

# Mount Gambier High School

## 2022 annual report to the community

Mount Gambier High School Number: 784

Partnership: Blue Lake

Signature

School principal:

Mr Kym Grant

Governing council chair:

Hanna Persello

Date of endorsement:

7 March 2023

## Context and highlights

The vision of Mount Gambier High School is that our students practice skills and gain confidence to successfully face the challenges of an ever-changing world in an environment that values a sense of learning, innovation and agile thinking. This vision is underpinned by our values of learning, belonging and responsibility.

The school is classified as Category 3 on the Department for Education Index of Educational Disadvantage. The school has approximately 800 enrolments. Our school population includes approximately 6% Aboriginal and Torres Strait Islanders, 7% students with disabilities, 3% EALD and 1% young people in care. Our Special Options class had 12 enrolled students and 75 students were enrolled in Flexible Learning Options (FLO) programs. With the introduction of year 7 students into high school and turnover of staff, we commenced the year with 17 new teachers and a new principal.

The school offers language studies in Japanese and Italian; four accredited specialist sports programs; access to a range of VET programs, and a specialist performing and creative arts centre. We are one of 5 specialist schools implementing the government's Entrepreneurial Learning Strategy. Highlights this year included: the transition of the double cohort of year 7 and 8 students, winning the national STEM Innovation Experience, hosting the SE Zone Interschools Athletics Carnival, the successful running of a modified Berri Exchange program, the Forestry Industry Immersion experience, highly successful VET programs including School Based Apprenticeships and pathways into apprenticeships and employment for school leavers, and the Dance Showcase.

Responding to our External School Review key directions has focused our work throughout the year. To foster consistency in teacher practice, the MGHS Teaching and Learning Agreement was collaboratively developed. This began with a detailed exploration of what high quality curriculum and effective teaching means to us. Leaders crafted our definitions together over a number of meetings using a range of processes, and then staff engaged in a full day of unpacking what these mean for practice in our classrooms. From this, the agreement was developed. To build and further extend individual and collective capacity as instructional leaders, the leadership team was heavily involved in the construction of the agreement and discussing with their learning area. The final draft was amended with some minor adjustments following staff consultation. This consultation highlighted some considerations for the leaders to ensure successful implementation in 2023.

Developing consistency in practice in Before During and After (BDA) reading strategies has been supported through a coaching model which was implemented this year. Each Area of Learning Coordinator and a "champion" from each learning area has had opportunity to be involved in coaching as they trial, review and refine a BDA strategy with their classes. "Champions" were identified based on the alignment of their PDP goals with SIP goals, and preparedness to engage with professional learning including coaching. Building and extending pedagogical practice in literacy and numeracy has also been a focus with English and Maths teachers. With the aim of building on, refining and embedding good practice, three English teachers and seven Maths teachers participated in high quality professional learning with Orbis. Sharing their learning, best practices and resources with each other has been facilitated by Area of Learning Leaders.

In responding to the needs of our students and feedback from staff who wanted to gain depth of understanding and skills in implementing trauma informed practices consistently across the school, two days of the Berry Street Education Model professional learning were undertaken using Pupil Free Days. Implementing strategies from our learning have also been incorporated into the Teaching and Learning Agreement to embed TI practice.

## Governing council report

What a year 2022 has proven to be. After the rollercoaster of 2020-21, this year I think was the true challenge for schools in South Australia as we navigated a post lockdown life while experiencing our first significant exposure to COVID. On top of that, we welcomed year 7's to high school, transitioned to a brand new 6-line timetable, a new school uniform and a shift in teaching pedagogy.

I want to say a big thank you, congratulations and good luck to the 2022 student leaders Sarah and Keenan, your dedication to the role has been evident and I thank you for keeping the governing council up to date with the student voice and what has been happening throughout the year. Congratulations to all the graduating students who have completed their secondary education despite all the challenges, I wish you all the best in your futures.

Next I want to express my deepest gratitude to Annette Ryan for coming all the way to Mount Gambier to give us stability for twelve months as we continued to seek leadership for the long term. It has been a pleasure working with you and I wish you all the best as you return to Adelaide and your family. I look forward to working with Kym and supporting him from a governing council perspective as he takes on the role of Principal; welcome back Kym! I extend my thanks to the principal selection panel for their patience and perseverance and congratulate them on the outcome.

