Valley View Secondary School

2022 annual report to the community

Valley View Secondary School Number: 1184

Partnership: Montague

	Signature
School principal:	Ms Yvette Swaalf
Governing council chair:	Ms Sharon Jenkin
Date of endorsement:	**27 March 2023**

Context and highlights

Valley View Secondary School (VVSS) is an expanding public high school in the North Eastern region and is a member of the Montague Partnership. Our Vision Statement "Valley View Secondary School empowers students to thrive as confident and resilient learners through values-based education, academic rigour and high expectations" was established in 2022 in consultation with Governing Council, staff and students as an inspirational statement that captures our future challenges and aspirations for the school community.

VVSS is committed to ongoing school improvement through the three goals of the Site Improvement Plan – Reading, Numeracy and Challenging Pedagogy. At VVSS, 'Every Student Matters' and underpinning our relentless focus on student achievement are our core values of Communication, Responsibility, Resilience and Attitude. Our continued focus on increasing student agency in learning and leadership has improved the tone and academic culture of the school. Diversifying our wellbeing team to include two Youth Workers has empowered students with additional specialised wellbeing support which has made way for Middle School and Senior School leadership to focus on proactive engagement and positive culture through our House System.

VVSS is a Category 3 Index of Educational Disadvantage citing considerable diversity amongst the student population. Approximately 22% of students are from a Non-English Speaking Background (NESB) with over 22 different languages spoken at home by students and their families. Approximately 44% are School Card Holders, 41 students are receiving IESP funding and 7% of students identify as Aboriginal Learners. In 2022, VVSS welcomed two Special Classes to site comprising 18 students.

Highlights - VVSS celebrates a number of highlights in 2022, notably:

• 21% of students achieved an A grade across all Learning Areas
• 23% Stage 2 students achieved an A-grade (13% increase)
• 22.4% EALD students achieved an A-grade
• 100% SACE completion
• 90% of students achieved Literacy requirement in SACE

In the last four years, there has been a consistent improvement in learning outcomes across all areas from year 8 to 12. This positive trend can be attributed to our unwavering emphasis on reading, numeracy, and high-impact teaching techniques. Our leaders and educators utilize student achievement data and evidence through formative assessments, regularly monitoring and tracking student progress, and making necessary adjustments to the school improvement plan. As a result, there has been a noticeable upward trajectory in student achievement data. Furthermore, teachers collaborate on a weekly basis, engaging in five check-ins to evaluate the effectiveness of their actions.

In 2022, our primary focus was to enhance our instructional leadership capacity through classroom observations and walk-throughs. Our objective was to gain a deeper understanding of how daily classroom observation can inform and improve decision-making processes, while promoting strong teacher relationships and enhancing professional practices. By building teacher capacity to address the Challenge of Practice and employing effective instructional leadership approaches, we achieved improved teaching and learning outcomes for all students. Our efforts in enhancing our instructional leadership capacity also enabled us to create a more supportive and empowering environment for our teachers, resulting in a more positive school culture.

As a school, we have been working hard to enhance our teachers' capacity to write and implement curriculum that is coherent, guaranteed, and viable. Through our efforts, we have improved the alignment, precision, and consistency of curriculum planning, teaching, and assessment within and across classrooms. We have prioritized curriculum planning as a key aspect of school improvement, and our efforts have resulted in measurable student learning outcomes.

Governing council report

It is my pleasure to provide an overview of the Valley View Secondary School Governing Council and its accomplishments. The report highlights the Council's efforts towards ensuring the best learning outcomes and wellbeing for students. Additionally, it covers the Council's initiatives towards enhancing communication with parents, managing Capital Works Project, and improving school culture.

The Valley View Secondary School Governing Council is a high-functioning, collaborative group of individuals that works closely with the principal to ensure the best learning and wellbeing outcomes for students. The Council places a strong focus on equity and collaboration with all stakeholders. The practice of sharing data is common, where learning, survey data, and areas for growth provide an opportunity for parents to genuinely contribute to discussions, celebrate achievements, and make suggestions for next steps. Governing Council celebrates with staff and students, a consistent positive growth in learning outcomes for all students this year and over the past four years.

