



Cleve Area School

2022 annual report to the community

Cleve Area School Number: 753

Partnership: Central Eyre 1

Signature

School principal:

Mr Trevor McDonough

Governing council chair:

Emma Nield

Date of endorsement:

3 April 2023



Government
of South Australia
Department for Education

Context and highlights

Cleve Area School was opened in 1949 and has a proud, long standing tradition of delivering a high quality educational experience. Many generations of families have attended Cleve and have become successful contributors within the local community, state, Australia and Internationally.

Cleve is located approximately 150 kilometres from Port Lincoln and Whyalla, on the Eyre Peninsula (540 kms from Adelaide) in an agricultural region. The town has a population of approximately 796 people, and the wider district has 1776 people. In 2022 the school enrolments were 298 students from Reception to Year 12. The R-6 section of the school had six classes (167 students) and the secondary component had a single class for each level (131 students). The enrolments have been constant over the past five years. Approximately 13% are currently school card holders, but this is largely dependent on the fluctuating agricultural seasons. Our Aboriginal students make up 2% of our school population. Approximately 70% of our students live outside of the township and travel to school by bus.

In 2022, we had a staffing allocation of 24 FTE. There were 28 teaching staff, either full or part time. In addition there were 24 support staff, mostly classroom support. A farm technician was employed for 37.5 hours per week and a community librarian for 26 hours.

The Leadership structure was as follows:

Principal - Trevor McDonough

Deputy Principal - Jordan Hooper

Band B1 Leaders - Student Pathways – Joanne Turner (1.0), Primary – Elle Kenny / Sarah Agnew (0.6), Agriculture – Feebi Masters (1.0), Manager for Inclusive Education – Lou McDonough / Gemma Leonard (0.6), Innovative Learning Technologies - Callum Agnew (1.0).

We follow the principles of the Positive Behaviours for Learning which creates our values of Caring, Respect, Enthusiasm for Learning, and Working Together (CREW). We also have embedded the Resilience Project across the school R-12 which supports our students in the areas of Resilience, Gratitude and Empathy.

The core business of Cleve Area School is teaching and learning for personal excellence in a supportive environment. Our actions are guided by Department for Education (DfE) and school policies. At Cleve Area School this involves:

- A balanced delivery of the Australian Curriculum in all of the areas of the required areas of study to all students from R-10. The Teaching for Effective Learning (TfEL) framework is utilised to ensure that the teaching pedagogy is evidenced based and supports the students learning.
- Provision of a varied SACE program for our 11-12 students that caters for a wide range of future possible pathways.
- Vocational Education pathways.

Agriculture is a major focus with our community and is reflected within the school. The students have access to a 1000 acre working farm (Sims Farm – bequeathed by Gordon Sims in 1986) which is an integral part of the agriculture learning which the students undertake. The students learn the practical skills of dry land farming (cropping) and sheep management and welfare. The agriculture students are actively involved in the Royal Adelaide Show where they participate in the led goats and wethers competition. The community support our school is provided by the agricultural industries is critical to our student's success and we are very thankful for their ongoing support.

Cleve continues to have between 20 – 30% of our Year 12 students annually obtain an ATAR and apply for a University course. The highest ATAR score obtained in 2022 was 99.95. We also had a 94.20 and a 92.45. All exceptional results and a credit to the students, their families and the teachers. The small class sizes for our Year 11 and 12 students provide the students with a wonderful opportunity to achieve. Cleve also prides itself on the fact that all students who complete their schooling continue to study, obtain an apprenticeship or gain employment.

Governing council report

At the start of the Governing Council (GC) year, we had to change and adapt as a committee due to COVID. I would like to thank Deb Taheny previous Chairperson & Tina Rosenzweig previous Treasurer for their contribution to the GC committee.

We had the leadership team give us a brief outline of their roles and future plans. This was very well received by the committee.

We've reviewed the P&F constitution and recently the GC constitution (yet to be adopted).

At the EP Field Days, we filled shifts as a committee in the car park and ticket sales, raising over \$1200 for CAS. Every member of the committee put their hand up to help during this time and this is a reflection of the type of people you all are. Thank you.

Trevor & I met with David Penfold, CEO of the District Council of Cleve to discuss the Cleve Boarding House.