I have again thoroughly enjoyed being a part of the governing council in 2022 and thank each and every member; parents, staff and community representatives. I particularly want to thank Kate Carraill and Sam Brown for your hard work administratively, Steve Bain for stepping up as deputy chair and Graham Dowie for your work on the finance committee. I also want to acknowledge the canteen committee and focus group members for successfully reviving the canteen and ensuring it remains viable. I look forward to exploring new ideas and opportunities to continue to keep the canteen relevant and provide a much-loved service to the school.

It would be remiss of me to not extend our gratitude to all the MGHS staff that work tirelessly to support the functions of the governing council: Jaime Newell, Belinda Roughana, Amanda Lengyel and Steph McIntosh. In addition to this, I applaud all the incredible staff at MGHS. We already had two very challenging years due to COVID-19, but this year we struggled through with constant disruptions, staff shortages and uncertainty. It has been a year of upheaval and I commend each and every staff member for their ongoing commitment and dedication to the education of our students. I am so excited to see what 2023 will bring, we are actively recruiting new faces to join the governing council for 2023! We want more families to share their culture, ideas and skills to make Mount Gambier High School a vibrant, positive and acclaimed school where young people thrive!

# Quality improvement planning

In 2022, our collective focus has been on implementing actions relating to our new Site Improvement Plan goals and the key directions from our External School Review in 2021.

Goal 1: Retain and increase the number of students achieving SEA in reading.

We set ambitious targets reflecting our collective aspiration to be a highly regarded school. Our targets at year 7 and year 8 were slightly exceeded. A future challenge for us will be to further improve the achievement and outcomes for these cohorts of students as they progress through their schooling. Our year 9 NAPLAN results are consistently low, but as we further build and strengthen our capacity to implement Before During and After reading strategies with fidelity, we will see improvement. The reading coaching model that we established this year has been enacted to build knowledge of and confidence and expertise in using reading support strategies of each Area of Learning leader, and a “champion” from each area. This will be built on and broadened in 2023. Our senior school targets were not achieved. A Senior School Improvement Plan has been developed for 2023. In addition to our wave 1 classroom practices to support reading improvement, we also need to implement more fine-grained diagnostic testing to inform and implement wave 2 and 3 interventions to better meet student needs.

Goal 2: Increase the number of students achieving SEA in Numeracy.

Our targets for this year were not met. Our actions this year have been on developing pedagogical practice of mathematics teachers. To enable this, seven teachers participated in the Orbis Thinking Maths program. This included a number of teachers who were teaching outside of their field of expertise. Review and evaluation of our SIP has resulted in refinement for 2023 with a narrow and deeper focus on mathematics curriculum and pedagogical practices.

Following our On-Track evaluation in November 2021, there has been a consistent focus on incorporating the key actions from the report into our planning and practice. The key actions are:

1. Align performance development processes to the consistent implementation of the SIP goals and actions with support from the Local Education Team (LET).
2. Develop a single student achievement data platform and build leaders’ and teachers’ capacity to analyse data to inform next steps in differentiated teaching.
3. Collaboratively develop and consistently implement a shared agreement of effective teaching practices which challenge and support all learners in the context of Mount Gambier High School.