Clear communication strategies with significant input from GC members has been established for implementation in 2023 in broad consultation with all stakeholders. The Council, together with the principal, has placed significant effort into improving the modality, frequency, and intentionality of communication to parents, including harnessing social media platforms such as Facebook and Instagram. This initiative has resulted in increased engagement and positive feedback from families (as surveyed at Parent-Teacher-Student-Interview evenings). A focus on harnessing various technology has meant that communication is timely and easily accessible. There has been an increase in the number of families attending key school events which has supported engagement in DayMap Parent Portal, SACE Information Evenings and getting-to-know you events like Acquaintance Night etc. In addition, the Council has also introduced electronic polling to increase number of parents responding to M&S consultation processes.

Whilst the Capital Works Project stalled throughout 2022, the decanting of students into surrounding spaces has occurred with minimal disruption. The double intake at the start of the year was smooth and allowed students and parents to integrate confidently into their new environment.

Council Accomplishments: The Governing Council, working in partnership with the principal, has accomplished the following:

• Established a contemporary and accessible website for all stakeholders, including prospective parents and community members
• Procured the outsourcing of canteen services
• Redeveloped the Governing Council Constitution
• Introduced interim reporting to include A to E grades
• Successfully migrated Special Classes to site which was smooth and inclusive
• Reinvigorated and consulted on policies and processes.

School Culture Events: The Valley View Secondary School has hosted several wonderful community and school culture events, including the following:

• Winner of the Art Exhibition "Yellow and Blue" in SALA
• Highly successful "Italian Outdoors" program
• Green Adelaide Event, hosted by VVSS, that showcased the great work of the "Valley Garden" and how this enhances staff and student learning and wellbeing
• Acquaintance Evenings and other student learning showcases

Celebrating Achievement and Student Showcase Assemblies continue to be a highlight for parents and students. They remain critically important to the positive school culture that the school continuously strives to achieve. GC recognizes the significant impact of the House Culture and the tailored Wellbeing support that Valley View provides to all students through Wellbeing for Learning lessons and lunch-time activities.

In conclusion, as Governing Chair, it has been a privilege to work with the principal, leadership and staff of Valley View. The Council's efforts have resulted in significant accomplishments towards ensuring the best learning outcomes and wellbeing for students. I am confident that the Council's accomplishments will pave the way for a positive future for the school.

Quality improvement planning

As a school, we have been actively involved in reviewing and evaluating our goals for improvement, identifying challenges of practice, and implementing high-yield actions to enhance existing pedagogy. Our focus on building teacher capacity has resulted in significant improvements in Reading, Numeracy and Pedagogy, which are summarized as follows:

Notable Achievements from Reading Improvement:

The goal of improving reading skills has shown significant results as reflected in the following outcomes:

• Reading assessments for year 7 and 8 students have demonstrated progress, with a closing of gaps and students moving towards the 'Z' level. The impact of this program was also visible in the middle school English class, with 30% of Year 7 students achieving an A-grade and an average of 25% of students obtaining an A-grade in English LA.
• Teaching Sprints focused on Reading Comprehension (BDA) has been successful. All teachers collaborated and designed "after-reading" activities that aimed to activate the purpose of deep comprehension in students. Students produced high-quality products and artefacts that demonstrated their ability to analyze, interpret, infer and evaluate texts from various learning areas.
• Reading Cup, a differentiated competition-style program, has been an excellent initiative for all year 7 students. This program aimed to improve deep comprehension of a range of texts and text types. Students showed an increase in accurate responses to text-based questions, oral language development, and a positive reading culture developed across the cohort.

Notable Achievements from Numeracy Improvement:

The following significant outcomes were observed from the numeracy improvement program:

• Numeracy Masterclass outcomes demonstrated significant improvement with the majority of students moving 2 or more zones from the beginning of the year. The highly differentiated program, enhanced by the use of technology, improved conceptual understanding that built a deeper understanding of mathematical concepts by providing them with concrete representations of abstract ideas, increased student confidence in their ability to solve mathematical problems and apply their knowledge to new situations and encouraged students to develop problem-solving strategies
• The mathematics team has initiated professional development opportunities for all teachers to commence the embedment of numeracy demands in alignment with the numeracy indicators across all Learning Areas
• Mathematics teachers have moved away from traditional didactic approaches and have embedded Scaffolding Numeracy in the Middle Years. This approach promotes student dialogue and addresses mathematical misconceptions leading to the use of visualisation and manipulatives to enhance deep conceptual understanding and applying knowledge in new concepts. As a result, 18% of Maths students in the middle school achieved an A grade.

