



LABOR OMNIA VINCIT

KAPUNDA

High School

Kapunda High School

2022 annual report to the community

Kapunda High School Number: 779

Partnership: Goyder & Light

Signature

School principal:

Mr David Marino

Governing council chair:

Mrs Susan Woods

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

Kapunda High School has seen continued growth and success over the 2022 school year. This has included growth and expansion in a number of key areas, such as student numbers, initiatives, which will be outlined in this Annual Report. Student numbers have grown to approximately 660, with the state-wide introduction of Year 7 into High School. Likewise staffing numbers have grown to around 90 staff, including: Administration and Curriculum SSOs, Teachers and Leaders across a range of full-time, part-time and flexible working arrangements. This growth is also reflective of the positive reputation of the school within the local community and considerable expansion of housing within our school catchment area.

The School Improvement Plan has focused on two goals, being improvement in Literacy and Numeracy. Growth and success has been achieved against both goals and targets, as highlighted in the School Improvement Plan review and evaluation section of this Annual Report.

A number of school community initiatives and events were held throughout the year including: a School Open Day, parent/caregiver, student and teacher interviews, Parent/Caregiver information evenings, Presentation evening and a 100 Years of Schooling at Eringa community celebration event. The latter event was acknowledged with an Australian Citizen of the Year Award for 2023: Community Event Category. An acknowledgement to Rosi Wendt, head of the 100 Years Celebration event sub-committee and all Governing Council volunteers, local business donors and contributors for making the event a great success.

Staffing teams has been a focus of our school over the year, with strategic growth in our organizational staffing. This has included: introduction of Curriculum Leaders for each learning area, introduction of School Wellbeing Team (introduction of Assistant Principal: Positive School Culture & Wellbeing) and a number of School Administration SSO positions to expand on our service delivery capabilities.

Ongoing review of school policies and procedures throughout the year have contributed to the continued growth of a strong school culture. There has been a strong focus on consistent expectations across staff and students. This has included a review of the Responsible Behaviour policy, SunSmart policy and Mobile Phones. For Semester 2, we have invested strategic and resourcing into developing a whole school vision for positive school culture. This has included the creation of a House Culture system where positive behaviours are recognized and rewarded with points for each school house (Kidman, Hawke or Hughes).

While the 2022 school year has overall been a positive and successful one, it has also been a significant one in terms of complexities and challenges faced. Covid-19 continued to be of challenge throughout the year, with high case numbers observed in Terms 1 and 2, before settling down across Terms 3 and 4. This included the postponement and cancellation of a wide range of excursions, activities and community-based events in Semester 1.

Towards the end of Term 1 2022 a devastating school fire incident occurred, destroying the historic prized School Administration building 'Eringa', which was donated in 1922 by Sir Sidney Kidman and Lady Kidman. Also in the tragic incident, a number of classroom buildings were destroyed and other crucial school infrastructure (power, water, telecommunications, ICT, school bells and administration systems) were lost. We were incredibly fortunate to be back to face-to-face teaching on-site after a school closure of only 3 business days. This is an incredible feat and effort by the school administration team, DfE, school staff, students, parents/caregivers, volunteers and all involved.

School restoration works have included the building of two school administration buildings to re-house school administration teams, a bank of 6 new classrooms and toilet block facility on Hawke St to replace lost classrooms, re-instatement of

Governing council report

The 2022 Governing Council comprised Principal David Marino, Sue Woods as Chairperson, Stella Bliss as deputy, Belinda Matz as secretary, Steve Ruediger as treasurer, canteen rep Tamara Hall, committee members Veronica Thompson, Alison Schultz, Rosi Wendt, Jenny Polley and Bec Holstead, staff members Sam Fethers and Jack Mickan plus our SRC reps and Sue Coppin for the finance committee.

2022 welcomed our new principal David Marino. The new Buildings A and B, air conditioning in the Gym, new toilets and change rooms were all in service at the start of the year and we welcomed Year 7s for the first time.

School started with mask wearing and strict covid rules. The school was greatly impacted with covid absences in Term 2 particularly.

Hats and phone policy was tightened.

