



Balaklava High School

2021 annual report to the community

Balaklava High School Number: 0769

Partnership: Lower Mid North

Signature

School principal:

Ms Sonia Pringle

Governing council chair:

Mr Andrew Parker

Date of endorsement:

16 February 2022



Government
of South Australia
Department for Education

Context and highlights

Balaklava High School is a Category 4 site situated in the heart of the Wakefield Plains, approximately 100 kilometres north of Adelaide, which provides high quality secondary education for a diverse population. Students predominantly come from Balaklava, Mallala, Owen and Port Wakefield Primary Schools and approximately 80% of our students travel to school on a bus and our catchment area is large, meaning some students travel for up to an hour and a number of our families never come to the township of Balaklava.

The year commenced with a student population of 351, including 31 students enrolled in Flexible Learning Options (FLO), 31 teachers (27.9 FTE), 16 support staff and a Pastoral Care Worker. Student numbers have consistently increased over the past three years and this trend is expected to continue for the next few years as well as the obvious increase expected next year with the arrival of Year 7 students to high school.

We have 26% (90) school card, 3% (12) EALD, 4% (14) Aboriginal students and 11% (40) students with recognised disabilities including 10 students in our Special Options class. We also have 39% (138) of our students represented in the NCCD and we offer a large number of interventions for our students through the three tiers of intervention including the School's Enhanced Learning Hub.

Whilst certainly not a highlight, it must be mentioned that 2021 started with a tragedy unlike anything we have experienced before with the death of a young man who had just started with us in Year 8. After the accident, we, the school community, came together as one and supported each other. We received vast support from the Department for Education, the broader community, external services, other schools across the state as well as total strangers.

Highlights of the year include three staff members being recognised as finalists in this year's Public Education Awards. We were the only site to have more than one finalist and to have three is outstanding. Congratulations to Jessica Daniel who was announced as the inaugural Inclusive Teacher of the Year (Disability) and to Sue Pratt— Secondary Teacher of the Year Award and Lucy Thiel on behalf of the Enhanced Learning Hub— University of South Australia Team Teaching Award for their success in being named as finalists. These are an example of the excellent operators we have at Balaklava High School.

Governing council report

Firstly this year I must congratulate Sonia, staff and students on another successful, and sometimes challenging, year. The grounds and upgrades of classrooms, including the final builds of the new classrooms, are excellent as we roll on to the new year with the arrival of Year 7 students for the first time.

I must also mention the retirement of Ruth Stevens who after over 15 years, and breaking in several principals, has decided to call it a day. Ruth's dedication in admin, finance and facilities has seen the school evolve and improve and she is to be congratulated on her significant achievements and the legacy she is leaving behind. Thank you Ruth, on behalf of Governing Council, staff and students.

Now I will address the class of 2021. I have drawn heavily from a hypothetical commencement speech written by American columnist Mary Schmich in 1997 — along with a few of my own personal observations

Wear sunscreen. If I can offer you one piece of advice for the future, sunscreen would be it. The long term benefits of sunscreen have been proven by scientists.

Enjoy the power and beauty of your youth, I know you will not understand this until they have faded but trust me, in 20 years you will look back at photos of yourself and recall, in a way you now cannot grasp, how much possibility lay before you and how fabulous you really looked.

Don't worry about the future; or worry, but know worry is about as effective as attempting to hold back the tides.

Floss but only floss the teeth you wish to keep!

Never refuse a mint when offered one.

Don't waste time on jealousy — sometimes you're ahead sometimes you're behind... The race is long and in the end it's only with yourself.

Don't feel guilty if you don't know what to do with life... some of the more interesting people I know had no idea what to do at 18 and a few interesting 50-year-olds I know still don't.

Get to know your parents — you never know when they will be gone for good.

Be nice to your siblings. They are your best link to your past and the most likely to stick with you in the future.