Notable Achievements from Pedagogy Improvement:

The focus on pedagogical strategies to move students from B to A through quality questioning, feedback, and differentiation has shown the following outcomes:

• More than 20% of students across the school achieved A grades, an improvement from the 15% average in 2021
• In Term 2, the B to A Teaching Sprint was successful. All teachers designed action research plans to focus on learning design, where students responded to feedback and applied their knowledge in new contexts. Co-constructed success criteria were used to develop an understanding of achievement standards.

Enhancements for 2023:

When the goals and targets were reviewed, it was decided that several enhancements would be made for 2023. These enhancements include ensuring a clear alignment with Guide Books and Quality Indicators, which would also align with the strategic work from the department, and include preparation for external review processes, specifically:

• Defining clear roles and responsibilities for teachers and leaders to make core work transparent.
• Implementing success criteria to measure impact and track and monitor progress.
• Reducing the number of actions from 4 to 3, to facilitate a narrow and deep focus on improvement.
• Building upon previous actions to consolidate practices embedded in evidence-based research.
• Implementing a strategic shift to concentrate on high achievement, moving students from B into the A band
• Looking at 5-year trends to predict more realistic targets, with more specific student details to put faces on the data
• Expanding Professional Learning to include Numeracy and embed Literacy
• Ensuring clear overlap across the 3 goals, as they are highly connected and inform one another
• Implementing collaborative moderation and embedded processes to ensure quality assurance of A – E grades
• Reconsidering site organizational structures to ensure quality collaboration time in teams to support outcomes against the SIP.

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
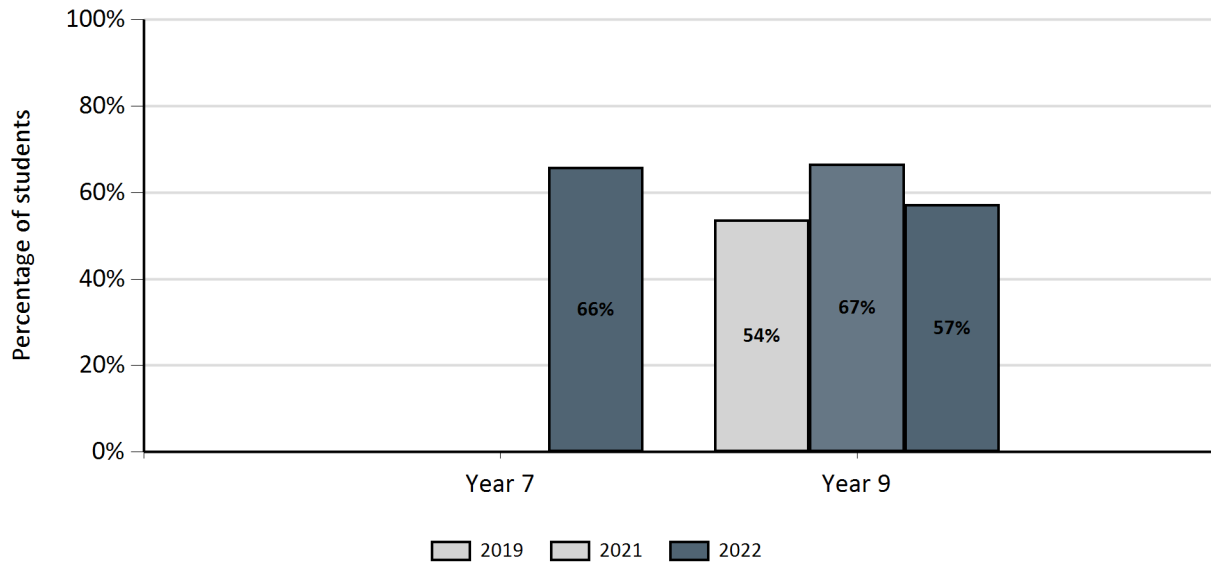
*NOTE: No NAPLAN testing was conducted in 2020.

