# Modbury High School

## 2022 annual report to the community

Modbury High School Number: 964

Partnership: Modbury

| | Signature |
|---|---|
| School principal: | Ms Joanne Costa |
| Governing council chair: | Martin Crabb |
| Date of endorsement: | **10 February 2023** |

Government of South Australia

Department for Education

# Context and highlights

Modbury High School is a category 5 school, located in the Northern suburbs. In 2022 912 students were enrolled. The Group population includes:

• 28% school card holders,
• 14.95 % students with English as an Additional Language or Dialect,
• 15.7 % students with disabilities, and
• 3.5 % Aboriginal students

2022 has certainly been a very productive year, our students and staff continued to produce outstanding work.

The Year 12 Valedictory and Year 8-11 Prize Giving Assemblies highlighted the incredible work and commitment by staff and students to achieve outstanding results. Year 12 students achieved great results with the highest ATAR of 96.65, 100% SACE completion and 3 merits achieved in Research Project.

On the 31 January 2022, year 7 students walked through the gates of Modbury High School and in doing so made history by being the first group of year 7's to attend Modbury High School.  As well as having wonderful teachers and exciting new subjects such as entrepreneurship, and drama (both subjects introduced in 2022) the highlight for the students was the fantastic new building purposely build for them.

Formula 1 in schools students, with the support and guidance of their teacher, have worked untiringly devoting long hours after school and weekends to achieve excellent results. The Aero Racing team came second in the Development Class at the National Finals and will represent Australia at the World Finals in Singapore in September 2023. The Blaze Racing team were State Champions in the Professional Class and will be competing at the National Finals to be held in Sydney in March 2023

Visual Arts students participated in the Royal Adelaide Show Art Competition and won 24 merits across all year levels in Art and Design. This is a great achievement considering the large number of students across the state from both public and private schools who enter the competition.

The Music program has continued to flourish with many successes in school and community events as well as competitions. As well as the Semester 1 and 2 music concerts and the tour to the Riverland, the Stage Band were awarded fourth place nationally in their division for the Generations in Jazz competition earlier the year. The Concert Band received a Silver Award at the ABODA Band Festival. As well as these successes, two students received awards in the South Australian ASME Young Composers Awards, with a year 12 student receiving an Honorable Mention for her piece 'Reach for the Stars', and a year 9 student receiving second place for her arrangement of Unstoppable by Sia.

Pedal Prix students were extremely happy that the covid restrictions were finally lifted and were able to compete in several events organized either by the PEDAL PRIX organization or FAST CATS racing.

The introduction of Debating by the English Coordinator, resulted in many students participating in the state debating competition and despite having very little experience in this area, they competed well, one team achieved 2nd place overall.

Modbury High School has a strong and proud history in sports. 2022 has been another year of high participation and success with 998 participants and 101 different teams representing Modbury High School. Highlights included: State - Wide Athletics B Grade champions; Year 7/8/9 Boys Netball State Champions; Year 9/10 Boys State-Wide Basketball 4th in the State and highest ranked public school.

Year 7 Entrepreneurship a new subject introduced in 2022. Year 7 students spent the year learning to be an entrepreneur, and in doing so learned to be creative, problem solvers, team players and leaders. Working in small groups they created their small businesses. Under the expert guidance of their teachers, they show-cased their business to their parents, teachers, and fellow students at the mock market day. It was an amazing experience for them.

# Governing council report

It has been another challenging, but productive year for the Modbury High School Governing Council. Navigating Covid-19 restrictions throughout the early part of this year has once again limited our-face' meetings as well as hosting various community activities.

Several governing council meetings took place online which created limitations and impacted on personal interactions. It was also disappointing for our students and teaching staff that due to Covid-19 several extracurricular activities were cancelled. Despite challenges and disappointments, it remains a privilege to be able to support Modbury High School's vision, goals, and value. These include an inclusive and respectful environment providing students with an opportunity to excel in both their studies, activities, and aspirations. A solid foundation is built for students' future pathway opportunities.