Understand that friends come and go, but for those few you retain, work hard to bridge the gaps of distance and lifestyle.

Be polite and smile. Please and thank you are the easiest words in the world to use and they will get you a long way.

So, students, as you embark on your chosen paths, I wish you all well for your future and hope you will look fondly back at the time you spent at BHS.

Andrew Parker, Chairperson

Quality improvement planning

The third and final year of our Site Improvement Plan (SIP) had two goals, relating to Literacy and Numeracy. Goal 1 - Improve students' ability to write effectively (structure, fluidity, formal language and concise expression of ideas) at Year 10 to maintain upper-band level achievement in SACE results and Goal 2 - Improve students' ability to apply number and multiplicative thinking skills in all curriculum areas. This work was led by the English/Literacy Coordinator and the Mathematics/Numeracy Coordinator.

The progress made towards the Literacy goal in 2021 was achieved through professional development for all staff and targeted support in specific learning areas. The Balaklava Learning and Assessment Teams (BLATs) met up to five times a term to provide staff with high-impact literacy strategies based on current research and best practice. Staff across all learning areas continued the use of contextualised tiered vocabulary instruction. An increased focus in Literacy BLATs was the implementation of student exemplar activities that demonstrated quality writing in areas such as structure, fluidity, formal language and concise expression of ideas (nominalisation).

The English and HASS learning areas consolidated their use of Brightpath. Feedback from our Brightpath project officer identified increasing complexity of student vocabulary at our site. However, during the review day our team identified sentence structure skill building as needing to be explicitly addressed within English and HASS in 2022. All other learning areas will be using guided reading strategies with mentor texts to model quality writing. Additionally, as a result of the SIP review, we will employ a Literacy Reading Coach in 2022, who will work in conjunction with the Literacy Coordinator to assist learning areas with mentor text development. The Literacy Coordinator and Literacy Reading Coach will also undertake lesson observations to support staff in the use of guided mentor text strategies. We will also increase the number of reading intervention classes for Year 7 and 8, along with the continued use of the Quicksmart program.

Following a focus on number in 2020, the Numeracy BLAT had a focus on multiplicative thinking and teaching staff were supported with developing a working understanding of this.

Staff learned practical teaching approaches of multiplicative thinking including arrays, area models, group models and sets, bar models and number lines/measurement models. Staff modelled how they used these tools to further develop multiplicative thinking in their learning areas. Staff worked collaboratively to workshop a numeracy activity in their learning area to further use numeracy and multiplicative thinking tools. The BHS whole school numeracy scope and sequence was further developed in the BLATs identifying tasks and numeracy activities, mapping across the numeracy continuum. This will continue in 2022.

Over 75% of Math faculty staff have now received training in Thinking Maths and are using resources in their lessons and this should be 100% by the end of 2022. A review of the SIP identified that 90% of staff agreed or strongly agreed that they knew where multiplicative thinking skills were required in their subject areas. 90% of staff also identified that they demonstrate positive dispositions to numeracy.

The SIP target of 100% of the target students will achieve a passing grade in a Stage 1 Semester 1 Mathematics subject was not reached with 43% of target students passing Semester 1 Stage 1 Math subjects. There were a complexity of reasons behind non passing grades for these students.