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.
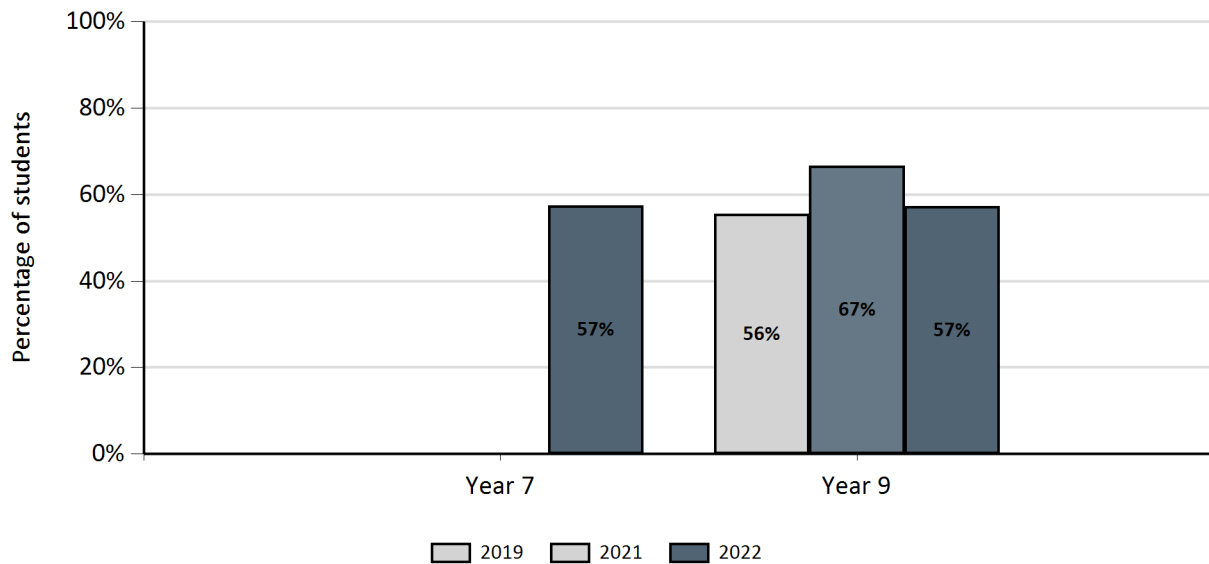
Numeracy

*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	94	94	11	11	12%	12%
Year 07 2021-2022 Average	94.0	94.0	11.0	11.0	12%	12%
Year 09 2022	89	89	9	7	10%	8%
Year 09 2021-2022 Average	89.5	89.5	9.5	7.5	11%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

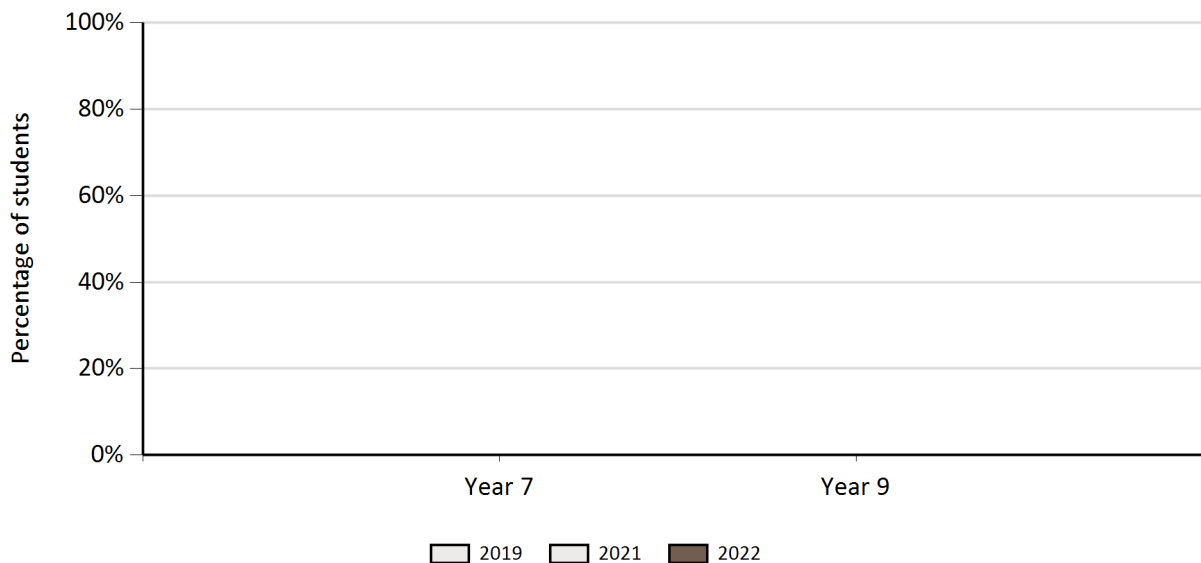Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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

Numeracy

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.