The Canteen was updated and refurbished with canteen manager Marie Thompson who resigned at the end of Term 2, Samantha Barclay was employed as the new canteen manager, running well but still short on volunteers. Maggie Bosankoe was employed in a part time capacity to help but resigned at end of 2022.

A fundraising canteen was again run at the Kapunda trots, Sam Fethers coordinating, volunteers baked, made sandwiches and helped on the day, just over \$1900 was raised.

The fire and loss of Eringa had huge impacts on students and staff. GC was kept updated, the school quickly got the important job of schooling back up and running. Lack of classroom spaces, losses of infrastructure, IT, communications, resources and materials were all ongoing issues.

Off the back of the fire, a tax deductible building fund has been set up. This can be continued for perpetuity, we are looking towards it helping with any short falls especially in refurbishment, equipment and furniture as Eringa and the 60s block are rebuilt and replaced.

2022 was 100 years since Sir Sidney Kidman donated his property Eringa to the education of High School students of Kapunda and was celebrated with an afternoon tea in October, coordinated by Rosi Wendt and her team. Many helpers and businesses donated, baked and helped to make it a very successful day with a large amount of memorabilia coming from ex students and staff as so much was lost in the fire. Not run as a fundraiser but as much as was donated over two and a half thousand was made for the school.

We saw the installation of transportable classrooms on Hawk St ready for Term 4 and transportable admin buildings up and running during Term 4 and new school crossings.

2022 was a year of many challenges! Well done to Kapunda High School staff for all their work, many who went above and beyond this last year.

Quality improvement planning

It has been a big year for Kapunda High School around maintaining momentum and consistency, though we have achieved success.

Goal 1 - Literacy Improvement

We have certainly made progress as a school for Literacy improvement, in particular around:

- Text Type mapping across all subjects
- Scope and Sequence documents incorporating Tier-3, subject-specific vocabulary
- Staff Professional Learning to upskill around Tier-3 language and Text Types
- Explicit teaching of Text Types

We have had 4 Literacy coordinators over the year (due extended medical absences) so maintaining traction, progress and keeping our school moving forward in our Actions for Goal 1 has been a challenge, though still a success.

While we have had to re-adjust SIP actions, including removing PLCs – we recalibrated this work to be undertaken in our weekly Learning Area Team meeting cycle. Also bringing in tools to keep a consistent, narrow and deep focus on 'Text Types' worked effectively through a 'Commitment to Action' tool. This ensured that implementation was planned and monitored.

The structures that we have put in place for staff, including: a weekly intentional Professional Learning calendar, Learning Area Team cycles, Student Intervention Team, all aligned to our SIP goals and actions are starting to pay dividends for lift in the classroom, through increased consistency and teacher efficacy evidenced by student achievement.

We have maintained use of data to inform planning and review progress, with the introduction of a Student Intervention process every fortnight at our Whole School Leadership Team. This aligns with our External School Review Recommendations around all staff using data to inform and monitor the impact on teaching practice.

We have been strategic in gathering evidence around teacher practice, including:

- PIVOT survey data
- Teacher Literacy and Numeracy Survey in Term 3
- Teacher Literacy and Numeracy Survey in Term 4
- Ongoing monitoring of student achievement data (A to E; A&B) from term to term in Learning Areas.
- Attendance, Behaviour data analysis each fortnight by the leadership team.

Moving into 2023, we will seek to expand on these practices by including student achievement data in our fortnightly student intervention meetings. We need to focus further on our NAPLAN High Band students for writing. We will do this in a number of ways, including a focus on student writing and sentence structure. We will also seek to link External Review Recommendation 2 (ensure challenge and stretch for all learners by reaching agreement on what is highly effective differentiated practices in assessment and learning) by further including the TfEL framework in our planning for Teaching and Learning. Over Semester 2, 2022 we introduced a school journey around Curriculum Scope and Sequence planning, which is building into Unit Planning in 2023. This will align our work for ESR 2 and next round of SIP actions for improving the quality and consistency of teaching and learning at our school.

Goal 2 - Numeracy Improvement

Sound achievement occurred for students in Mathematics in 2022.