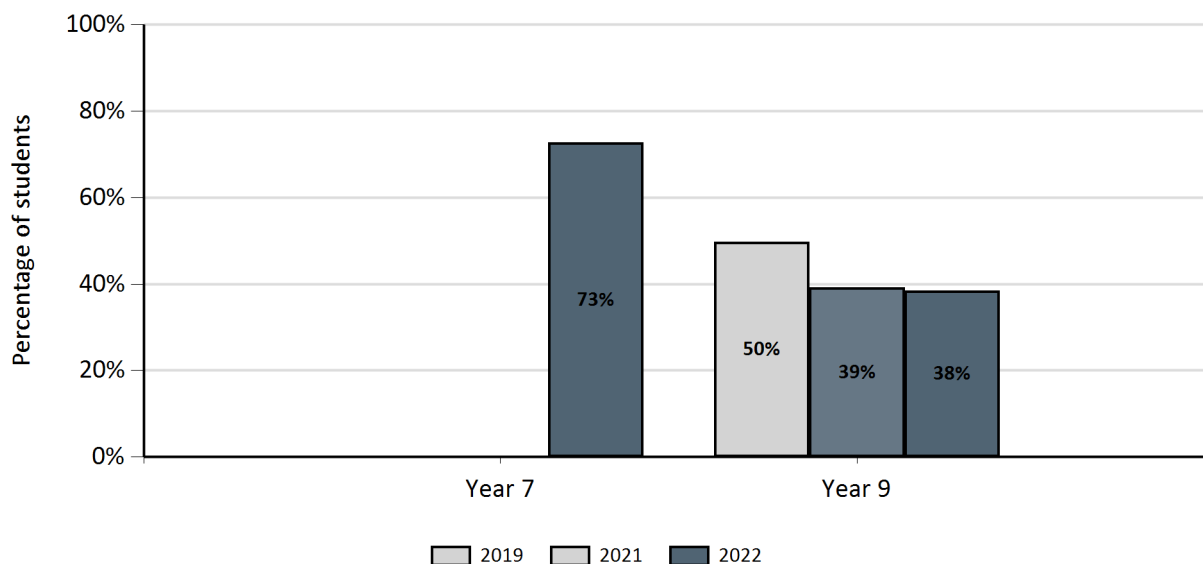
Some of our work was hampered in term 1 and into term 2 due to the accommodations that were made to support the work of staff during what was a very challenging time. This included, for example, delay in preparing Performance and Development Plans. However, staff were supported to develop a reading goal aligned to the SIP, with 75% of teaching staff including a personal professional goal for this year. In 2023, we will further build on this, ensuring that classroom observation has a specific focus on reading and that our leaders are able to provide quality feedback for the staff they line manage. Over 2022, a comprehensive Data Plan has been developed. Staff involved with reading coaching have used their own data to track student progress and to refine their actions including differentiating their practice. Amplifying this in 2023 through establishing structures and processes for example, spotlights on practice and area of study learning teams to share learning, resources and expertise will be a priority. A major piece of work, the development of the Teaching and Learning Agreement has been completed with the publication of this. Fidelity in implementation will be a focus in 2023, with continuing implementation of BDA reading strategies across the school and high impact teaching strategies, particularly consistency in de-constructing learning intentions and co-construction of success criteria will be a priority.

# 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

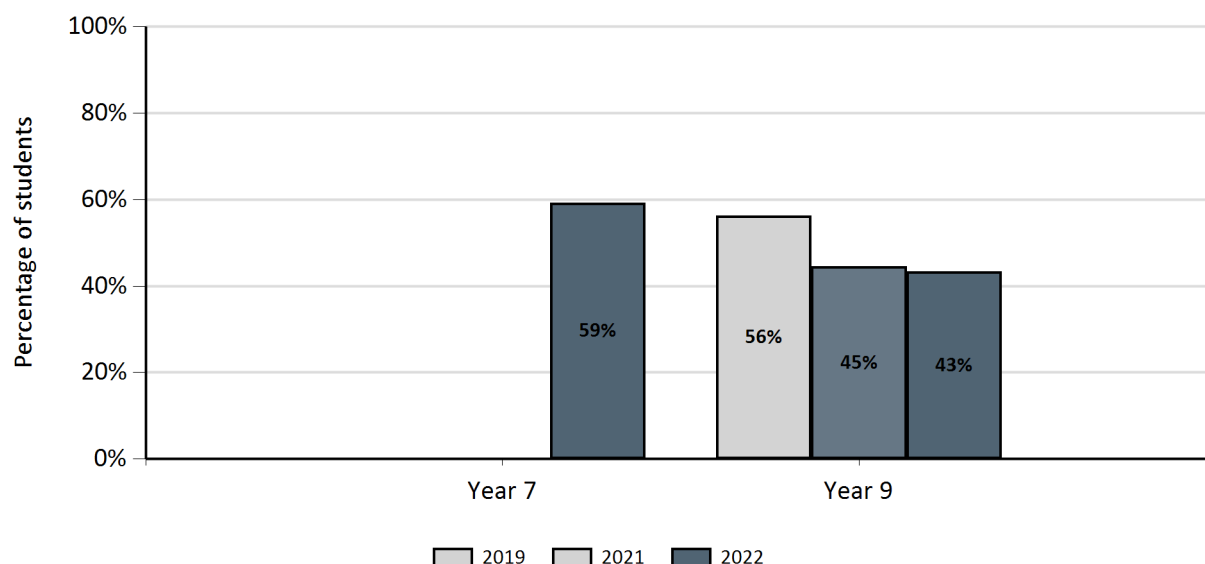


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	125	125	14	20	11%	16%
Year 07 2021-2022 Average	125.0	125.0	14.0	20.0	11%	16%
Year 09 2022	143	143	8	5	6%	4%
Year 09 2021-2022 Average	131.5	131.0	8.5	3.5	6%	3%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