We reviewed the following policies: Attendance policy, CAS behaviour policy, Bully prevention policy and the Sun Smart policy.

I have encouraged all GC members to do the GC committee member training online which is free and gives you a clear understanding of the school governance and the roles and responsibilities, functions and operations of GC's. As face-to-face training is often easier I have registered us for free onsite GC training which is delivered by the Site Governance Team. I'm yet to hear when they will be coming to Cleve.

One of my goals this year has been to streamline the meetings making them quicker while still ensuring we have time to discuss important topics. By making the committee meetings quicker I believe we are making this committee more enticing to join. I have also tried to alternate the meeting times and days to fit in with as many people as possible.

I have put together a meeting guide for any future Chairpersons who are successful in this role. This covers all the things that I have learnt, a guide to sliding into this role with ease.

I would like to thank all committee members for their time, opinions and efforts during the year. Stacey thank you for taking on the Treasurer role with all the other roles you have in the community. Thank you to Josie Hannan for stepping in as Deputy Chairperson, you have a very busy life so I appreciate you taking on this role.

Thankyou to Mignon Dunn for being the Secretary on this committee and the guide to us all with her experience on GC and other committees. I really appreciate your guidance and the amount of work you put into this committee.

I'm sure you'll all agree Trevor should be congratulated for seamlessly taking on the Principal role and doing a fabulous job, his Dad jokes need more work but that's the only criticism I have. Thank you Trevor for steering this committee in the right direction and I appreciate your guidance.

Cleve Area School has a great reputation, students who have bright futures who leave the school as well-rounded individuals. The GC looks forward to another successful year and hope that all students and families will make the most of the opportunities that the Cleve Area School offer.

Quality improvement planning

2022 was a year where we implemented the SIP Implementation termly planner to support our focus on our improvement journey. As a school we restructured our Leadership to include a Curriculum Units of Work Manager to support our staff on the journey of implementing the Australian Curriculum Units of Work. The local LET team also created a position of a Curriculum Lead and they worked together within our school to support our staff with unpacking the Units of Work and ensuring that they were being delivered in the context of our student's needs. This coaching model for our staff was valuable for their understanding of the content but more importantly the teaching pedagogy which is interwoven within the units. This is an area which we as a school were focusing on during 2022 and the units were a valuable resource for our teachers to see how the HITS worked in practice.

The growth of our teachers from being able to have access to a coach and have professional dialogue about teaching pedagogy was invaluable in the uptake of the Units of Work, but more importantly the changing of teaching practice which resulted in a better learning opportunities for our students.

Another valuable opportunity we were presented was to have a metro mentor school, Westport Primary School, to support our improvement work in the area of Literacy. This was an opportunity for staff to create links and be able to have discussions about best practice within literacy to support the student's development of their writing skills. This model of support is one which we are looking to recreate in the coming years as it has provided our staff, and ultimately our students, with improvements in their learning.

Our key actions were as follows:

Action 1 - Each teacher will deliver writing instruction which reflects whole school agreements which are evidence based and implement high quality teaching pedagogies.

We created whole school agreements which are evidence based and interweave the High Impact Teaching Strategies to continue improving teaching pedagogies. Student's individual learning improved which can be clearly evidenced from first draft to final copy. We know these actions have been effective from the results which the students are attaining and the general engagement in their learning and improved confidence in their work.

The next steps for Action 1 is finalising the Secondary Literacy Agreement, consolidating the Bump It up Walls, providing detailed scaffolding, utilising redrafting i.e. Brightpath sample, and continuing to provide staff with evidence based strategies which will further develop their teaching pedagogy.

Action 2- Each teacher will use summative data and formative assessment to identify what learners know, understand and can do, prior to, during and after writing tasks and use this information to inform and adjust next teaching steps for each learner.

Teachers focused on utilising formative data to inform their teaching and setting of tasks which cater for all students individual learning needs. Summative data was collected to record the progress the students made and used to support possible intervention for students. Teachers used this information to adjust their teaching steps for each learner. Data would suggest that we are improving the students learning and lifting the engagement in their learning by ensuring that the entry points are more individualised. We know that the actions have been effective because teachers are becoming more articulate of the students learning needs.