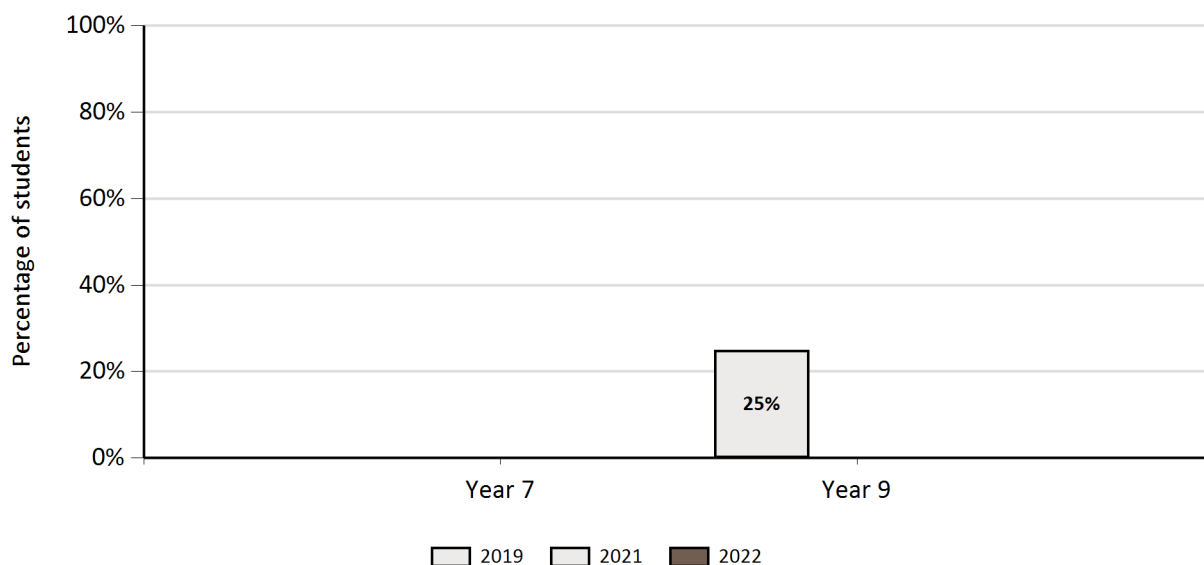|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*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: Tracking & Monitoring

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

> VVSS refined two actions in 2022 to strategically improve growth and achievement for Aboriginal Learners. Student learning was tracked, closely monitored and reviewed in line with site improvement priorities.
>
> Action 1: Embed tracking and monitoring of Aboriginal Learner data within 5-weekly cycles of review:
>
> • Maintained a central place to store complete sets of data relevant to Aboriginal Learner improvement and student wellbeing needs
> • Incorporated Aboriginal Learner Data analysis as part of existing 5-weekly achievement data review cycle against SIP goals and targets using traffic lights
> • Reported on case management with tracking and monitoring progress at Leadership/House Manager meetings
> • Inducted specific mentor group teachers to monitor SACE achievement and collaborate with AET and ASETO.
>
> Action 2: Review progress against identified targeted areas of improvement in literacy and numeracy:
>
> • Identified specific sets of data used to measure learner improvement including A-E data, PATM/R, NAPLAN, Attendance and Running Records
> • Strategically case managed students to identify responsive actions for all Aboriginal Learners to inform teaching and learning

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

VVSS has seen improvement in academic achievement for Aboriginal Learners through the provision of:

• Strong collaboration between ASETO, AET and teaching staff regarding individual learning and wellbeing needs
• Sustained and intensive focus on tracking and monitoring with tailored support
• Fostering a culture of inclusion with a commitment to involve parents and families

Funding was used strategically to support all 19 Aboriginal Learners in 2022. Numeracy outcomes have improved by 16% compared to 2021 with literacy outcomes in the A and B band improved compared to the previous year.