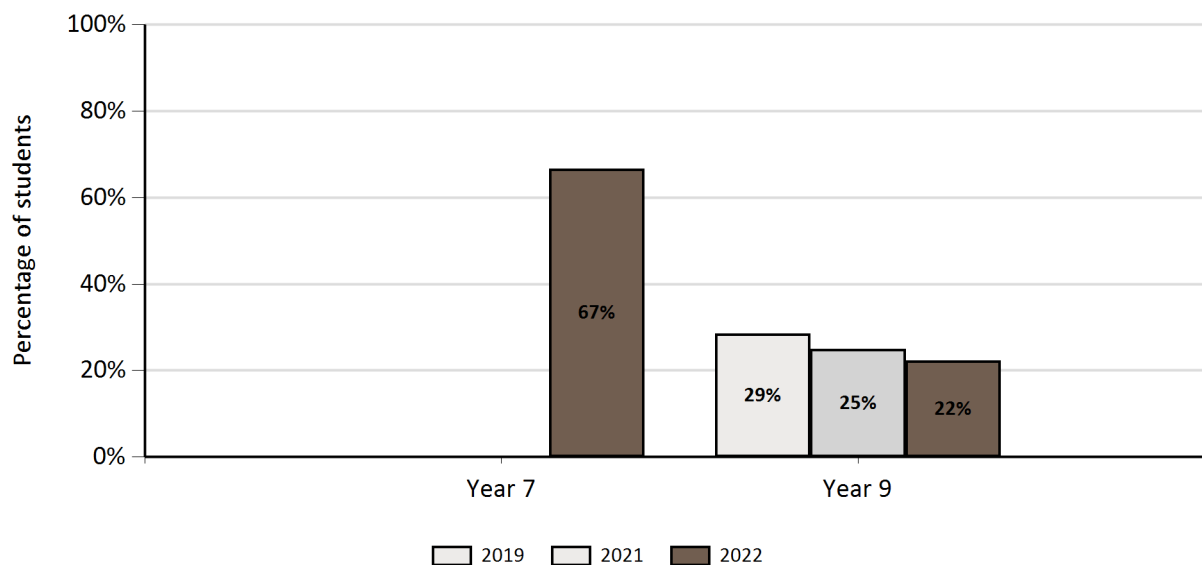
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



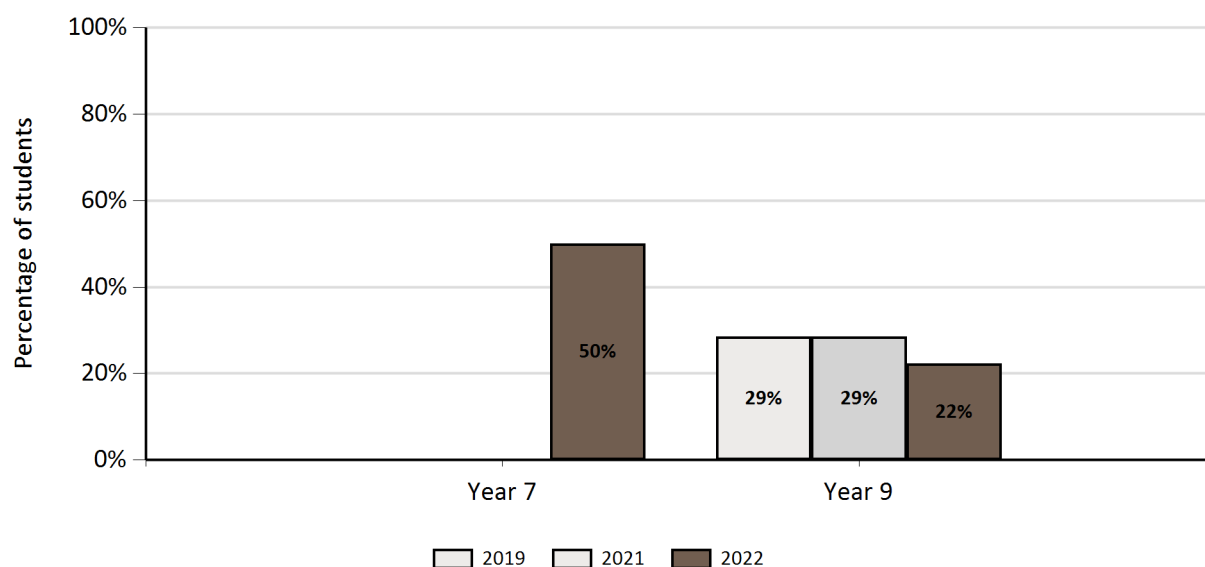
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	6	6	2	2	33%	33%
Year 07 2021-2022 Average	6.0	6.0	2.0	2.0	33%	33%
Year 09 2022	9	9	0	0	0%	0%
Year 09 2021-2022 Average	8.5	8.0	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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: Tracking & Monitoring