As members of the Governing Council, we are in a unique position to gain a greater insight and understanding of the extensive range of both academic and extra-curricular activities available during and outside of normal school hours. The countless opportunities enabled students to develop their personal attributes and to build lasting friendships in our local community and throughout the state.

It is a pleasure for the governing council to be able to provide support to Joanne Costa, our Modbury High School Principal. We gain insight into her interaction with other schools, the Site Improvement Plan (SIP), and ways she is striving to positively promote Modbury High School as an outstanding secondary school of choice.

Within the Modbury High School governing council governance responsibilities, we have successfully contributed to the financial management; policies and procedures review and implementation; canteen service delivery review and actively engaged in the school facilities and various upgrades as well as improvement planning.

It has been a pleasure to have Modbury High School's student Captains, attend our governing council and sub-committee meetings. Their contribution has given them an opportunity to gain experience about meeting procedures and school programs. They have been able to report on student activities and contribute to decision making.

To achieve the best possible learning outcomes for our students, the school facilities and environment are key contributors. It has been pleasing to see the completion of the year 7 hub. Our inaugural year 7 students have embraced their new building and landscapes including the contemporary and engaging learning environments. The creation of the undercover courtyard along with the refurbished well-being area has provided further capacity and flexible learning spaces. The technical studies expansion has also been welcomed and has strengthened practical learning outcomes for students.

The Governing Council remained focused on encouraging authentic parent and community involvement within Modbury High School. With the easing of Covid-19 restrictions, our students, community, and governing council members have once again been able to support the various Modbury High School events. These included 'Open night,' the year 12 Valedictory Assembly and the official opening of the year 7 hub and Flexible Learning Centre. It is always very pleasing to be a part of the celebration of our students' academic and personal achievements throughout the year. These events have once again been well organised and professionally presented.

# Quality improvement planning

In 2022 our school improvement goals were:

• Increase student achievement in Reading and Writing
• Increase student achievement in Numeracy.

Teachers across all learning areas worked in Professional Learning Teams (PLT) to enhance their understanding of high impact reading and writing strategies. This work resulted in 68% of the students in year 9 achieving the SEA in Reading and 63% of the year 9 students archiving the SEA in writing. These results were slightly below the set target of 70% of students achieving the SEA.

Mathematics and Science teachers focused their work on improving student's numeracy skills, continuing to work together to develop STEM units of work which support students to see the numeracy connections between Mathematics and Science. All teachers explicitly taught the numeracy requirements within their subjects. This resulted in 70% of the year 9 students achieving the SEA and 14% achieving in High Bands.

The percentage of year 9 students who achieved in the higher bands in all aspects of the NAPLaN test, remains a concern which was 4 % below the set target for numeracy and 1% for reading. A focus for 2023 will be the exploration of high impact strategies which support students to be stretched and challenged.

Additionally, all staff participated in Professional Development (PD) focusing on building a positive school culture and powerful teams. This work supported staff in the implementation of our school's goals.

Using steps 4 and 5 of the School Improvement Plan, teachers evaluated the effectiveness of each of the actions relevant to each goal and determined next steps. Based on the evaluation, in 2023 we will continue to work on improving students' reading, writing and numeracy achievement. PD will be provided to all staff on high impact reading and writing strategies. 2022 students identified as being below the benchmark will participate in the MacqLit Program. PLTs will now move to the next step of the PLT cycle, where they share evidence of students' work and look for adjustments to tasks, aiming to further improve student learning and the standard of their work. As well, teachers will continue to evaluate their curriculum programs, make adjustments and write units of work aligned to version 9 of the Australian curriculum.