Individual successes include:
• Student 1 (Stage 1): Strategic case management ensured success in all Semester 2 subjects with increased A-B grades. Through working closely with family and targeted mentoring, she is engaging in Cert lll Early Childhood Education and Care. Her successful application to the Young Indigenous Women's STEM Academy will assist her selected University pathway
• Student 2 (Year 9): Mentoring by ASETO and application of funds towards tutoring has supported ongoing success in literacy and numeracy including A-grade for English

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
89%	98%	96%	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	0%	2%	4%	9%
A-	2%	9%	6%	14%
B+	7%	7%	9%	9%
B	10%	13%	15%	13%
B-	14%	13%	22%	16%
C+	21%	20%	18%	15%
C	19%	21%	16%	17%
C-	15%	13%	6%	8%
D+	3%	1%	2%	0%
D	6%	2%	1%	0%
D-	2%	0%	0%	0%
E+	1%	0%	1%	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
84%	99%	94%	99%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2021	2018	2019	2020
Percentage of year 12 students undertaking vocational training or trade training	#Error	62%	77%	36%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	96%	84%	100%

2022
11%
100%

School performance comment

Valley View Secondary School, over the last five years has generally experienced progress in NAPLAN data, however 2022 data indicated uncharacteristic trends, which can be attributed to challenges faced in regards to absences during the testing period. NAPLAN Reading and Numeracy data, indicated significant growth in the high bands as outlined below. Holistically, this demonstrates that our professional learning and teaching sprints over the year, have enabled progress to occur in classes.

Numeracy: In 2022, Numeracy results have continued to follow a similar trend to the state average in Band 7 with 31.8% of students achieving this benchmark. 57.3% of the whole student cohort met SEA overall, however, of those who sat the test, we saw an increase in attainment of SEA to 70%, up from 66% in 2021. The proportion of students who completed the assessment and achieved High Banded results increased from 8% in 2021 to 9.59% in 2022.

Reading: In 2022, Reading results have remained on par to the state average with 25.9% of students meeting the minimum standard of Band 7. 57% of the whole student cohort achieved SEA, inclusive of those students who were absent for the testing window. Of those students who completed the assessment, 67.1% achieved SEA and of those, 11.84% attained High Banded results, up from 10% in 2021.

NAPLAN High Bands: The trends observed over the last year indicate continued improvement, although slight, with the number of students meeting High Band requirements increasing. This has been supported through the Site Improvement Plan supporting staff to focus on extending students and shifting grade bands from B to A.

A-E Data:

In Mathematics, 84.1% of students attained a C grade or better, sitting slightly below our site goal of 90% in accordance with our Site Improvement Plan. 21.5% of students across the student body achieved an A grade. The Numeracy Masterclass, introduced in 2022, will play a pivotal role in supporting our students to continue to close gaps in their understanding of core numeracy skills and lead to greater accessibility of the Mathematics learning programs. Continued growth in this area is expected to be observed as a result of the responsive program.

In English, 87.4% of the students attained a C grade or better, exceeding the site goal of 90%. 19.6% of students achieved an A grade, on track towards meeting the site goal of 20% A grades. Continued development of the Literacy Masterclasses, along with the whole-school focus on oral language development, which builds on the foundations of reading and comprehension of 2022, will enable students to access the curriculum of all Learning Areas. Using Running Records to assess student.

School Performance Score:

Valley View Senior Secondary School has observed a positive upward trend in its Senior Secondary Performance Score and School Performance Score for the last five years. To achieve this, we developed a VVSS SACE Improvement Strategy in line with the Site Improvement Plan and our Vision Statement's three pillars. This has enabled us to implement rigorous data tracking methods to monitor student performance, resulting in targeted case management and improved pedagogical responses in the classroom. Consequently, our SACE results have continued to improve over time as we have become more sophisticated in our tracking, early intervention, and teaching strategies. Notable achievements include a substantial number of students accessing high-end Mathematics and Science subjects, an increase in the number of students achieving an ATAR, and more students moving on to their first-preference tertiary pathways.