Action 3 - Each teacher will use commonly agreed explicit teaching strategies throughout the Teaching and Learning cycle to move students forward in their learning. This will include: Learning Intentions and Success Criteria, Differentiation and Ongoing Feedback.

Each teacher is utilising the agreed explicit teaching strategies during the Teaching and Learning cycle. LI & SC are solid and differentiation is becoming more embedded. We have numerous staff using feedback very well.

Student learning is certainly being impacted in a positive way from this intentional focus of utilising the Teaching and Learning cycle and the HITS. We know these are effective from the data which is being collected and the improved quality of the work the students are producing.

Action 4 - Each teacher will use their current and developing knowledge and understandings about explicit writing instruction to provide the best opportunities for all students to successfully apply those strategies in their (daily) writing.

We are continuing to develop the teacher's knowledge and understandings about explicit writing so teachers feel confident in teaching these to their students. Teachers have been provided with PD and coaching in this area.

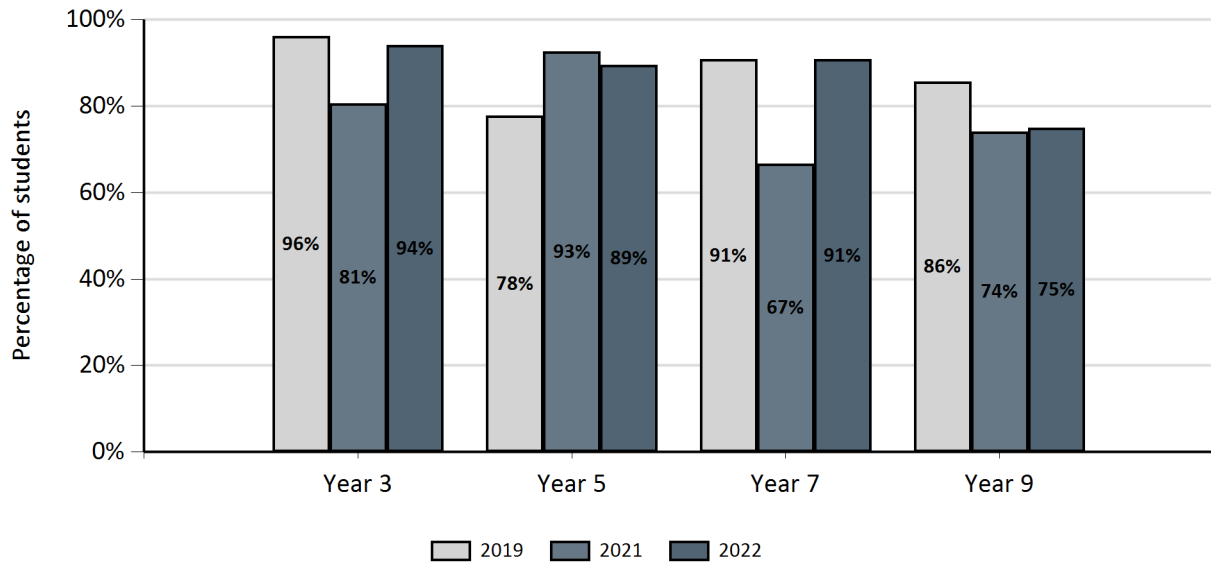
Students learning is being improved because of the conscious decision to let them practise every day and providing them with targeted strategies to improve their writing.