While we did not achieve all targets set out, in particular High Bands achievement, there were still many areas that we did achieve targets and growth. Namely A to C achievement data and NAPLAN SEA data. Both of these areas achieved growth. It appears that the actions undertaken, including Big Ideas In Number, Numeracy Concept Mapping and the development of a Whole School Numeracy agreement – all contributed to increasing consistency across classrooms and growth in achievement.

Moving into 2023, we have opportunities to continue building on the work set up in 2022.

This includes moving from a focus on Numeracy Concepts, to a focus on understanding number problems and problem solving across all learning areas.

We also plan to narrow our actions further and include more staff than only the Mathematics learning area.

We can also add to the data sets used for monitoring and tracking, to include lesson observation data and also analysis of student work samples.

While we had intended to do analysis of student work samples in 2022, a number of factors prohibited us from moving to the depth of this action. However, we were still able to implement the majority of actions and achieve growth and lift for our students and school.

Our next steps will include collecting interim data on each goal, namely term by term data against the Success Criteria.

We plan to focus on the following areas for strategic planning in 2023:

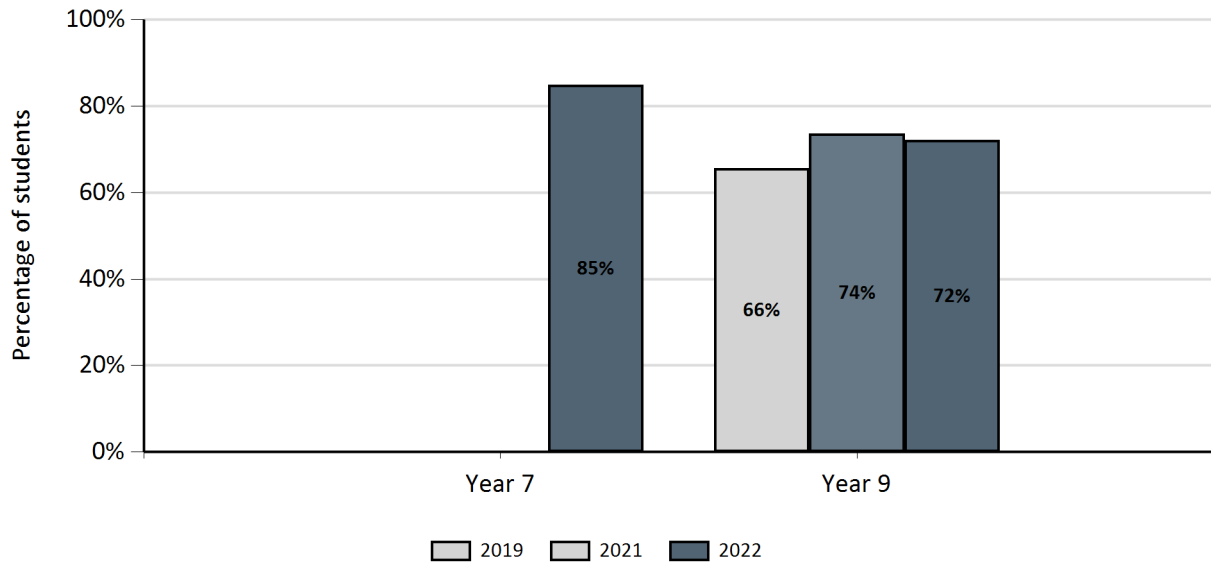
- Lesson Observations (1 per term)
- Student Work sample analysis (1 per semester)
- Updated Performance Development Plan process, to include the above
- Align our Professional Learning Calendar to include further workshops and opportunities for SIP actions.