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

In 2022 the key element that was focused on was Element 2: tracking and monitoring growth and achievement in particular, but new actions were also implemented in Element 4. This has built on the foundation of data informed planning. This year a new Aboriginal Education Teacher joined the team, consisting of two ASETOs. The team has a regular data cycle where a range of data sets such as achievement, attendance and behaviour is collected and analysed. The team develops learner profiles for all students, and actions are implemented based on data analysis. Information is shared with the Middle School and Senior School Management Teams and teachers as needed. Clear communication of student strengths and needs supports students so that we avoid students 'falling between the cracks'. The team also have regular communication with families and provides support for families with complex needs. Engaging with Key element 5 is a focus of the team, particularly the ASETOs. The team promotes purposeful conversations about student progress and have respectful and trusting relationships with families.

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

Data analysis has resulted in the inclusion of Aboriginal learners in both MultiLit and Quicksmart intervention programs. There has been growth for students in these programs, which is hoped to also support achievement of the SEA in their subjects. APAS tutoring is also in place and assisted all six year 10 students to achieve their PLP. Four year 11 and 2 year 12 students were also supported to achieve successful results. Four students participated in the STEM Aboriginal student conference in Adelaide. This exposed the students to big ideas, opportunity to be immersed in culture and to connect with aboriginal people who are prominent in STEM. NAPLAN results showed that 33% of aboriginal students achieved high band in reading and numeracy at year 7. Retaining these students in high band will be an ongoing focus as will improving the percentage/number of students achieving SEA in reading (67%) and numeracy (50%).

# 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
93%	93%	90%	95%

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%	1%	1%	1%
A	7%	8%	7%	7%
A-	11%	11%	16%	9%
B+	11%	13%	12%	10%
B	16%	12%	10%	10%
B-	13%	11%	12%	14%
C+	13%	15%	11%	16%
C	15%	14%	14%	18%
C-	6%	7%	7%	9%
D+	3%	3%	3%	4%
D	1%	1%	3%	1%
D-	1%	1%	2%	1%
E+	1%	0%	0%	0%
E	1%	0%	1%	0%
E-	1%	1%	0%	0%
SACE No Result	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
90%	89%	90%	92%

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	11%	17%	16%	16%
Percentage of year 12 students undertaking vocational training or trade training	27%	38%	44%	39%

2021	2022
30%	24%
45%	39%

# School performance comment

SACE completion was an improvement on 2021 at 94.81%. 73 students attained their SACE, which was an increase on 2021. 54 students received a university offer through SATAC. 60 students received A- and above grades with two Stage 1 students achieving A grades for Stage 2 Child Studies. 51% of Stage 2 grades were B- or higher, demonstrating a continued effort to work towards a shift into the higher grade bands. Our highest achieving student achieved an ATAR of 92.85 before adjustment factors. 27 students studied VET while completing the SACE and 15 of those would not have achieved SACE without VET. 2 students participated in an Australian school-based apprenticeship or traineeships. 50% of our EALD students achieved SACE completion, some in addition to completing a VET qualification and our first special options student also successfully achieved their SACE. For SACE Stage 1 and 2 compulsory subjects in 2022 88.3% of grades for Stage 1 Personal Learning Plan were C or higher with 5 students successfully completing a modified PLP, 82.3% of Stage 1 Literacy grades were C or higher, 80.5% of Stage 1 Numeracy grades were C or higher, and 100% of Stage 2 Research Project grades were C- or higher.

