning opportunities that will provide a solid foundation for their future. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Patterns of attendance and absence that are set up in the early years usually persist through education and life. Regular attendance at school is important to a child's learning and development. We work closely with Student Support Services to re-engage students and families with Highbury PS ensuring we continue to develop authentic community relationships.

Comparative Attendance Data 2016-20

	2016	2017	2018	2019	2020	2021
Highbury	92.9%	93.2%	93.3%	93.0%	93.4%	94.7%
State/DECD	93.9%	93.3%	90.5%	91.0%	93%	93.1%

The goal for 2022 is to have a 95% attendance rate.

OUR STRATEGIC IMPROVEMENT PLAN DIRECTIONS FOR 2021 HOW DID WE GO?

READING F-7

Context

Reading is an important factor towards a student's success in school and work. We learn through reading and can have fun through reading. Reading opens doors to all kinds of new worlds. At Highbury in 2021 we tracked all students in their reading from Year F-6. Students who did not meet the year level bench marks were identified to participate in the reading intervention program MiniLit. The agreed school reading benchmarks assessed through the use of PM Benchmark Running Record Assessments are...

Year	Benchmark
Foundation	5
1	13
2	21
3	26
4	30
5	30

Actions

Our reading intervention program-MiniLit, supported students experiencing reading difficulties by giving students the opportunity to practice their reading daily, practice the oxford sight words and participate in a phonics lessons. Phonemic awareness is an important component of the reading process. In 2021, identified students participated in a twenty five minute lessons, 4 times per week conducted by school services officers.

Progress/Results

Running Records data was used to measure student success (levels 1-30). At the beginning of 2021 we had 28 students participating in the intervention reading program. By the end of term 4, 24 students met their year level RR Benchmark.

PAT R - Summary by Year Level 2021

Grade	At Risk	Almost At SEA level	At SEA level	Above SEA level	Significantly Above SEA level	>= SEA	Total Students
1	0 % (0)	9 % (1)	0 % (0)	45 % (5)	45 % (5)	91 % (10)	11
2	0 % (0)	1 % (1)	15 % (10)	25 % (17)	59 % (40)	99 % (67)	68
3	6 % (3)	4 % (2)	21 % (10)	26 % (12)	43 % (20)	89 % (42)	47
4	3 % (2)	12 % (8)	12 % (8)	21 % (14)	52 % (35)	85 % (57)	67
5	2 % (1)	7 % (4)	39 % (24)	26 % (16)	26 % (16)	92 % (56)	61
6	8 % (3)	15 % (6)	41 % (16)	23 % (9)	13 % (5)	77 % (30)	39
Totals:	3% (9)	7% (26)	46% (85)	25% (87)	40% (141)	90% (313)	348
	Students below SEA: 10% (35)		Students at or above SEA: 90% (313)				

WRITING F-7

Context

Writing allows students to develop and express ideas for imaginative, informative and persuasive purposes in organised, fluent and clear ways. Through the years of schooling, written and multimodal texts become more complex, sophisticated and subject specific. They are central to exploring, developing and expressing complex information and ideas. To become effective writers across the curriculum, students need to understand the language choices writers make. This involves students developing an understanding of the text type required of the task and its social purpose, an understanding of the structural features of specific text types and the ability to make appropriate language choices in a range of contexts. To be successful writers, students need to know the conventions of spelling, grammar, punctuation and an understanding of the structure of text types.

Actions

While the 2021 and 2022 SIP do not identify writing explicitly as an area to focus on we have a range resources, professional development opportunities, and expertise within the school that supports students striving for High Band results. Highbury Primary continued planning and structuring writing activities using our two agreed writing programs – Brightpath and Seven Steps to writing success. These program assists teachers in creating an overarching and strategic writing program that is interesting, collaborative and fun that engages students. Having these two programs embedded over multiple years now has enabled teachers to create a unified writing language across the school.