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

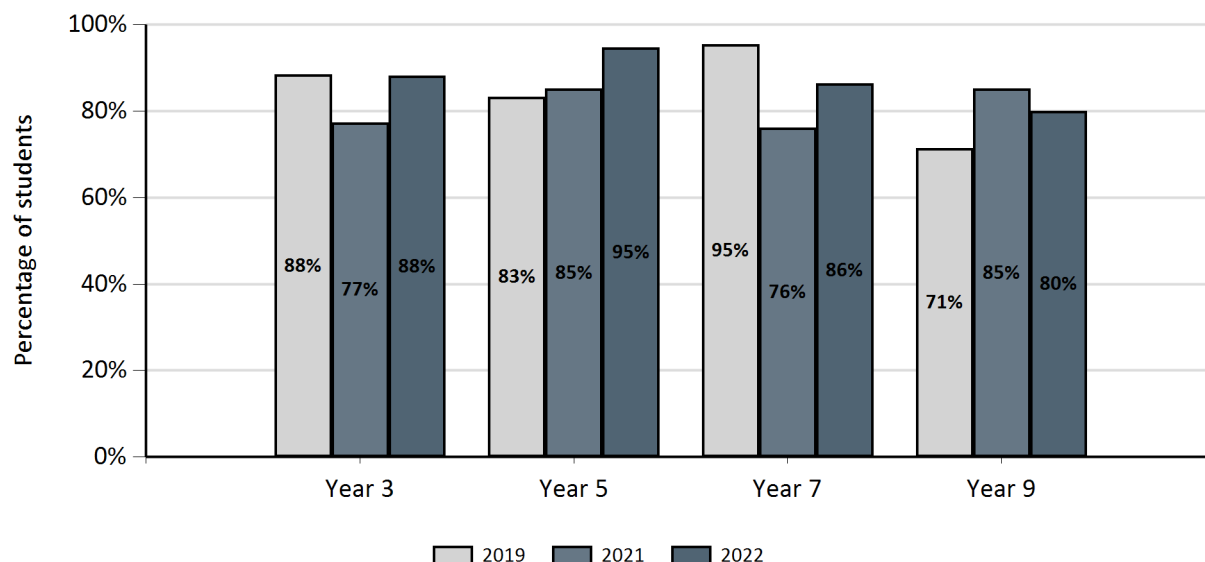


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	17	17	7	7	41%	41%
Year 03 2021-2022 Average	24.0	24.0	13.5	8.0	56%	33%
Year 05 2022	19	19	6	5	32%	26%
Year 05 2021-2022 Average	23.0	23.0	7.5	4.5	33%	20%
Year 07 2022	22	22	2	3	9%	14%
Year 07 2021-2022 Average	21.5	21.5	1.0	2.5	5%	12%
Year 09 2022	20	20	2	1	10%	5%
Year 09 2021-2022 Average	23.5	23.5	2.5	3.5	11%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

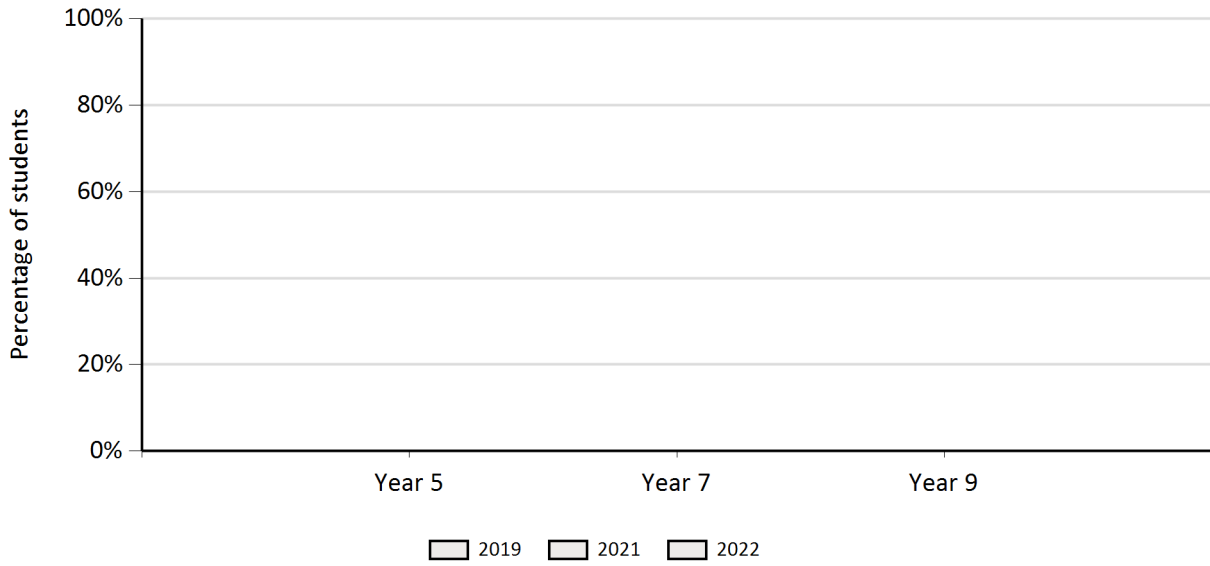
[^]includes absent and withdrawn students.