# 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.
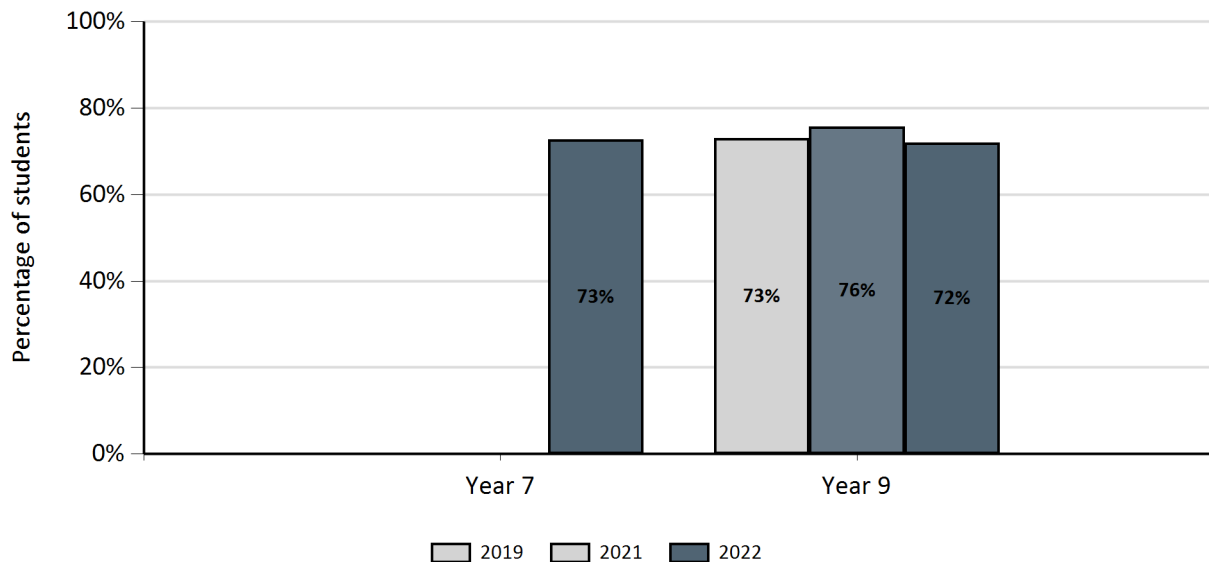
### Reading
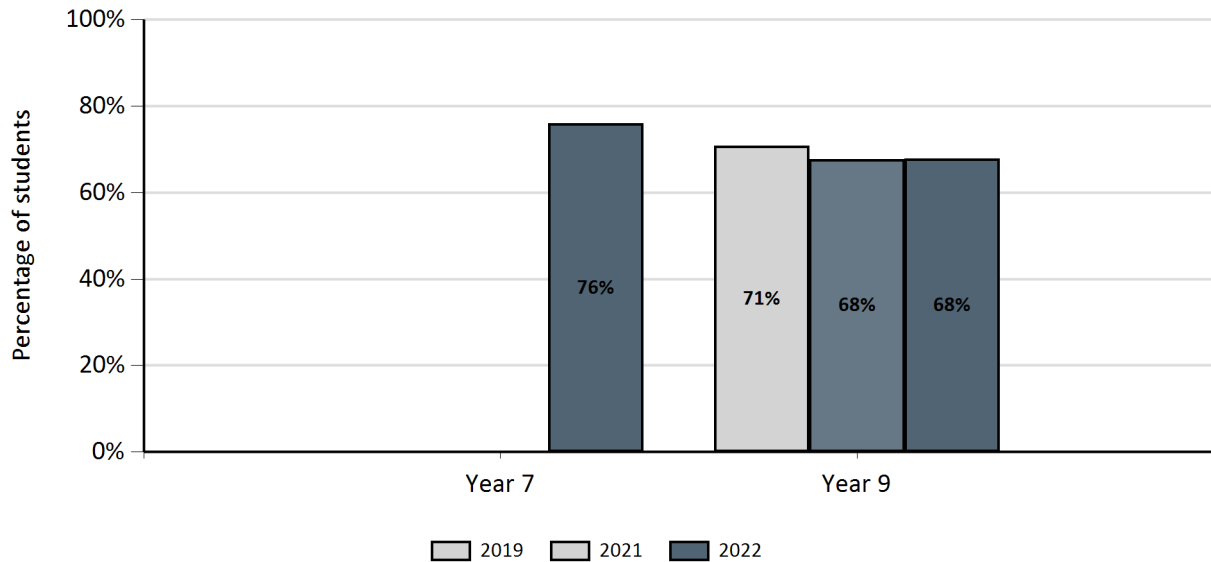