2021 NAPLAN writing results

Year level	% of students in top bands Yr 3	% of students in top bands Yr 5
Year 3	49% (2021)	N/A
Year 5	40% (2019)	25% (2021)

2021 Brightpath writing results (Narrative)				Interpretation of results : 2021 NAP
Year	Mean Score T1	Mean score T3	Effect Size (growth – 0.2 is the expected range)	
1	145	249	1.7	
2	246	286	0.6	
3	304	345	0.7	
4	325	338	0.2	
5	323	323	0.0	
6	334	350	0.4	
7	342	386	0.8	
Total	283	321	0.5	

LAN writing results-Year level % of students in top bands

Year 3 49% (2021) N/A

Year 5 40% (2019) 25% (2021)

Maintaining 25% of the students in the High Bands is a positive result. With 49% of students from last year achieving High Bands in year 3 we will be aiming to maintain a greater % of students as they move into year 5. Students in year 5 2022 did not sit NAPLAN in 2020 as it was cancelled due to COVID, this will mean that there will be no growth data to report for this group of students later this year and in 2023. Also with no year 7's now we also lose another growth check opportunity. This will mean that the year 5 results in the from 2023 onwards will be the only growth check in time for NAPLAN in primary school.

Brightpath writing is a formative tool to monitor students progress in writing. This year's results are similar to 2020 where teachers were able to measure growth of students work from Term 1 to Term 3. The average growth and effect sizes for each year level demonstrate positive results.

MATHEMATICS F-7

Context

Numeracy/Mathematics continues to be high priority for Highbury Primary School. In 2021, all teachers focused their professional learning on familiarising themselves with the new Australian Mathematics Curriculum Scope and Sequence document. Specialist teachers focused throughout 2020, on gaining an understanding of the Numeracy continuum, related to the mathematics within their specialist learning areas.

PAT M- Mathematics results by Year Level 2021.

Grade	At Risk	Almost At SEA level	At SEA level	Above SEA level	Significantly Above SEA level	>= SEA	Total Students
1	0 % (0)	8 % (5)	24 % (15)	17 % (11)	51 % (32)	92 % (58)	63
2	0 % (0)	9 % (5)	23 % (13)	38 % (21)	30 % (17)	91 % (51)	56
3	2 % (1)	16 % (10)	27 % (17)	31 % (20)	25 % (16)	83 % (53)	64
4	4 % (2)	15 % (7)	20 % (9)	46 % (21)	15 % (7)	80 % (37)	46
5	2 % (1)	11 % (7)	16 % (10)	36 % (22)	34 % (21)	87 % (53)	61
6	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0
7	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0
Totals:	1% (4)	12% (34)	22% (64)	33% (95)	32% (93)	87% (252)	290
	Students below SEA: 13% (38)		Students at or above SEA: 87% (252)				

2022 Mathematics recommendations

- Continue to work with Professional Colleagues (PMA) to support staff Professional Learning and Mathematics Development in the teaching of Mathematics F-7
- Our school Professional Development Committee (PDC) to monitor the implementation of Site Improvement Plan actions.
- Aim for 35% of Year 3 (21 out of 60) students to achieve High Bands in Numeracy
- Aim for 30% of Year 5 (19 out of 49) students to achieve High Bands in Numeracy
- Review our school Mathematics Agreement in line with new learnings related to the teaching and learning of Mathematics
- Increase the proportion of students receiving A and B grades in Mathematics through effective task design and moderation.

NAPLAN 2021
Mean Scores (all scores rounded up or down)

Year Level	ASPECT	HPS 2021	CAT 6 Schools 2021	SA Dep. Sites 2021	National Sites 2021
3	Grammar & Punctuation	421	429	415	434
3	Numeracy	395	400	390	405
3	Reading	441	435	421	439
3	Spelling	416	418	407	423
3	Writing	411	417	405	421
5	Grammar & Punctuation	490	497	487	504
5	Numeracy	484	478	479	496
5	Reading	505	496	497	512
5	Spelling	511	504	494	506
5	Writing	475	455	460	481
7	Grammar & Punctuation	504	543	525	553
7	Numeracy	518	544	537	552
7	Reading	533	548	533	544
7	Spelling	519	546	535	550
7	Writing	502	528	512	526

	Reading 2021 Movement re Higher bands...How did we go from 2019 to 2021.	
3	56%-54%	decrease
5	22%-39%	increase
7	20%-11%	decrease
	Numeracy 2021 Movement re Higher bands	
3	37%-29%	decrease
5	15%-21%	increase
7	28%-14%	decrease
	Writing 2021 Movement re Higher bands	
3	45%-46%	same
5	9%-24%	increase
7	17%-25%	increase

SCHOOL PRIORITIES

Together with our Key Strategic Directions which have been the responsibility of all staff across F-6, the school throughout 2021 has addressed the following Priorities...