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

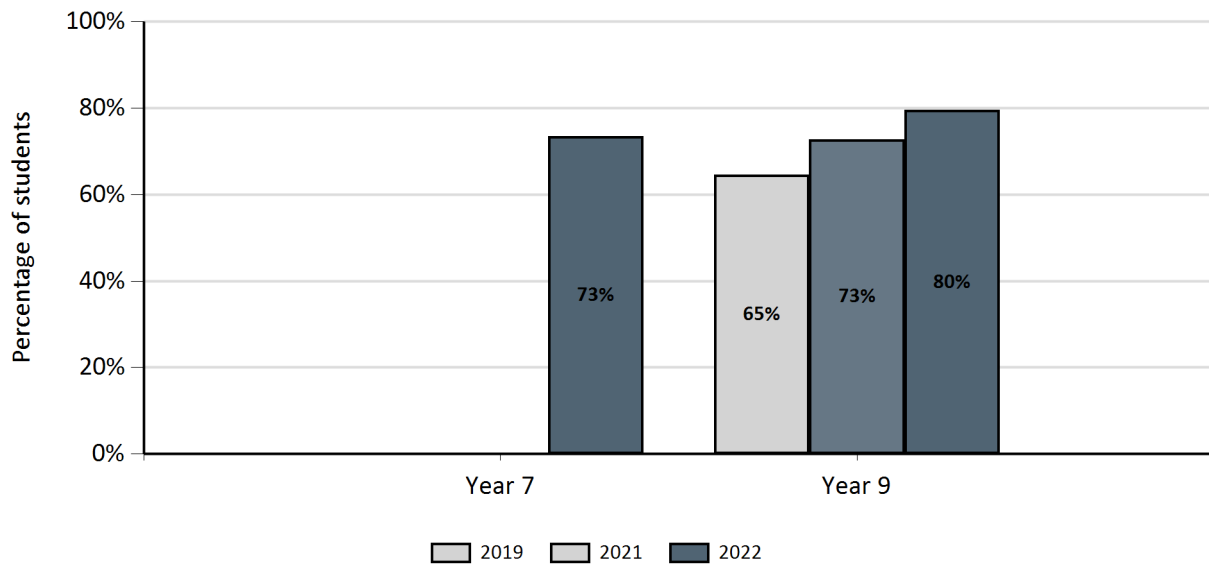


*NOTE: No NAPLAN testing was conducted in 2020.

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 07 2022	113	113	20	19	18%	17%
Year 07 2021-2022 Average	113.0	113.0	20.0	19.0	18%	17%
Year 09 2022	122	122	12	9	10%	7%
Year 09 2021-2022 Average	118.0	118.0	16.5	15.5	14%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

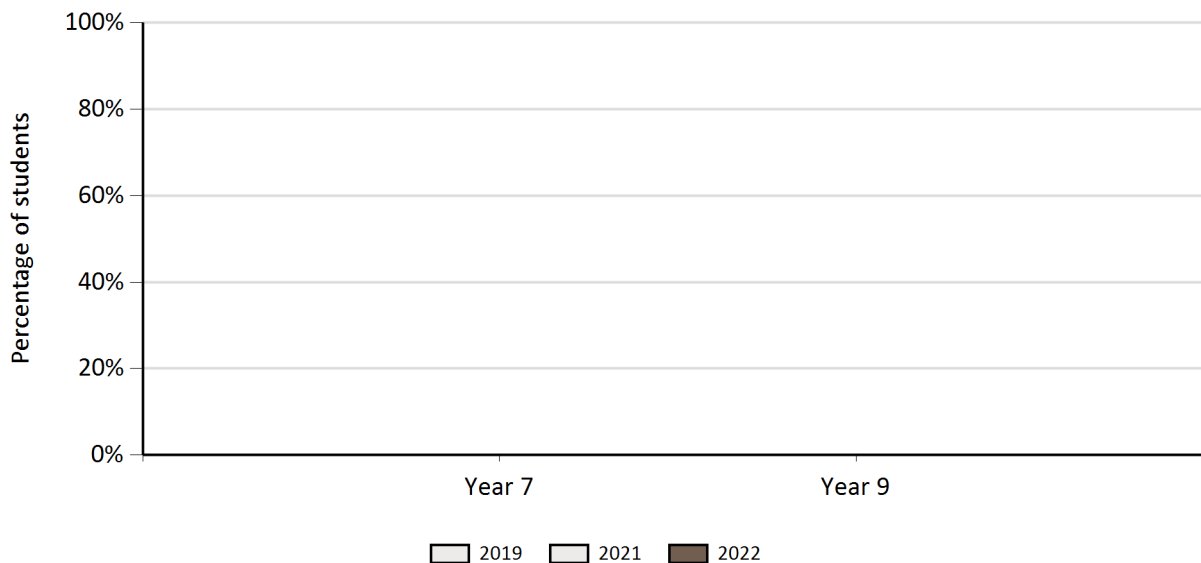
[^]includes absent and withdrawn students.