*NOTE: No NAPLAN testing was conducted in 2020.

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 | 158 | 158 | 34 | 42 | 22% | 27% |
| Year 07 2021-2022 Average | 158.0 | 158.0 | 34.0 | 42.0 | 22% | 27% |
| Year 09 2022 | 168 | 168 | 29 | 24 | 17% | 14% |
| Year 09 2021-2022 Average | 160.0 | 160.0 | 29.0 | 25.0 | 18% | 16% |

*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.
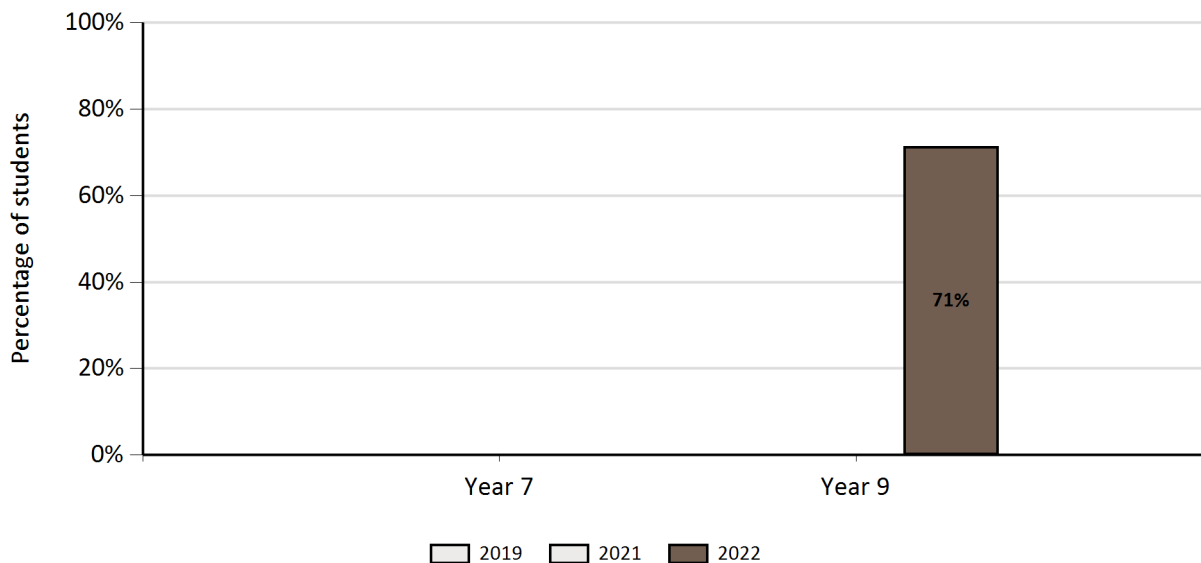Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
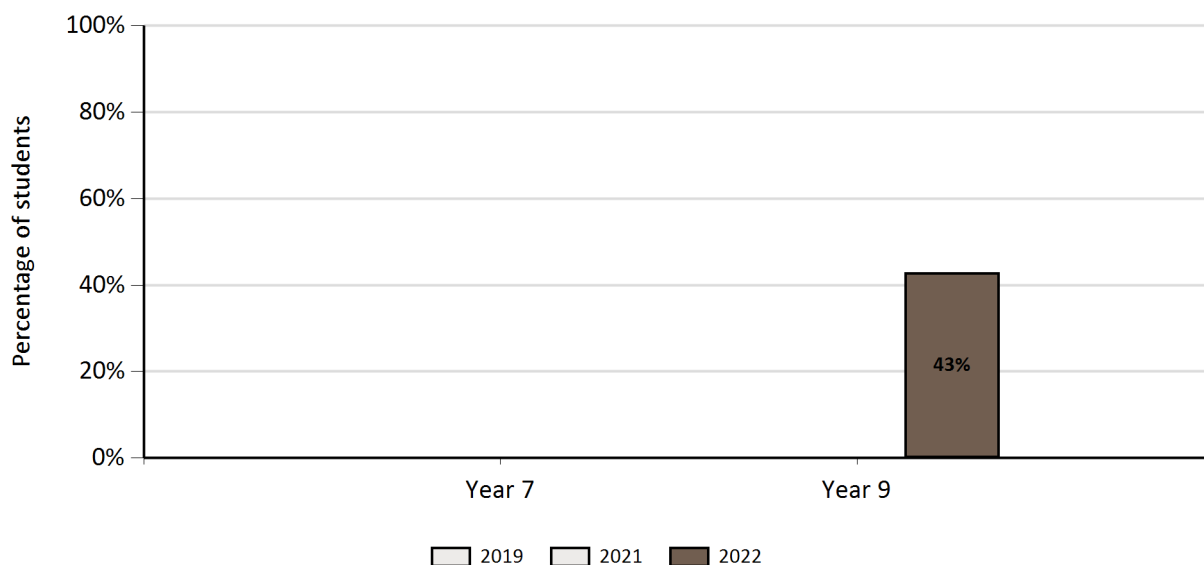Data is only shown for Aboriginal learners.