INFORMATION COMMUNICATION TECHNOLOGIES (ICT)

Context

Electronic Learning (eLearning) refers to improving students learning through interaction with digital technologies. At HPS, the aim is to imbue the use of ICTs within the learning culture; that communication technologies are visibly used with all classes F-6 as tools to support learning and engagement; and that students are exposed to computational thinking through explicit coding lessons along with STEM thinking. To support STEM methodologies it is imperative that every student at HPS is provided with the opportunity to access ICTs authentically and that staff have access to meaningful, STEM-related training so that students are supported in their learning of analytic capabilities, critical and creative thinking skills and can work collaboratively to solve emerging problems.

Actions

Additional laptops were purchased to continue to build the numbers up in the middle and upper primary classes. More storage trolleys were purchased. Further interactive TV's were purchased as we continue to replace the outdated projectors. The school internet was transferred from NBN to the Department's SWIFT infrastructure. This change is required to move onto the new EMS admin module that could be implemented in 2022. Subscriptions to online programs IXL and Reading Eggs were continued. The school website was completely redesigned and updated.

2021 ICT Recommendations

New staff laptops –existing Student Laptops to Year 5 and 6 students
I pads for new special classes
Replace some of the old HB ipads
Continue replacing projectors with Interactive TVs
New curriculum and admin server/New ict admin work station/New student intranet landing page
Electronic version school planner able to be synced to devices

STUDENT WELLBEING & BEHAVIOUR MANAGEMENT

Context

Student Wellbeing continues to be a high priority at Highbury Primary School. School leadership in collaboration with the Pastoral Care Worker continued to focus on developing a social skills program that caters for our specific needs at Highbury. Students throughout the year were supported in a counselling capacity as part of the Deputy Principal's role within the school.

Actions

Connecting to Self and Others was a custom social skills program developed which took the most relevant aspects of Program Achieve, What's the Buzz and Kimochi dolls. The programme is designed for children who struggle to make friends and fit in socially. These are children who lack confidence, find it difficult to fit in, react too quickly and 'put others off', struggle to read the social play, to bounce back after upsets and deal with day to day frustrations appropriately. In essence, they have trouble making sense of how the social systems they interact with work. This programme delivered to the year 3 students in 2022.

The following data indicates the behavioural incidences (individual students) at the school throughout 2020/21

	2020	2021
Time Out Admin	187	143
Take Home	21	8
Suspension	15	6
Exclusion	1	0

ABORIGINAL STUDENTS LEARNING IMPROVEMENT

Education for all is the core business of the department and our school. We increase knowledge and understanding of the Aboriginal culture and improve the learning outcomes of the Aboriginal students by using the cultural studies curriculum. The curriculum supports young south Australians to understand and celebrate the historical and contemporary contributions of the Australian Aboriginal people. Our educators use the cultural studies curriculum to embed Aboriginal perspectives throughout the curriculum. The Aboriginal Community Education Officer has worked with teachers to write individual learning plans to improve student social development, wellbeing and learning. The ACEO has support to monitor attendance & oversee attendance data and follow up program (linked to ILP goals). She has worked 1.1 with students to improve learning outcomes and assisted in transition from pre-school and students to high school. In 2019 we had 11 Aboriginal students enrolled at Highbury. Eleven students reached the PAT -R and PAT - M benchmarks. Three students participated in the NAPLAN. One student achieved national minimum standards in all curriculum areas. Two students achieved national minimum standards for four learning areas.

THE ARTS-MUSIC/VISUAL ARTS

The Arts continues to be a major priority within Highbury Primary School's teaching and learning program throughout 2020. The Arts Program refers to Music and Instrumental Music. All students have access to a weekly specialist lesson with a specialist teacher the main focus of these lessons in 2020 was Music. The school did not have the opportunity to fully participate in the Festival of Music Choir Concert, with the school choir performing and producing a CD of the program.