*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



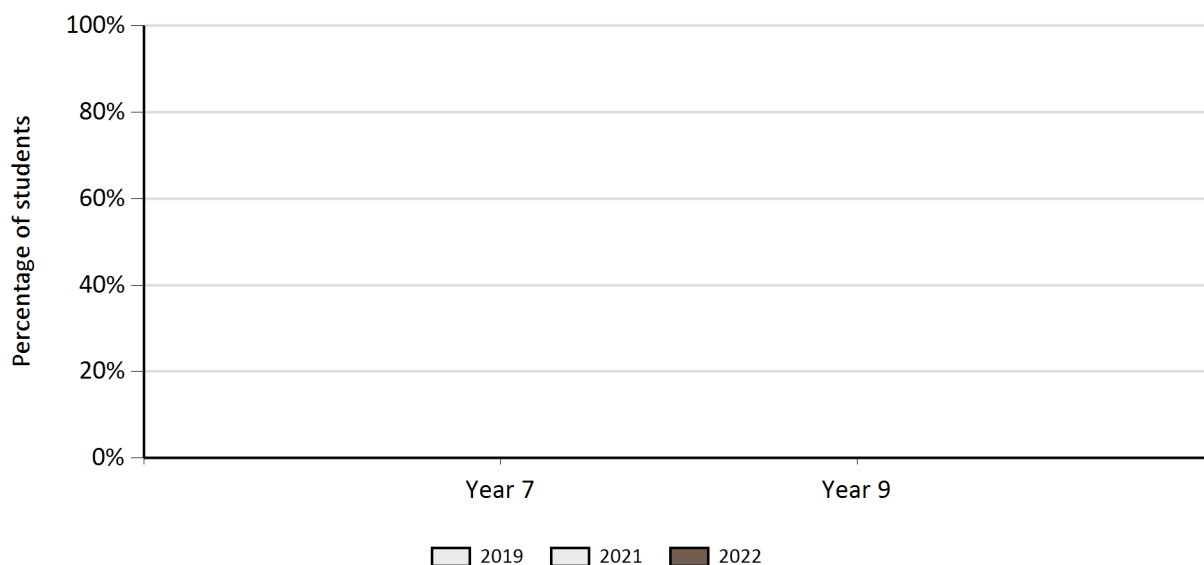
*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
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: Engaging Families

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

Kapunda High chose element 5 from the Aboriginal Learners Achievement Leaders Resource to raise literacy and numeracy achievement. This element is defined as data-informed conversations with Aboriginal families about the growth, achievement and successes of their child, and the strategies to best support them. The school ensured that there are culturally respectful and purposeful conversations with families about:

- learner progress and achievement based on evidence?
- the support provided by the school for the learner?
- the ways in which the family can support the learner's growth in literacy and numeracy?

The Aboriginal Secondary Transition Officer was present at all One Plan and Aboriginal Learner Profile meetings and was an active participant when learner progress and the strategies to support provided by the learner were discussed. Data from recent NAPLAN, PAT tests and school achievement metrics were discussed. During 2022 we initiated an Aboriginal Learner Meeting where students gathered once a week to discuss learning, plan events and other issues. During sessions numeracy support was offered and we have explored the necessity of an Aboriginal numeracy tutor for 2023.

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

Kapunda High once again had 100% completion for Aboriginal Learners' SACE. Stage 1 and Stage 2 SACE compulsory subjects were completed for four out of five students with one student missing only one semester of literacy. Seventy percent of Aboriginal learners demonstrated maintenance or academic growth during NAPLAN testing in 2022. There was one Y9 student who maintained performance in the high bands for NAPLAN reading and numeracy. Seventy one percent of Aboriginal Learners achieved a 'C' in English and math class. Thirty percent of students achieved at a 'B' band or better for math, while twenty one percent achieved at a 'B' or better for English. Further intervention is needed for literacy and numeracy intervention for Aboriginal Learners.