## 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 | 7 | 7 | 1 | 0 | 14% | 0% |
| 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:

Thirty Aboriginal students were enrolled at Modbury High school in 2022. A part-time Aboriginal Education teacher (AET), and a part-time ASETO worked closely with the Student Counsellor to monitor student attendance, at times doing home visits and face-to-face meetings to determine strategies to re-engage chronic non-attenders. This resulted in an increase of student attendance. Students from years 7-12 were supported by the AET with their academic work, receiving 1:1 support at least once a week.Three students attended the SAASTA program, this gave them skills, opportunities, and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture. Four students attended the Aboriginal STEM Congress. Two year 8 students were successful in gaining a place in "Women in STEM", which will continue until year 12.

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

Overall achievements by the Aboriginal Students are highlighted below:

NAPLaN Results:

Reading

Year 7:
 40% achieved the SEA

Year 9
• 71 % achieved the SEA and 14% achieved in the High Bands.

Writing

Year 7
• 80% achieved the SEA and 20% achieved in the High Bands

Year 9
• 71% achieved the SEA and 14% achieved in the High Bands.

PAT-R and PAT-M results for Aboriginal students are highlighted below:
Year 7
•  60% of the students achieved the SEA in reading
•  40% of the students achieved the SEA in Numeracy and 20% achieved High Bands.

Year 8
• 75 % of the students achieved the SEA or above in reading
• 75% % of the students achieved the SEA in Numeracy

Year 9
• 75% of the students achieved the SEA or above  in reading
•  75% of the students achieved the SEA in Numeracy

Year 10
• 66 % of the students achieved the SEA or above  in reading
•  33% of the students achieved the SEA in Numeracy

SACE results:
100% SACE completion for all Aboriginal students.