Students who register interest can access the Instrumental Music Program. DECD Instrumental Music teachers hold auditions and select students for Strings, Percussion or Brass Instrumental lessons which occur weekly throughout the year.

SPECIAL EDUCATION & SPECIAL NEEDS

Highbury Primary School aims to achieve quality learning and wellbeing outcomes for all students. Students with learning disabilities or learning difficulties are supported to reach their full potential. Our leadership staff work with Student Support Services personnel to discuss identified students, request assessments or seek advice. The Department Services personnel and the school representatives meet every term. Families are consulted prior to any discussion taking place and fully informed of the concerns and the outcomes of any discussion or assessment. Students with A disability have a One Plan written. This document acknowledges the challenges and agreed goals to support the student successfully access the curriculum. The One Plan meeting occurs formally annually, however is deemed a working documents and can be modified at any time throughout the year as negotiated with the family.

Highbury Special Education HUB.

During 2021, leadership successfully negotiated the introduction of a second special class and a disability unit at Highbury PS. We now have 2 special class programs, 1 disability unit and 1 complex needs class program providing an inclusive educational model increasing educational accessibility for our community. We have temporarily named it "Highbury Special Education Hub" housed in our DB building. Once Covid restrictions have eased, we will invite you all to tour the classrooms observing the successful transition these classes have had thus far.

The following table shows identified students with an NEP in 2022 at Highbury Primary School.

Primary NEP Issue	Totals
Autism	19
Hearing	2
Intellectual	3
physical	2
Speech and language	11
Sensory(vision)	2

Students with Learning Disabilities are also supported by having an individual learning plan that is specific and targeted at addressing both their academic and functional needs.

STUDENT ACHIEVEMENT IN FURTHER TESTING PROGRAMS

ICAS is an independent, skills-based assessment program which is conducted at Highbury Primary School annually. In 2021 students at Highbury elected to participate in the English, Mathematics and Science tests. Students and families elect to participate and pay a small fee to enter. We had 46 students participated in 2021 15% increase in participation. 13 students participated in the English tests, 13 students participated in the Science test and 20 students participated in Mathematics. We have 2 students achieve high distinctions, 4 students achieve distinctions and 10 students achieve credits.

VOLUNTEERS

Volunteers continue to play an integral role in supporting students at HPS reach their potential. Whether it be supporting the resource centre, reading, SAPSASA Events, camps/excursions, the canteen, out of school sports, Governing Council and much more, the support of our volunteers never goes unnoticed. We have over 100 registered volunteers with the school and normally we would have been able to recognise these individuals with a morning tea however this was cancelled again in 2021 due to COVID restrictions. Training opportunities (online and face to face) and induction sessions continue to be offered but most will be offered remotely with inductions carried out face to face.

WORK HEALTH AND SAFETY

At Highbury Primary School we have continued to monitor OHSW issues and the Health and Wellbeing of staff and students. The 'Business Manager' OHSW Operating program is now currently being used as a management tool for WHS at the school. As part of our normal safety practices the school tested all evacuation and Invacuation processes in 2021. We have undertaken 2 practice drills and held information sessions for our teachers and SSO's to ensure clear understanding of the procedures. Both staff and students have treated these drills seriously and with urgency as the safety of the members of our school community remains our number one priority. These were all reviewed and changes to processes are shared back with staff. After each practice the community was notified via Skoolbag that a drill took place. The WHS committee also distributed communication to staff updating them about working with hazardous chemicals, slips, trips and falls and managing electrical equipment.

STUDENT VOICE F-7

The Student Voice programme at HPS involves two students from each class F-7. There is an executive team made from a selection of year 7 members. Meetings run each fortnight and cover issues or questions raised in class meetings. In 2020 we did not have an executive team as the new House Captains and Vice Captains assumed a greater role within the school. There were two main groups within Student Voice – one that focussed on games and special events and the other group working towards improvement of the school toilets.

Attached Survey Results

Parent Survey undertaken by the Department For Education in 2021. 117 Parent responses.

Student Wellbeing and Engagement Survey. 206 responses from Year 4/5/6/7 undertaken in 2021.