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
99%	98%	100%	97%

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+	2%	2%	2%	0%
A	13%	12%	8%	6%
A-	18%	15%	15%	13%
B+	16%	10%	13%	13%
B	20%	20%	14%	14%
B-	12%	12%	16%	18%
C+	8%	13%	16%	12%
C	9%	14%	11%	18%
C-	0%	2%	4%	2%
D+	1%	2%	0%	2%
D	0%	0%	0%	0%
D-	0%	0%	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
98%	98%	92%	98%

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	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	95%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	65%	72%	54%	57%

2021	2022
100%	29%
61%	49%

School performance comment

Term 4 data indicates the percentage of students achieving A-C grades was consistent with previous years (excluding year 7 as this was the first year of data collection).

Individual year level A-C grades ranged from 82.7% at year 10 through to 91.6% at year 9.

The percentage of A&B grades was also solid with all year levels, excepting for the year 9 cohort exceeding 40%, with year 10's achieving the highest at 45.5% through to the year 9's at 37%.

SIP Targets 2022

The following results were achieved against our SIP targets.

Goal 1 - Literacy Improvement

65% of Year 9s met the standard of educational achievement (SEA) in NAPLAN writing - target achieved.

10% of Year 9s achieved High Growth in NAPLAN writing - target not achieved.

35% of English subject grades from Years 7 to 10 were in the A & B grade bands - target nearly achieved (40% target).

80% of all subject grades from Years 7 to 12 were within A to C grade bands - target achieved.

Goal 2 - Numeracy Improvement

82% of Year 9s met the standard of educational achievement (SEA) in NAPLAN numeracy - target achieved.

12% of Year 9s achieved High Growth in Numeracy - target not achieved.

40% of Mathematics subject grades from Years 7 to 10 were in the A & B grade bands - target achieved.

80% of Mathematics subject grades were with the A to C grade bands from Years 7 to 10 - target achieved.

Effort grades were also monitored over the year. The strongest performing cohorts were the year 8's and 10's, with over 80% of effort grades being satisfactory or above

SACE

The proportion of eligible students completing their SACE was 100% with 97.1% of Stage 2 grades at A-C level. With 6 results below a C-

The proportion of Stage 2 A/B grades was 63.8% - which is down compared with 2021 but still comparable with historical baselines.

92.5% of Stage 1 grades were A-C which is an improvement compared with 2022. 29.4% of students would not have completed their SACE without VET.

NAPLAN 2022

NAPLAN was completed in paper form for the year 7 and 9 cohorts due to the significant fire to the administration building.

Numeracy: 80% of year 9's and 73% of year 7's met the Standard of Education Achievement

Literacy Writing: 72% of year 9's and 85% of year 7's met the Standard of Education Achievement.

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	96.6%	N/A	N/A	83.6%
Primary Other	N/A	N/A	N/A	N/A
Year 8	94.0%	88.2%	90.7%	84.2%
Year 9	92.5%	86.0%	86.0%	82.9%
Year 10	92.7%	85.7%	82.1%	85.4%
Year 11	92.8%	85.2%	83.9%	84.6%
Year 12	94.1%	87.3%	85.2%	81.6%
Total	93.2%	86.6%	85.8%	83.7%

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

Attendance comment

Attendance has been within the range of 83-84% explained attendance across all year level cohorts throughout the year.
 In addition to this, the COVID case rates and our significant fire event in March 2022 have played a part in our regular attendance reports not being higher and has continued to have an impact on our senior school attendance in 2022.

There have been challenges with students and families who disconnected early in 2021 (Covid) and have not returned to full attendance across 2022. We will expect this to have an impact on our SACE grade distribution.
 The year 8/9 data has demonstrated improvement from 2022 but has not returned to the rated observed in 2019. We expect these rates to stabilise and improve over the 2023 school year.

Strategies
 Greater number of SACE "at risk" intervention meetings with families and students in senior school, especially at stage 1.
 Increase in regularity of traffic light progress reporting for whole school, which has historically been a focus of stage 2 reporting.
 Have put into place regular attendance reports distributed to leaders and year level managers for follow up.

Behaviour support comment

A review of our school behaviour policy and procedure was undertaken in Semester 2 of 2022.