Our PAT M scaled score results indicated improvement in the number of students achieving SEA in mathematics, when compared to 2021 trends. An average of 90% of students who sat the assessment in 2022 increased their scaled scores, when compared to the previous year.

2021 year 9 into 2022 year 10 the percentage of students achieving SEA remained constant but the percentage of students answering 50% of questions correctly jumped from 12% in year 9 to 18% in year 10. Our year 8 students entering into 2022 year 9 answered 50% of questions correctly remaining constant but the percentage of students achieving SEA jumped from 62% in 2021 to 72% in 2022. Areas/strands identified for improvement: interpreting by making inferences and retrieving directly stated information, measurement and algebra.

PAT R Year 9 – 91% participation rate. 34% of students did not meet SEA. Areas/strands for improvement: interpreting explicit information/interpreting by making inferences. PAT R Year 10 – 86% participation rate with 14% students not achieving SEA. Areas/strands for improvement: reflecting on texts and interpreting by making inferences. These identified needs will be reflected in our school priorities for the 2023.

Overall, a focus must be on intervention strategies prior to stage 1 to improve attendance and engagement, to improve student learning outcomes and ultimately results in senior years. Ongoing use of the WorkReady program or similar will be important to build capacity of Year 10 students to engage in the senior years. EALD students continue to increase their participation in mainstream subjects and vocational education, which is positively impacting on SACE completion for most.

## 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	100.0%
Year 7	100.0%	N/A	85.2%	86.4%
Year 8	90.5%	86.7%	86.4%	81.3%
Year 9	90.9%	88.1%	83.2%	74.5%
Year 10	93.9%	87.9%	83.9%	74.1%
Year 11	88.8%	86.4%	85.9%	75.5%
Year 12	91.1%	86.8%	85.1%	75.4%
Secondary Other	97.4%	93.5%	79.1%	70.6%
Total	91.2%	87.5%	84.7%	77.6%

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

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

## Attendance comment

The attendance rate across the school, 84% has been consistent with previous years. 56% of mainstream students had attendance rates of 95% or above and 26% of the site's habitual non-attenders were at school between 80%-90% of the time. 138 students, or 19% attended less than 75% of the time, with nearly half of these attending less than 50%. Unexplained absences continue to dominate the reason explaining student absence with illness and family reasons also high. This is comparable with previous years. The wellbeing and FLO teams continue to support our disengaged students in a variety of ways. Home visits, counselling, interagency referrals, alternative subject selections, flexible and negotiated program as well as personal development and life skills intensive program have been utilised.

## Behaviour support comment

The number of students across the school who were suspended increased from 197 in 2021 to 207 in 2022, noting that 44 of the suspensions were for students in year 7. The number of incidents requiring a consequence is highest at year 9. Threatening the good order of the school and violence, threatened or actual, are the most common behaviours resulting in suspension from school. There were 7 exclusions from school, representing a slight decrease from 2021. Inappropriate use of cameras/social media to fuel conflict in relationships and violence are a concern. Local police ran information sessions for middle school students through the Impact sessions to increase awareness of the legal implications of inappropriate use. An additional B3 leadership position, Engagement in Learning, was created this year. This resulted in the review and updating of the school's behaviour support policy and the introduction of a Positive Behaviour for Learning PLC. In addition, all staff participated in two days of professional learning in the Berry Street Education Model to build capacity to implement trauma informed practices into classroom practice as a proactive behaviour support strategy.

## Parent opinion survey summary

In 2022, 123 parents completed the opinion survey, a slight increase from 112 in 2021. Whilst responses relating to respect generally feature positively, it is noted that there has been a decline in this over the last three surveys. In particular, there is a growing number of parents neither agreeing nor disagreeing in these areas. In 2023, we begin implementation of our Teaching and Learning Agreement. This includes “respectful relationships” as the foundation for the learning environment that we establish. It is an expectation that as teachers, we model positive behaviour, language, tone, body language and communication. It is also planned that the Code of Conduct will have a greater prominence in clarifying behaviour expectations with students. This includes communication and respect. Provision of useful feedback about student progress remains an area for improvement. Increasingly, parents report that they want to be able to monitor their child’s achievement and growth through Daymap. Parents report positively that they appreciate teacher use of Daymap to assess and provide feedback on student work so that they have readily accessible information. Inconsistent use by teachers, anecdotally, can be a frustration for them.