# 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% | 100% | 100% | 100% |

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% | 3% | 3% |
| A | 6% | 6% | 6% | 11% |
| A- | 12% | 12% | 12% | 11% |
| B+ | 13% | 12% | 14% | 14% |
| B | 20% | 19% | 17% | 20% |
| B- | 14% | 20% | 15% | 16% |
| C+ | 17% | 18% | 19% | 17% |
| C | 11% | 8% | 11% | 7% |
| C- | 3% | 2% | 2% | 2% |
| D+ | 1% | 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 |
|------|------|------|------|
| 97% | 97% | 98% | 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 | 8% | 8% | 16% | 12% |
| Percentage of year 12 students undertaking vocational training or trade training | 16% | 18% | 28% | 32% |

| 2021 | 2022 |
|------|------|
| 40%  | 28%  |
| 24%  | 34%  |

# School performance comment

Year 7:  NAPLaN results are from 153 present students (with 1 absent and 4 withdrawn). In Numeracy: 73% achieved SEA with 27% in higher bands. In Reading, 76% achieved SEA with 22% in higher bands. PAT Reading results reflected 72.7% achieving SEA and 21% Band 12 and above. PAT Numeracy results reflected 70.2% achieving SEA and 31.7% Band 9 and above. Comparing NAPLaN to PAT achievement, there is much similarity in the data, so trends can be more closely analysed. Improvement in NAPLaN cannot be commented on due to the absence of 2020 data. For A-E data: In Mathematics 17% A band across the year, with 35% B band. For all learning areas re A-E data: 19% A band and 38% B band achievement.

Year 8: PAT Reading results reflected 83.9% achieving SEA and 15% Band 12 and above. PAT Numeracy results reflected 80% achieving SEA and 33% Band 9 and above. For A-E data: In Mathematics 16% A band across the year, with 33% B band. For all learning areas re A-E data: 24% A band and 37% B band achievement.

Year 9: NAPLaN Numeracy results are from 149 present students (with 12 absent and 7 withdrawn)., 72% achieved SEA with 14% in higher bands. Reading results are from 155 present students (with 5 absent and 8 withdrawn)., 68% achieved SEA with 17% in higher bands. PAT Reading results reflected 87.4% achieving SEA and 48% Band 12 and above. PAT Numeracy results reflected 90.6% achieving SEA and 37.7% Band 9 and above. When comparing NAPLaN and PAT data, there is not much similarity therefore trends won't produce much correlated data, and individual analysis will need to occur. Improvement in NAPLaN cannot be commented on due to the absence of 2020 data. For A-E data: In Mathematics 21% A band across the year, with 28% B band. For all learning areas re A-E data: 26% A band and 31% B band achievement.

Year 10: PAT Reading results reflected 76.6% achieving SEA and 45.9% Band 12 and above. PAT Numeracy results reflected 78.5% achieving SEA and 59.2% Band 9 and above. For A-E data: In Mathematics 12% A band across the year, with 34% B band. For all learning areas re A-E data: 22% A band and 31% B band achievement

Year 11 SACE Data reflected 18.37% A band grades, 32.95% B band grades and 36.30% C band grades, with 12.38% failing grades. In semester 1, 94.92% of students met the compulsory Literacy requirement while 90.71% met the compulsory Numeracy requirement. In semester 2, 89.56% of students met the compulsory Literacy requirement. The number of students not meeting the compulsory requirements are mainly due to chronic non-attendance issues, so alternative pathways for SACE completion are being considered for these students. Only 1 student from those enrolled did not meet the requirements for Personal Learning Plan (PLP) representing 0.71% of the students (again due to chronic non-attendance). For all learning areas re A-E data: 17% A band and 31% B band achievement, similar to the SACE data summary.

Year 12 SACE data saw 100% SACE completion again, while achieving 100% passing grades for the first time. There was an increase by 3% of A band results from 2021; while there was an increase of 2% in B band grades. Overall, an increase in the school performance. This can be attributed to more closely monitored tracking of students. Four completed results for modified subjects were attained, a first for the school, with 3 students attaining SACE through a hybrid model. 100% SACE completion for Aboriginal students was attained. For all learning areas re A-E data: 21% A band and 31% B band achievement (term 1 – 3 only). Interestingly when comparing reporting data to final results, there was a significant shift in finalization of assessments.