As a result, a number of recommendations were made and adopted including:

- Leadership team members have a scheduled 'Behaviour duty' across every lesson of the week. This is to provide active support to classes, so students and teachers can focus on the teaching and learning as opposed to escalated behaviour incidents.
- Review of Behaviour Response chart – defining four steps of behavioural escalation and how to address them.
- Review and re-development of the Reset Room, new room location selected with a focus on 'Restorative practice' approach.

Positive school culture initiative developed for implementation in 2023 – rewarding students for positive behaviours with school house points.

We have engaged with our Student Support Services Behaviour Coach throughout the 2022 school year to provide co-designed professional learning for staff, particularly in the areas of Level 1 - classroom behaviour management strategies.

A positive school culture focus has been developed, including the introduction of House Points for positive behaviours, recorded as a positive incident on DayMap.

Parent opinion survey summary

121 participants completed the School Parent Engagement survey in 2022.

Overall areas of strength identified from feedback include:

- People are respectful
- Teachers and students are respectful
- Child is important
- Receives enough communication
- School communicates effectively
- Education is important
- Has a good home learning routine

Overall areas identified by Parents/Caregivers for further focus include:

- Having input into learning
 - Receives learning tips
 - I have useful discussion with the school about my child's learning

While our school has faced a high number of challenges throughout the 2022 school year (Covid case-numbers, student and staff absences, restriction of parents visiting and school fire incident) our focus has been firmly on a commitment to strong teaching and learning. We did not have a fully functioning school phone system for around 6 months and so communication was undertaken through a reduced number of handsets. This was all fixed in Term 4. Over Term 4 we were also able to re-introduce face-to-face student, parent and teacher interviews which was something that parents/caregivers have been requesting.

We have received a lot of positive feedback from parents and the community around the speed at which we resumed face to face teaching and learning, being three days after the fire event, considering the total loss of infrastructure (internet, telephones, power) and a significant number of school learning spaces

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	19	25.7%
PE - PAID EMPLOYMENT IN SA	16	21.6%
SM - SEEKING EMPLOYMENT IN SA	3	4.1%
TA - LEFT SA FOR TAS	1	1.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	28	37.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	4.1%
VI - LEFT SA FOR VIC	2	2.7%
WA - LEFT SA FOR WA	2	2.7%

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

Kapunda High School is compliant with all Government of South Australia legislation and Department for Education Relevant History Screening requirements, with all relevant: employees, volunteers, committee members and external providers subject to screening requirements. All staff undertake mandatory Child protection trainings and maintain up to date clearances.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	56
Post Graduate Qualifications	28

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	36.6	0.0	13.8
Persons	0	40	0	22

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

Financial statement

Funding Source	Amount
Grants: State	\$185,126
Grants: Commonwealth	\$0
Parent Contributions	\$299,916
Fund Raising	\$1,098
Other	\$5,500

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	School Service Officers (SSO's) employed to support students - classroom support, mentoring, social stories, social skills groups.	increased engagement, reduction in Student Behavior Management.
	Improved outcomes for students with an additional language or dialect	No EALD students 2022	-
	Inclusive Education Support Program	School Service Officers (SSO's) employed to support students - classroom support, mentoring, social stories, social skills groups.	High proportion of students demonstrated engagement, achievement and SACE.
Targeted funding for groups of students	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	Rural and isolated funds were used to support student involvement in a range of learning opportunities - Elevate Study Skills, attendance at Adelaide Tuition Seminars, etc. An Aboriginal Secondary Education Transition Officer was employed to support Aboriginal learners and their families-14hrs. Aboriginal learners also supported through 0.2 AET resource. School Services Officers (SSOs) employed to support students largely through classroom support and the Learning Support Centre. Quicksmart (numeracy) and Macqlit (Reading) programs delivered to targeted students.	Increase in SACE completion and A-C% for targeted students Improved number skills and fluency.
Program funding for all students	Australian Curriculum	-	-
Other discretionary funding	Aboriginal languages programs Initiatives	-	-
	Better schools funding	School Services Officers (SSOs) were employed for two major purposes: Macqlit literacy intervention for struggling students and mentoring for students requiring support with organisation, time management and wellbeing.	Improved attendance, confidence and achievement.
	Specialist school reporting (as required)	-	-
	Improved outcomes for gifted students	-	-