## Intended destination

Leave Reason	Number	%
DE - DECEASED	1	0.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	9.0%
NS - LEFT SA FOR NSW	2	1.8%
PA - PARENTING/CARER	2	1.8%
PE - PAID EMPLOYMENT IN SA	38	34.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.8%
QL - LEFT SA FOR QLD	4	3.6%
SM - SEEKING EMPLOYMENT IN SA	19	17.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	25	22.5%
U - UNKNOWN	5	4.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.9%
VI - LEFT SA FOR VIC	1	0.9%
WA - LEFT SA FOR WA	1	0.9%

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

All visitors, contractors and third party providers are identified at Reception and as they sign in staff check the data base before allowing them to proceed. Our data base is coded to indicate expiry dates for clearances. Reminders are sent three months prior to expiry. A permissions booklet distributed at the start of each year gives parents the opportunity, if they wish, to volunteer, billet/host students or assist with excursions. This is followed up with relevant forms and details of online applications. All staff are briefed on the requirements and their responsibilities in relation to any non-teaching staff who attend the site and interact with students.

# 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	80
Post Graduate Qualifications	35

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	1.0	48.9	1.5	27.8
Persons	1	52	2	34

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

## Financial statement

Funding Source	Amount
Grants: State	\$11,360,807
Grants: Commonwealth	\$7,545
Parent Contributions	\$421,389
Fund Raising	\$5,280
Other	\$19,284

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	Targeted transition program for primary students in years 6 & 7 to ensure a seamless transition to high school.	Programs currently being developed with staff to implement in classrooms. Spotlight sessions being conducted by trained staff.
	Improved outcomes for students with an additional language or dialect	Literacy focus within the Site Improvement Plan. Training and Development around levelling for all staff. Expert staff supporting the levelling process. Appointment of two EALD Teachers to support the work.	All students were appropriately leveled and targeted intervention and support strategies provided to identified students.
	Inclusive Education Support Program	Support across the entire school for students verified and identified with varying levels of disabilities. B1 Senior Leader position established. Realignment of SSO and Teacher support structures to better suit needs. Release time provided for targeted intervention.	Students were able to successfully achieve SMARTAR goals and engage with the curriculum. Students with health issues needs were met.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>ATSI students were supported through the SAASTA program in the Senior Years as well as targeted support across the entire site. APAS funding provided the opportunity for a number of students to be supported in literacy and numeracy improvement via one-on-one intervention.</p> <p>IESP: targeted intervention MultiLit (Yr8-10) and QuickSmart (Yr8) for students who have not met SEA in either PAT R/M or NAPLAN.</p> <p>Supported Learning Programs developed and staffed with specialist teachers and SSO's to provide intensive support for identified students.</p> <p>FLO students were brought back on site to improve attendance and SACE completion.</p>	<p>1 student achieved SACE using the SAASTA Program.</p> <p>All students in the support programs demonstrated progress.</p> <p>2 FLO students achieved their SACE.</p>
Program funding for all students	Australian Curriculum	Variety of Professional Learning opportunities for staff provided that aligned with the BDA and numeracy priorities of the school. Release for staff to explore DfE units of work.	Scope ad sequence for curriculum areas are well underway. Greater staff confidence in the implementation of BDA strategies.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	<p>Access to IT resources including internet connection.</p> <p>Wellbeing support (e.g. Youth Opportunities). Additional Youth Worker in second half of year.</p> <p>Funding supported challenging behaviours and additional support for students such as 1:1 learning support, targeted reset/regulation breaks, development of organizational skills and the collection of ABC data to develop understanding of reasons behind the behaviours.</p> <p>Green Impact program: wellbeing and ESS program with a focus on developing social and emotional skills of students struggling with regulation. Program linked to ESS capabilities, student led and based in nature.</p>	<p>Reduced suspension rates of identified students.</p> <p>A variety of alternative programs implemented that supported individual student needs.</p>

Other discretionary funding	Specialist school reporting (as required)	Funding was used to support the continued development of teacher and leader capability in the area of Entrepreneurial Learning and Education.	Improved leadership development and positive educational outcomes for students.
	Improved outcomes for gifted students	N/A	N/A