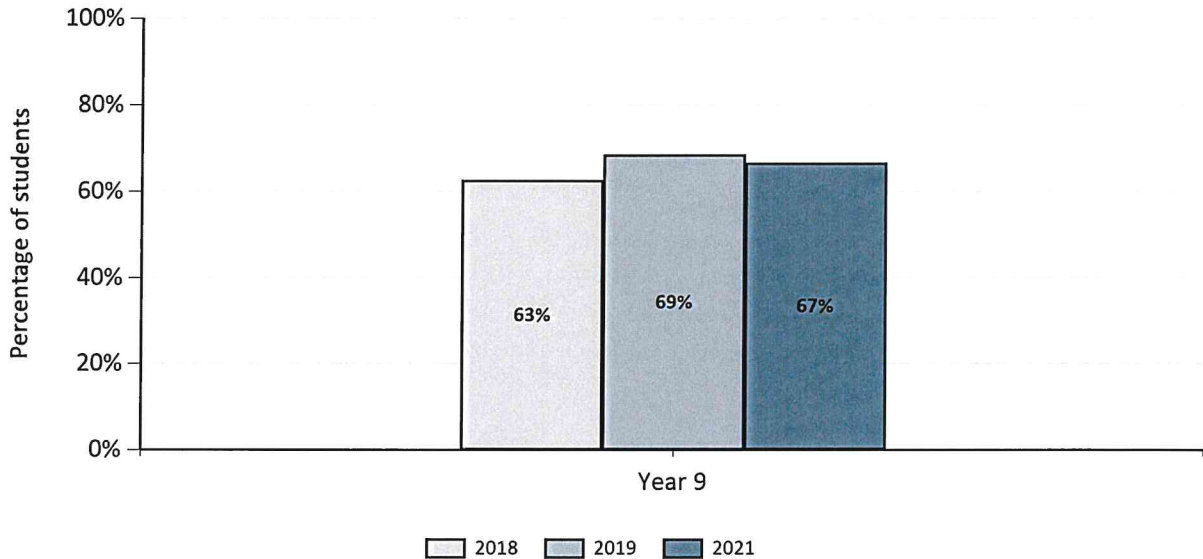
In the 2022-2024 number remains a focus on improvement based on the 2021 NAPLAN results.

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

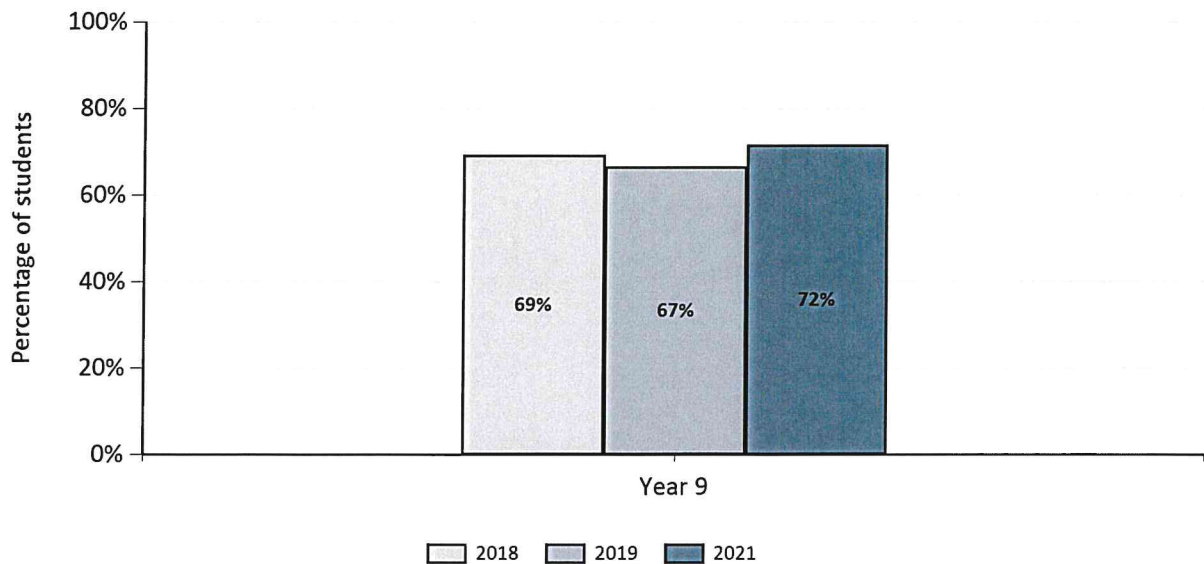


*NOTE: No NAPLAN testing was conducted in 2020.