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	85.0%
Primary Other	N/A	N/A	N/A	N/A
Year 8	83.4%	83.6%	83.0%	81.5%
Year 9	79.1%	80.4%	83.1%	77.5%
Year 10	82.2%	82.6%	82.3%	76.1%
Year 11	78.8%	85.2%	83.8%	82.5%
Year 12	90.7%	89.5%	86.0%	93.7%
Secondary Other	N/A	N/A	94.4%	87.2%
Total	82.9%	83.8%	83.7%	81.3%

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

Attendance comment

In 2022, VVSS had a whole school attendance of 83% with an Aboriginal learner attendance rate of 72%. The site identifies a drop in engagement due to the number of COVID-related absences and the complexity around getting students back to school post illness. There was extensive whole-school follow-up with attendance, notably an increase in home-school visits by the Wellbeing and Aboriginal Education team.

VVSS has clear protocols for all stakeholders in the management of non-attendance, outlined in the Attendance Policy and Attendance Management Process. Oversight of non-attendance is managed by the Wellbeing Senior Leader and supported by the Middle School Leader, House Managers and Mentor Group Teachers. Active communication and engagement between VVSS staff and families is a key focus for addressing identified barriers to attendance. Early intervention provides students with the support to improve their engagement with face-to-face learning. The two appointed Youth Workers support students with chronic non-attendance through intensive case management and wellbeing support.

Behaviour support comment

In 2022, the proportion of suspensions decreased by 12.1% from 2021 with the number of student exclusions significantly decreasing by 82%. The Student Incident Report Form (SIRF) continued to be instrumental in enabling student agency in seeking support for mid to high level school concerns around learning, wellbeing, and peer interactions. Students at VVSS consistently report that teachers and leaders are responsive and proactive when dealing with matters associated with bullying and harassment. Weekly Wellbeing for Learning sessions focus on proactive information that empowers students to take positive action and responsibility when confronted with typical 'school scenarios.

The appointment of a second Youth Worker in 2022 has contributed towards building strategies in students to deal with their social and emotional wellbeing that empower young people to self-regulate, improve resilience and take on responsibility for their behaviour and actions.

Parent opinion survey summary

Valley View Secondary School has made a concerted effort to enhance its communication strategies, both digital and paper-based, to ensure parents and their families can access information and resources effectively. As indicated in the School Parent Engagement survey, parents have demonstrated a clear preference for digital communication channels.

Moreover, the survey results revealed that parents hold a high degree of confidence in the school's capacity to establish appropriate academic standards and provide feedback that facilitates student progress. The survey also highlights that parents place significant importance on education and supporting students in achieving post-school pathways. Parents expressed a desire for increased support from the school in this area.

Regarding school climate, parents noted that the school community values respect for each individual, with a focus on the child's welfare. Parents also indicated that there is mutual respect between teachers and students, which fosters a positive learning environment.

Based on the survey feedback, Valley View Secondary School has identified several areas for improvement. For example, the school aims to explore more class-based communication strategies, such as Skoolbag or Seesaw, to support parents of younger students transitioning from primary to high school. Additionally, the school intends to provide greater opportunities for parents to assist their child's learning and pathway development at home.

While there were areas where parents "strongly agree," school leadership acknowledges that many respondents chose the non-committal "don't agree or disagree" option. Therefore, the school aims to focus on key areas identified in the survey to help parents make more definitive choices.

In 2023, the school intends to communicate identified areas for improvement in line with survey results with parents to demonstrate its commitment to improving in the identified areas. This communication will ensure that parents are aware of the school's efforts to improve and feel more involved in their child's education.

Intended destination

Leave Reason	Number	%
IL - ILLNESS	1	1.1%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	12.8%
NS - LEFT SA FOR NSW	2	2.1%
NT - LEFT SA FOR NT	1	1.1%
OV - LEFT SA FOR OVERSEAS	2	2.1%
PE - PAID EMPLOYMENT IN SA	5	5.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	7	7.4%
QL - LEFT SA FOR QLD	1	1.1%
SM - SEEKING EMPLOYMENT IN SA	5	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	50.0%
U - UNKNOWN	9	9.6%
VI - LEFT SA FOR VIC	1	1.1%
WA - LEFT SA FOR WA	1	1.1%

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

Copies of all WWCC Relevant History Screening for all temporary (TRT) staff, Pre-Service Teachers, volunteer (including Home Stay families), Third Party Providers and contractors are required to be submitted upon commencing at VVSS. These are retained within HR administration records.

New non-teaching staff appointments, whether permanent, contract or casual, are required to provided current copies of WWCC. In the situation the employee doesn't have a current valid certificate, they are advised that they are unable to commence until this is provided. Cleaners and canteen staff are also required to provide copies in the situation where there may be staff changeover or rotations.