# Attendance

| Year level | 2019 | 2020 | 2021 | 2022 |
|------------|------|------|------|------|
| Year 6 | N/A | N/A | N/A | N/A |
| Year 7 | N/A | N/A | N/A | 89.6% |
| Year 8 | 91.5% | 88.2% | 92.6% | 85.8% |
| Year 9 | 91.1% | 87.4% | 89.4% | 85.6% |
| Year 10 | 91.5% | 87.6% | 88.6% | 83.3% |
| Year 11 | 94.1% | 91.8% | 89.2% | 85.0% |
| Year 12 | 94.2% | 92.4% | 91.6% | 85.4% |
| Total | 92.5% | 89.6% | 90.4% | 85.8% |

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

# Attendance comment

The whole school attendance rate of 85.6% reflects increased absences due to COVID. A significant proportion of this increase, 2.5%, constitutes students who were "ill without certificate" as more students were kept home who tested negative to COVID, but were symptomatic. Unexplained absences also increased by 0.8% as some parents did not want to provide reasons or were not responsive to requests, staff encountered a sense of fatigue with families around the absences where they had had multiple COVID like sets of symptoms, but no positive test.

YLL's and counsellors supported home group teachers following up chronic & habitual non-attenders, setting up family meetings & attendance plans, however with 160 chronic non-attenders & 139 habitual ones, they were unable to allocate every student time they deserved and required to significantly improve their attendance.

Our ASETO Marisa Hammer developed strong relationships with our First Nations families and was able to offer very strong, tailored attendance support, this is visible in the data as our First Nations students showed only a 2.7% overall attendance decrease from 2021-22, whereas the rest of the school had a drop of 3.7%.

# Behaviour support comment

2022 had an increase in the number of suspensions in comparison to 2022.The two main contributing factors were the maturity levels of the year 7 students.  One of the main challenges was the preparedness of the year 7s for high school and their level of emotional regulation. This was very clearly seen at recess and lunch where, the boys especially, found it hard to find ways to burn off their excess energy without it deteriorating into physical confrontations stemming from misunderstandings during games. As a high school without play equipment we are constantly looking for more ways for these students to release energy in a safer manner, including supplying them with balls for sports and supervised activities in the library. This will be a focus area for 2023.
The rate of issues relating to bullying and harassment in years 8-12 was not significantly changed compared to previous years, the nature of the bullying and reporting is changing and shifting towards more online bullying and harassment, especially via site such as TikTok.

# Parent opinion survey summary

One hundred and eighty-six parents completed the parent perspective survey.

The three areas which rated the highest where parents agreed/strongly agreed were:

• 69% Receives enough communication.
• 67% Teachers and students are respectful.
• 64% Child is important.

The three lowest responses where parents agreed/strongly agreed were:

• 51% - Has input into child's learning
• 50% - Encourage to help child learn.
• 28% - they receive useful tips to support their child with their learning.

The results of the parent perspective survey were disappointing, compared to 2021 with some areas seeing a decline in the % of parents who strongly agreed/ agreed. It is possible that the restrictions placed by Covid and the inability to hold face to face meetings with parents has impacted on the relationships between parents and the school.  However, it is important to note that when comparing the school results with the same index of disadvantage, in most areas the school had a greater percentage in agreement with the statements.

In 2023 in collaboration with Governing Council parent forums will be held to determine ways to improve on each of the areas of concern.