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 7-9	State (average)
Upper progress group	45%	35%
Middle progress group	43%	48%
Lower progress group	12%	17%

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 7-9	State (average)
Upper progress group	43%	34%
Middle progress group	43%	48%
Lower progress group	14%	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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	60	60	8	5	13%	8%
Year 9 2019-2021 Average	55.5	55.5	6.0	4.5	11%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

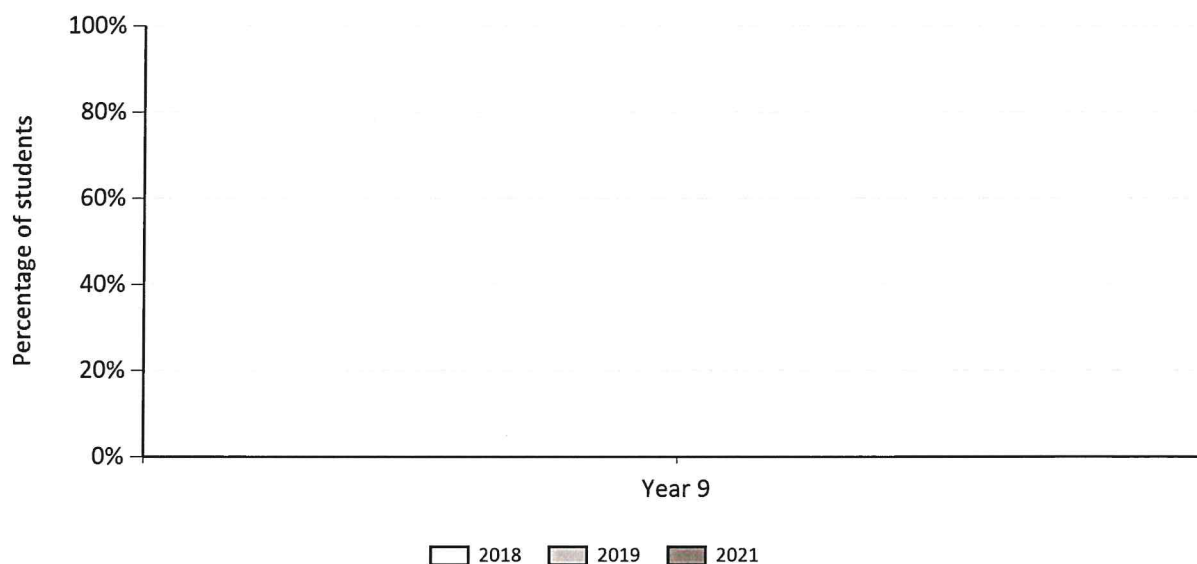
[^]includes absent and withdrawn students.

*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



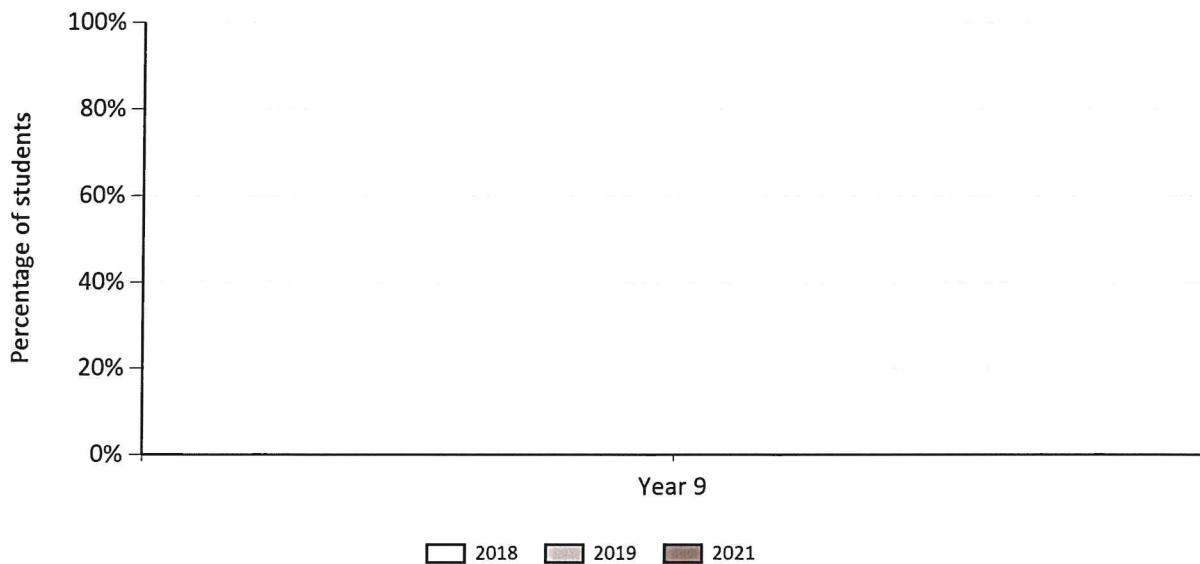
*NOTE: No NAPLAN testing was conducted in 2020.

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 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

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 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 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: Quality Teaching

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

This year we focused on Key Element 3 – 'Assuring Consistent High Quality Classroom Practice' of the ALAR. The most significant realisation from this was that the school has great processes in place for this element, however what we need to improve on is the aspect specifically relating to our Aboriginal learners and how we cater for them directly as the processes identified occurred for the broader student cohort. Focusing on our Aboriginal students and specifically addressing their improvement growth in literacy and numeracy and building teacher capacity for this has been identified. Our AET attended a Leadership meeting to discuss how to improve Aboriginal student achievement, he ran a staff meeting session on our Aboriginal students and their individual data, including literacy and numeracy, attended learning area meetings to support staff and has plans to develop a data wall in the staffroom to ensure our Aboriginal learners are prominent in the thoughts of our staff and how they can improve their learning outcomes.

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

We are in the fortunate position of having an Aboriginal person, Josh Jenner, in the role of Aboriginal Education Teacher and we were also thankful to have an ACEO, Muriel Rix, appointed to the school through a Partnership position after many years of no one in the position or people in the role for a short period of time. We are hopeful of gaining some traction with the AET and ACEO working together in the future as well.

We had 12 Aboriginal learners in 2021 across Years 8-12, including two students in our Special Class. There were also two Aboriginal students eligible for their SACE and both achieved SACE completion and one of these has now been accepted into a Bachelor of Science degree. Students were also involved in SAASTA through the Far North Academy, which proved somewhat problematic but we are confident our involvement in this worthwhile program will improve next year. In first semester, these SAASTA students all completed an Aboriginal Studies unit and participated in the Power Cup. Working with students to make meaningful connections with their culture and improve literacy and numeracy achievement remain at the fore.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
100%	100%	96%	99%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	0%	0%	1%
A	7%	4%	1%	5%
A-	7%	3%	7%	8%
B+	8%	10%	10%	0%
B	18%	20%	15%	8%
B-	12%	16%	15%	19%
C+	15%	16%	10%	0%
C	18%	23%	24%	11%
C-	15%	8%	14%	6%
D+	0%	0%	3%	0%
D	0%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
97%	100%	96%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	97%	97%	100%	96%
Percentage of year 12 students undertaking vocational training or trade training	49%	44%	31%	46%

2021
44%
46%

School performance comment

Congratulations to the Class of 2021 and the success they achieved when results were released in December and again in December/January for those who applied for university. Our Dux was Matt Mojares who achieved an ATAR of 92.95 (without bonus points). Matt also received an A plus for Design and Paige Lamond received an A plus for Health. Our proximate accessit was Emily Lemon with Paige Lamond and Madeleine Karklins also achieving in the 80s. 100% of eligible students achieved their SACE. 63.3% of all grades in Stage 2 were As and Bs (up from 2020 when we had 49.77%) and 99.41% of all grades in Stage 2 were passing grades (an improvement from 2020, we had 96.5% passing grades). 100% of our students who applied for university received offers in the first round of preferences and a number of our graduates have also accepted apprenticeships and employment.

The continued impact of the school's vocational pathways program was evident with 46% of all Year 12 students studying some form of VET but, significantly, 44% of all students who completed their SACE this year would not have been able to do so without this VET component. Vocational Education and Training remains an important feature of the school and strongly supports both student retention and senior secondary achievement at BHS.

The 2021 Literacy SIP Target, '8 of the 9 students in the target group will achieve in the Higher Bands for the NAPLAN writing task' was partially achieved. Two students were able to shift from being below the Higher Band in Year 7 (2019) to the Higher Band in 2021. When the Marking Criteria scores for this target group were analysed Ideas, Vocabulary, Sentence Structure and Spelling showed the most growth. When this was compared with the scores of the whole cohort, similarly, Vocabulary and Spelling increased significantly. Whereas Cohesion and Text Structure showed the least growth. Reviewing this data as a site at the end of 2021 we identified from this NAPLAN writing data that our contextualised tiered vocabulary instruction had a measurable impact. As a site we identified that further training and strategies were needed to enhance Text Structure, Cohesion and Sentence Structure shifting the focus from the use of exemplars to learning area specific mentor texts.

In NAPLAN Numeracy, 93% of students achieved with 45% medium standardised student progress and 29% upper standardised student progress (with a participation rate of 93%). 72% of all Year 9 students reached SEA (increasing by 5% since 2019 – no NAPLAN in 2020) and 8% of students reach higher bands (maintained since 2019). 77% of students maintained SEA. 67% of Aboriginal students maintained SEA and 33% increased in NAPLAN by either moving from below SEA into just below SEA or from just below into the SEA.

PAT-M results, for students who sat the test at their year level, saw 86% of Year 8 students, 76% of Year 9 students and 66% of Year 10 students reach SEA. An analysis of these results show that number and algebra are areas to focus on for improvement in 2022. 11% of Year 8 students, 2% of Year 9 students and 5% of Year 10 students increased their results from Below SEA into SEA. Internal moderation will be a focus in the Math faculty in 2022.

Attendance

Year level	2018	2019	2020	2021
Year 8	92.2%	92.4%	90.2%	87.2%
Year 9	90.7%	87.1%	89.4%	86.9%
Year 10	90.8%	89.0%	87.3%	85.4%
Year 11	88.3%	88.0%	87.9%	82.7%
Year 12	92.0%	88.6%	89.2%	88.3%
Secondary Other	81.5%	78.8%	79.7%	81.3%
Total	90.4%	88.8%	88.6%	86.1%

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

Attendance comment

Attendance has seen a 2.5% decrease on last year, which could be attributed to COVID-19. Engagement strategies to support student attendance continue through our Enhanced Learning Hub (ELH) programs such as HOOPS 4 Life, various boys' and girls' groups, cooking, STEM and musical groups as well as SAASTA. Increasing such programs and strategies is an important part of student engagement and, therefore, attendance, which ultimately leads to improved learning outcomes. When necessary, leaders contact families of chronic non-attenders and put support strategies in place to encourage attendance.

Behaviour support comment

The school uses a restorative practices approach, which is also embedded in our behaviour support strategies and processes. These principles provide students with a framework to repair harm and restore relationships when needed. Complementing this approach is our work in trauma informed practices and a focus on student wellbeing. We also have processes in place to recognise positive behaviours in the middle school, based on our school values, which are evident throughout the school. Behaviour management data represents a small proportion of the student population with numbers steadily decreasing over the past three years. All suspension and behaviour data as also considerably reduced over this period of time to half of what we had three years ago.

Parent opinion survey summary

69 responses (10 more than last year). For the second year the Department for Education distributed surveys directly to all parents via email or phone. Combined once again with the much shorter format, this approach resulted in a considerable increase in the number of responses compared to previous years. There was a significant increase from last year's results with 75% of respondents agreed/strongly agreed with the statement, 'I have useful discussions with the school about my child's learning' (up by 10% from last year) and 74% agreed/strongly agreed that 'Teachers at the school provide my child with useful feedback' (up by 7% from last year). 77% of respondents agreed/strongly agreed that 'I receive enough communication from the school', however we will endeavour to increase this number and will continue to refine our communication processes to try and get the best fit for families with a balance of email, Daymap, SMS, social media and other forms of communication. An area of concern is a slight drop in responses with 62% of respondents agreeing/strongly agreeing with the statement, 'Teachers and students treat each other with respect at the school' (down from last year where we scored 67%) and is something we will continue to build on. We have made considerable progress with our school culture and have become a cohesive and proud school, but there is still work to do to continue to improve. We are striving to build a strong sense of community where everyone feels they belong and changes to our Middle School structure, the overall appearance of the school and an ongoing focus on restorative practices and trauma informed practices will assist with this.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	9	15.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	6.7%
PE - PAID EMPLOYMENT IN SA	18	30.0%
SM - SEEKING EMPLOYMENT IN SA	12	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	3.3%
U - UNKNOWN	11	18.3%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	5.0%
VI - LEFT SA FOR VIC	1	1.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Relevant history screening

All Balaklava High School staff have Relevant History Screenings such as a Working With Children Check and the status of this is routinely monitored. Hard copies of staff details are stored on site. In addition, the site ensures that volunteers, visitors and pre-service teachers also comply with the requirements of the Department for Education regarding Relevant History Screenings. This year all staff and volunteers completed the appropriate Responding to Risks of Harm, Abuse and Neglect – EC update training.

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	58
Post Graduate Qualifications	18

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	26.0	1.2	13.4
Persons	2	29	2	17

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

Financial statement

Funding Source	Amount
Grants: State	\$6,337,970
Grants: Commonwealth	\$980
Parent Contributions	\$199,895
Fund Raising	\$0
Other	\$272,987

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	Teacher release for additional counselling. Continued focus on restorative practices— policies, processes and student and staff training. Continued work with Connected Self on Trauma Informed practices.	Increased student engagement, success, attendance and improved behaviour.
	Improved outcomes for students with an additional language or dialect	NA	NA
Targeted funding for groups of students	Inclusive Education Support Program	MultiLit, QuickSmart, Enhanced Learning Hub support variety of intervention/extension opportunities. Two students received significant IESP funding that was spent on teacher and SSO release time to access learning.	Improved achievement, engagement and attendance.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	MultiLit, QuickSmart, Enhanced Learning Hub support - literacy and numeracy extension and intervention, HOOPS 4 Life, mentoring, individual support for eligible students. Support for Aboriginal students 0.2 AET, Partnership ACEO - supporting learning and wellbeing. Providing access to a broad range of alternative programs such as SAASTA, VET opportunities and Open Access courses. Work with Connected Self for trauma informed practices. Continued work with restorative practices principles.	Positive participation of students and lift in achievement data.
Program funding for all students	Australian Curriculum	Literacy and numeracy support and intervention Mathematics teachers continue to attend Thinking Maths training and bring this knowledge back to share with staff.	Building teachers' capacity to continue to support student learning.
	Aboriginal languages programs Initiatives	NA	NA
Other discretionary funding	Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students	Funding directed to facilitate additional numeracy and literacy support including the provision to students of both QuickSmart and MultiLit programs, delivered by qualified SSO2 staff. NA NA	Improved engagement, achievement, behaviour and attendance. NA NA