An electronic database of all current staff and contractors is kept in Administration with the exact expiry dates of all WWCC clearances.

Non- teaching staff with expiring clearances are prompted by the Department for Education and site emails to ensure new applications are submitted in a timely manner.

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	49
Post Graduate Qualifications	29

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	28.7	0.9	11.8
Persons	1	32	1	14

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

Financial statement

Funding Source	Amount
Grants: State	$7,768,276
Grants: Commonwealth	$0
Parent Contributions	$207,342
Fund Raising	$6,031
Other	$117,813

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	Students who are engaged in a FLO program have tailored and flexible opportunities to ensure they are successful and are able to access their desired pathway. The majority of FLO students who have the potential to complete SACE are referred to NESPN CLC.	Students in FLO were able to access diverse pathway options including Certificate III in Commercial Cookery, Protective Services and further study.
	Improved outcomes for students with an additional language or dialect	The EALD teacher and BSSO provided individualized support to students who require supplementary language instruction to access the curriculum. EALD students in the SACE were supported across a range of SACE subjects including English and Research Project. EALD resources were sourced to ensure a deeper connection with texts that were culturally engaging and relevant.	For Stage 2 Research Project, 56% of EALD students achieved in the A-Band. A particular highlight for the school is the number of EALD students from years 8 - 12 who achieved an A-grade (22.4%). Suspension data for EALD students has decreased in response to greater access to learning support in their target language.
	Inclusive Education Support Program	Learning support SSOs have been allocated strategically with IESP students to maximise learning and wellbeing outcomes in the classroom. Release time was provided to Inclusive Education leader to write One Plans in consultation with Mathematics, English and Mentor Group teachers. Boys and girls social groups were established to support social interactions and emotional regulation. The site has invested time to build the capacity of learning support SSOs by including staff in professional learning with teachers.	The percentage of IESP students achieving in the A and B-band is 32% which is a marked improvement on the previous year. One Plans were completed for every child and reviewed at the 6-month mark. Learning support SSOs report that they are able to support students to access the curriculum more confidently as they have been upskilled in the areas of literacy and numeracy.
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	The Aboriginal Education Teacher (AET) has been afforded 0.4 release time to work with students and their families in learning and wellbeing with a focus on empowerment, building resilience and enhancing connectedness to school. Aboriginal Program Assistance Scheme (APAS) funding has been largely used for tutoring in Mathematics and English.	SACE Aboriginal Learners achieved 41% of grades in the A and B-band across all subject areas with all Aboriginal Learners achieving a C-grade or better for SACE compulsories. One SACE student experienced sustained success throughout 2022 achieving nearly all A-B grades in all her subjects including successful completion in Cert ll Food Processing. The student went on to receive the 2022 Indigenous Excellence award and a 2022 Principal's Award for Excellence through Resilience.

Program funding for all students	Australian Curriculum	Funding was used to release teachers to engage in whole-school, year level, learning area and classroom curriculum planning and implementation to ensure scope and sequence documentation outlined the progression of concepts and skills across all learning areas. Time was provided in learning areas to explore the Departments Units of Work which facilitated high-quality conversations resulting in improved teacher delivery and assessment practices.	Whole-school scope and sequence documentation demonstrates a consistent alignment with site improvement priorities in literacy and numeracy. They reference the intended learning and are clearly aligned to the Standards. The Departments Units of Work have been adopted widely. Collaborative moderation processes have enhanced quality of teacher judgement against A - E grades.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding has been used to support the literacy and numeracy goals of the Site Improvement Plan through the implementation of Literacy and Numeracy Masterclasses in Year 7 and 8. These Masterclasses are designed to stretch students in the areas of Reading and Numeracy. Numeracy Masterclasses embedded the Scaffolding Numeracy in the Middle Years program for the first time.	By the end of 2022 in English, 27% of year 7s and 21% of year 8s achieved an A-grade which exceeded our SIP A-band target of 20%. In Mathematics, 17% of year 7s and 18% of year 8s achieved an A-grade. Furthermore, 87% of year 7s and 90% of year 8s obtained a C-grade or better in English whilst 80% of year 7s and 8s obtained a C-grade or better in Mathematics.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A