*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



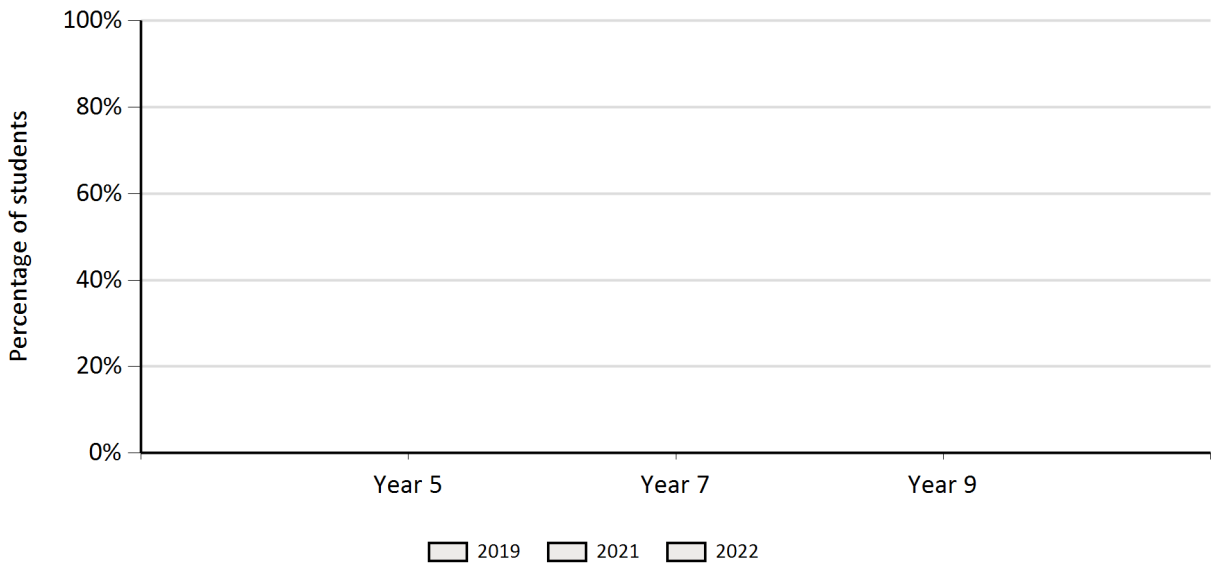
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Quality Teaching

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

Element 4 - Applying Evidence-based, Learning Interventions (Effective and targeted learner interventions which support and/or extend Aboriginal learner achievement).

In 2022 the school focused on High Impact Teaching Strategies (HITS) and Rosenshine's Principles of Instruction. Within these there were opportunities for all staff to identify the individual learning needs of our Aboriginal students and to have professional dialogue about how their learning needs may differ from the rest of the school population. This collaboration of current practice and sharing of successful strategies proved successful for our teachers to understand the scaffolding needed to support the improvement in their learning.

In 2022, we implement a mentor for our 4 secondary Aboriginal students who gave them extra support with their literacy and numeracy. This was an hour a week where they would meet with their mentor to catch up but also to provide support with their learning. This was in addition to the three lessons of support they receive weekly from SSO's within English and Maths lessons.

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

The outcomes for our Aboriginal students are closely monitored to ensure that they supported to achieve their best. All our Aboriginal learners are allocated three lessons of support in either their literacy or numeracy lessons. We have found this to be a valuable method of supporting their learning in the areas which are fundamental to their future success. Whilst their learning may be lower than their peers in many instances, they are improving at a steady rate. The confidence in their own abilities and willingness to be persistent is also improving. We attribute this also partly to the Cultural Program which West Coast Youth from Port Lincoln implement once a fortnight.

The other factor which is making a difference is that the teachers are providing more scaffolding in their tasks so the Aboriginal students are able to enter into the tasks at a level which is appropriate for them. Having the task more accessible at the entry point, is allowing them to then gain more confidence and then build on from their current understandings. This is leading to more engagement in their schooling.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
94%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	0%	1%	1%
A	3%	5%	3%	10%
A-	9%	9%	12%	10%
B+	4%	10%	13%	19%
B	21%	24%	13%	16%
B-	13%	14%	18%	13%
C+	11%	16%	13%	13%
C	27%	15%	21%	10%
C-	4%	6%	4%	8%
D+	1%	1%	0%	1%
D	2%	0%	1%	0%
D-	1%	0%	0%	0%
E+	1%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2019	2020	2018
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	35%	55%	82%	50%
Percentage of year 12 students undertaking vocational training or trade training	76%	75%	82%	66%

2021	2022
80%	95%
80%	78%

School performance comment

Analysis of the PATR data shows that in 2022:

In Year 3, 6 out of 18 students are below SEA. Each of these students currently receive intervention for their literacy and are being closely monitored (3 students receive IESP funding). 4 out of 18 students are achieving above expected level. All other students have maintained expected level in the past 12 months.

In Year 5, 2 out of 21 students are below SEA. each of these students receive literacy intervention. Both showed growth in the past 12 months but remain below SEA. 6 out of 21 are achieving above expected level. All other students have maintained expected level in the past 12 months.

In Year 7, 4 out of 23 students are below SEA. Their growth has been stagnant in the past 12 months. These students are identified and provided with scaffolded tasks to support their learning. 12 out of 23 students are achieving above expected level. All other students have maintained expected level in the past 12 months.

Year 9, 6 out of 19 students are below SEA. 2 of these students are on One Plans. This is an increase of 3 students from 2021. Out of those 3 students, 1 is on a One Plan and 1 other student has been identified as having literacy issues. 9 out of 19 students are above expected level. All other students have maintained expected level in the past 12 months.

We investigated the reasons for the decline in the Year 9's data in the past 12 months for some of the students. Some of this can be attributed to the complexity of the topics being introduced to them and the need for teachers to provide more scaffolding and entry points for this cohort of students. The adolescent years also seem to be where the students have painted themselves a clearer picture of their own capabilities which may be limiting their confidence and therefore their results. This has been an area identified for us to support these students to overcome this issue.

Analysis of PATM data shows that in 2022:

In Year 3, 6 out of 18 students are below SEA. 5 of these students currently receive intervention support and 2 students are IESP students. 11 out of 18 students are achieving above expected level. All other students have maintained expected level in the past 12 months.

In Year 5, all students out of 21 meet SEA. 5 out of 21 students are achieving above expected level. All other students have maintained expected level in the past 12 months.

In Year 7, 3 out of 23 students are below SEA. These students have been identified and are provided with scaffolded tasks to support their learning. 13 out of 23 students are above expected level. All other students have maintained or improved and are working at expected level.

Year 9, 4 out of 19 students are below SEA. 2 of these students are on One Plans and receive intervention. 12 out of 19 students are at above expected level. All other students have maintained expected level in the past 12 months.

All of the students identified across all year levels who are below SEA have been flagged to be closely monitored. Intervention is in place for approximately 95% of this cohort. Students who are in above expected level or close to, have also been identified to ensure that more students are supported to move into this category and to make sure that they don't fall out. Teachers are now using the data to be more informed in the students areas of need to help with their improvement.

SACE

Stage 1 results in 2022 saw all students achieve 100% Literacy and Numeracy achievement. This is an improvement from the past. We believe this can be attributed to the implementation of the Traffic Light system, where the students' progress is monitored every 3 weeks. Parents are informed if a students is on green, yellow or red. Students lose room study privileges and need to report to the front office if they are on red.

Stage 2 results were strong which saw an increase in the number of A's and B's across the school. There was also only 1 grade below C- across the cohort.

Attendance

Year level	2019	2020	2021	2022
Reception	89.7%	90.8%	93.1%	86.4%
Year 1	92.9%	85.1%	93.2%	88.1%
Year 2	93.3%	89.9%	89.3%	88.1%
Year 3	91.6%	91.5%	93.4%	84.8%
Year 4	92.1%	89.1%	94.2%	89.2%
Year 5	93.8%	86.1%	93.6%	89.2%
Year 6	90.8%	90.3%	92.3%	86.9%
Year 7	92.6%	88.9%	93.1%	86.3%
Year 8	89.6%	85.8%	94.0%	88.4%
Year 9	90.8%	86.5%	88.9%	88.8%
Year 10	86.1%	84.4%	92.4%	83.5%
Year 11	85.7%	76.1%	89.7%	84.3%
Year 12	84.7%	79.5%	90.9%	87.8%
Secondary Other	95.9%	N/A	N/A	N/A
Total	90.5%	86.4%	92.2%	87.2%

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

Attendance comment

The school has a system in place where classroom and secondary Home Group Teachers contact parents after a student has been away for 3 consecutive days. All teachers need to record the reasons why students aren't attending, these are monitored by the Wellbeing Leader. When there are concerns, teachers contact the Wellbeing Leader who follows up absences with the families involved. If they don't receive a satisfactory response then the students are referred to the attendance officer for our Partnership.

In the most part we have good attendance but some families opt to take their child on family holidays during term time. An exemption form is required to be filled in for these occasions. Sometimes families are required to take their child to specialist appointments in Port Lincoln, Whyalla or Adelaide, which can result in students being absent from school. Another impact in 2022 was Covid.

We promote the effects that non-regular attendance can have on their child's education and highly recommend that this doesn't occur.

Behaviour support comment

Most of our behaviour issues are low level and are dealt with through the classroom management processes put in place by the classroom teachers. Our school follow the CREW values of Caring, Respect, Enthusiasm for Learning, and Working Together. We also follow the principles of Positive Behaviors for Learning.

Violence doesn't occur often at the school but when it does, procedures are followed and the students are supported through a Restorative Justice model. Students are internally or externally suspended depending on the individual circumstances. The Wellbeing Leader follows up with students during this process and helps the students to re-enter the school and their classes.

Bullying issues occur at times and students are counselled and supported to use these occurrences as times of learning. Families are kept informed and work with the school to support the students to learn and grow as individuals. Each instance is dealt with individually and in more serious instances they can result in suspension. The Wellbeing Leader follows up the students during this process and helps students to re-enter their classes.

Parent opinion survey summary

The results from the Parent Opinion Survey for 2022 were very positive. In School Climate most believe that people respect each other, that their child is important to the school, that the school communicates effectively, teachers and students respect each other, and that they receive enough communication from the school.

Learning at School showed that most parents understood what level of work the school expects of their child, that they have useful discussions about their child's learning, and most of the time teachers provide their child with useful feedback. This is an area which we have implemented on our SIP Implementation Plan for 2023 which will help to address this issue further.

For Future Plans and Pathways, parents feel well informed to support their children and their futures and believe that education is important to their child's future.

In comparison to state data we are at or above for all areas surveyed which is very pleasing. Most of our results improved from the previous year.

Staff satisfaction data shows an increase in the job satisfaction and understanding of their role within the school. Staff feel valued and appreciated for their work and there is a strong sense of positive collaboration amongst all staff. SSO's in particular also feel that they are having a positive impact on the school, but more importantly the students learning. This is a result of better communication and a clearer understanding of how to best support the students they are working with. They felt that this was a result of being engaged in more professional learning.

Students noted that they have been more engaged in their learning. They felt that the teachers have been providing them with more interesting topics and supporting their learning more. This could be a result of the use of the DfE Curriculum Units of Work which staff have been utilising. Students also believe that they have a better understanding of what is required for them to be successful. This could also be a result of the teachers being more intentional, providing exemplars, using the teaching and learning cycle and using Learning Intentions and Success Criteria.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	16.7%
NS - LEFT SA FOR NSW	3	10.0%
PE - PAID EMPLOYMENT IN SA	6	20.0%
QL - LEFT SA FOR QLD	1	3.3%
SM - SEEKING EMPLOYMENT IN SA	1	3.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	43.3%
VI - LEFT SA FOR VIC	1	3.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Relevant history screening is managed by the Principal and checking the HRS to ensure that all mandatory certificates are in place and up to date. Any certificates which are close to expiry are related to staff to ensure sufficient time is allowed to complete the necessary requirements.

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	43
Post Graduate Qualifications	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.9	0.0	16.5
Persons	0	30	0	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$5,165,256
Grants: Commonwealth	\$2,000
Parent Contributions	\$99,465
Fund Raising	\$8,963
Other	\$270,504

Data Source: Education Department School Administration System (EDSAS).

2022 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 2022 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	The allocation was utilised to support the funding of the Wellbeing Leader for 0.4. This provided them time to implement and manage the Resilience project (TRP) which all students from Reception to Year 12 participate in. This program supports the students learning in resilience, gratitude and empathy, all values which are important for students to have to be successful in life. We know that by improving the wellbeing of students that this leads to more engagement in their learning.	The outcome of the delivery of The Resilience project (TRP) has seen an improvement in the culture with the school. Students are developing their understanding of others in the areas of resilience, gratitude and empathy. Classrooms have seen a reduction in the small behaviours and an increase in the engagement of the lessons.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	The funding allocated for Inclusive Education was utilised to support a student 1:1 who is non-verbal and has associated behaviour issues. It was an important issue to address as the student needs to have 1:1 support at all times also for safety issues for themselves and the other students in the classroom. The other part of the funding went towards Literacy and Numeracy intervention.	The student receiving the funding received the necessary support they required to attend school and it allowed for the teacher to then teach the rest of the class with the knowledge that all the students were safe in the classroom. 50 hours of intervention per week for Literacy and Numeracy to support our primary students with identified learning gaps.
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>The Rural and Isolated funding is allocated to support students to equitably access camps, excursions, transport to attend these events and access to qualified instructors at these events.</p> <p>The Aboriginal students have been allocated 3 lessons each per week to support their learning in the areas of Literacy and Numeracy. The funding also supports the West Coast youth Cultural program which students attend fortnightly.</p> <p>Numeracy and Literacy issues are addressed in the Early Years by keeping class sizes small and providing early intervention for students in Phonics and Numeracy.</p>	<p>The funding has provided our students the opportunities to travel to larger towns or Adelaide to access opportunities which they otherwise would not have been able to access.</p> <p>The support our Aboriginal students have received has been invaluable to their engagement in their learning and is supporting them to achieve their best.</p> <p>Our Early Years students are benefiting from the delivery of evidence based programs which are supporting their understanding of phonics and reading, and the Big 6 of Numeracy. These foundational skills are important to get right for their future learning journey.</p>

Program funding for all students	Australian Curriculum	In 2022 teachers utilised the DfE Units of Work to improve the learning outcomes for the students in their classrooms. To support this implementation we appointed a Leader of Curriculum to work specifically with the teachers and the Partnership's newly appointed Curriculum Leader. This allowed our staff to engage in professional collaboration and discussions to ensure that the Units of Work were being implemented to meet the needs of our students.	This process was invaluable to ensure that teachers understood how the Units of Work could be best utilised to extend and stretch our students' learning. The teachers were able to unpack each unit and understand how they are structured and are based on best practice and the High Impact Teaching Strategies. The students' engagement in lessons has increased, as has the depth of their thinking and the quality of their work.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was utilised to develop the leadership capacity of some teaching staff within the school and provide more support for the primary section of the school. We implemented a 0.2 Primary Leader to have more equality of leadership across the school. This funding also supported reducing the teaching load of the Deputy Principal to be able to support our students in the area of wellbeing. This was important as we have had an increase of students from lower socio economic backgrounds who require more support.	The leadership structure from R-12 has become more balanced to share the line management and support of teaching and SSO staff. The Deputy Principal was able to dedicate more time to the students who needed support with issues from home that were having a direct impact on their learning at school. Over the year these students became more engaged in their lessons and less time was needed to meet the other needs which had presented early in the year.
	Specialist school reporting (as required)	We receive funding through RAAP to deliver our Agriculture course to our senior students. This funding supports the employment of a Farm Technician for Sims Farm and some administration time to support the running of the farm. We also are provided funding to operate a Boarding House which students from across the State can access.	The funding makes a huge difference in being able to staff the farm so that it can complement the learning which the students undertake in the classroom. We have 6 students who utilise the boarding house to attend Cleve, so they can study agriculture.
	Improved outcomes for gifted students	N/A	N/A