# Intended destination

| Leave Reason | Number | % |
|---|---|---|
| IL - ILLNESS | 1 | 1.2% |
| NG - ATTENDING NON-GOV SCHOOL IN SA | 15 | 17.4% |
| NT - LEFT SA FOR NT | 1 | 1.2% |
| OV - LEFT SA FOR OVERSEAS | 8 | 9.3% |
| PA - PARENTING/CARER | 1 | 1.2% |
| PE - PAID EMPLOYMENT IN SA | 16 | 18.6% |
| QL - LEFT SA FOR QLD | 2 | 2.3% |
| SM - SEEKING EMPLOYMENT IN SA | 8 | 9.3% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 20 | 23.3% |
| U - UNKNOWN | 7 | 8.1% |
| VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE) | 5 | 5.8% |
| VI - LEFT SA FOR VIC | 2 | 2.3% |

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

# Relevant history screening

The school follows the DfE protocols and ensures all members of the community working at the school or volunteering in any capacity have a police clearance.

# 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 | 99 |
| Post Graduate Qualifications | 41 |

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 | 57.5 | 0.0 | 16.0 |
| Persons | 0 | 65 | 0 | 23 |

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

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $11,249,891 |
| Grants: Commonwealth | $11,000 |
| Parent Contributions | $552,677 |
| Fund Raising | $6,683 |
| Other | $95,196 |

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 | A dedicated Learning Centre. Students who are sent to our staffed Learning Centre are supported to reflect on their behavior and to complete schoolwork.<br><br>New well-being centre provided a welcoming space for students who were experiencing mental health issues. The Well-being Leader, Flexible Learning Coordinator and the Student Services (SSO) supported the students who were dis-regulated. | 100% SACE completion.<br><br>Increase attendance to school for students who suffer with mental health issues. |
| | Improved outcomes for students with an additional language or dialect | 1.0 FTE teacher funding and 5.7 hours BSSO funding supported EAL classes for years 7, 8, 9,10 11 and 12. | SACE: 78% (7/9) of year 12 EALD grades were A grades, and 22% (2/9) B grades<br><br>Year 7 NAPLaN<br>76% achieved the SEA in reading and 21% achieved in the High Bands.<br><br>Year 9 NAPLaN<br>82% achieved the SEA in reading and 21% achieved in the High Bands. |
| | Inclusive Education Support Program | Allocated funding is utilised in several ways to support all students with disabilities.<br><br>Students access support from a teacher or SSO in a dedicated support room, along with in class SSO support for students. | 100% (3) of year 12 students with a verified disability achieved their SACE.<br><br>Year 9 NAPLaN<br>56% (5/9) of the students with a verified disability achieved the SEA in reading. 44% of the students achieved band 5. 37% of the students achieved the SEA in Numeracy, 25% achieved high bands (9/10), 25% achieved band 6 and 12.5% achieved in band 5. |
| Targeted funding for groups of students | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | All Year 11 and 12 Aboriginal students were given individual support one lesson per week.<br><br>Literacy and Numeracy were a focus for the whole school. Teachers worked in Professional Learning teams to further improve their understanding of high impact reading and writing strategies, which they implemented in their classrooms. Mathematics and Science teachers worked in collaboration to explicitly teach numeracy and highlight the connections between Mathematics and Science.<br><br>In class support was provided for students with complex needs. | 100% of Year 12 First Nations students gained their SACE certificate.<br><br>NAPLAN<br>71% of the Year 9 Aboriginal students achieved the SEA in reading and writing, 14% achieved in high bands. |
| Program funding for all students | Australian Curriculum | The Australian Curriculum is implemented in all learning areas from years 8-12. Learning and task design has been a focus for the school over the last 3 years. | All learning areas have delivered the Australian Curriculum. |

| | | | |
|---|---|---|---|
| | Aboriginal languages programs Initiatives | NA | NA |
| | Better schools funding | Support was provided for students with a verified disability to improve their literacy skills. Extra SSO's were employed to support students with their learning.<br><br>Maqlit program was introduced and delivered by an SSO and the English Coordinator. | NAPLaN and PAT R results reflected an improvement in students' reading and writing skills. |
| Other discretionary funding | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |