



Adelaide Botanic High School

2022 annual report to the community

Adelaide Botanic High School Number: 1919

Partnership: Adelaide - Prospect

Signature

School principal:

Mr Alistair Brown

Governing council chair:

Craig Harrison

Date of endorsement:

14 March 2023



Government
of South Australia
Department for Education

Context and highlights

Adelaide Botanic High School is a category 7 coeducational public school providing students from the growing inner-city suburbs with access to high-quality secondary learning. The school opened in 2019 and has progressively grown to 1150 students across years 7 to 12 in 2022.

The student population includes approximately:

- 15% school card holders,
- 14% students with English as an Additional Dialect
- 21% students with disabilities
- 4% Aboriginal students.

Adelaide Botanic High School showcases the best of public education and contemporary learning, catering for the learning needs of all students through its extensive curriculum offerings. Each of our students is immersed in a futures-focused learning environment. Their passions are ignited as they find connections with real world creativity and inspiration that pulses around our inner-city cultural precinct. Surrounded by leafy green spaces, the Botanic Gardens and Adelaide Zoo, our students are a vital part of a broader hub of universities, Lot 14, businesses, the Museum, State Library and performing arts facilities. Our teachers build skills and understanding, stirring ingenuity through innovative teaching and learning. Individuality is celebrated and potential realised across every discipline. Our students will emerge agile, cooperative, flexible and imaginative, ready to embrace new challenges. At Adelaide Botanic High School our unique learning environment is explicitly designed to nurture these qualities. Adelaide Botanic High School draws on the very best of the past, along with latest research, to shape learning that best meets the needs of the young people of today. Our school DNA of Community, Curiosity and Excellence is visible in all that the school has achieved throughout another challenging year with COVID continuing its impact. The Adelaide Botanic High School Facebook page shares the many highlights from 2022. <https://www.facebook.com/AdelaideBotanicHighSchool>

The school Updates provide a further insight into the rich tapestry of learning, experiences and successes that are a highly valued aspect of Student Life at Adelaide Botanic High School.

<https://abhs.sa.edu.au/updates/>

Governing council report

With a full cohort of students in 2022, the building, its resources and staff were most definitely tested. What better time than to announce another substantial capital works project in a 3rd tower, for leadership and staff to manage along with a busy school year! Never a dull moment at ABHS. School Council members were consulted along with other stakeholder groups within the school on the design of the new wing, which was exciting and complicated as expected.

From a governance perspective, apart from myself and Treasurer, Simon Langsford, we started the year with a new cohort of parent representatives on the School Council and we quickly got to work transitioning into a Governing Council. With the help of Alistair's vast experience, this was done seamlessly and effectively, and each member has been highly engaged and contributed regularly throughout the year, which is the best outcome for all. Our Student representatives this year too, in Dat & Lara, were very well prepared for each meeting and were excellent members of Council. The School also performed and tracked very well financially, under the stewardship of the Treasurer and ABHS Leadership team we came in on budget.

ABHS 2022 SACE results were again impressive and this was the first year the school was able to Graduate a Year 12 cohort into the world. I was honoured to be part of the evening and it was a momentous occasion not only for the students and their parents/carers, but for the school and its very proud staff.

As there will most likely be a churn of positions on the Governing Council again, my sincere thanks go to all 2022 serving members who really put in a lot of energy this year. And of course, thanks again to principal Alistair Brown for his leadership and composure.

Craig Harrison
Chairperson

Quality improvement planning

The Adelaide Botanic High School Improvement Plan (SIP) for 2022 using the Department for Education template, outlines goals and targets, to improve A-E grades and literacy and numeracy data. It describes the challenges of practice, actions, and success criteria for each goal. The SIP is acknowledged as one part of the priorities we are committing to at Adelaide Botanic High School to create a learning experience where all students thrive, ensuring that today's learning counts in tomorrow's world.

The focus for 2022 was to increase the number of students achieving A and B grades against the Australian Curriculum standard and increase and retain the number of students achieving in the upper bands. Data shows growth and improvement across the whole of the student population (details in the school performance comment).

During second semester, through the review and evaluate site improvement planning processes, key members of the leadership team designed workshops to interrogate the actions of leaders and teachers for literacy improvement to refresh for 2023.

These workshops involved audits against the department's guidebooks, establishing current practices, across all Learning Areas, from the stages of building foundations through to shift gear, stretch, maintain momentum and inspire. This information was used to improve the actions for leaders and teachers in the SIP for 2023.

A new leadership role, B2 Global Perspectives and Literacy to Thrive Leader, was created for 2023 to lead this work with more rigour based on best practice. ABHS, for the first year has a full cohort of teachers enabling the development of coherent approaches for literacy improvement as a high and achievable priority.

All teachers are expected to participate in professional learning to successfully enact the teacher actions from the SIP, and as part of their performance development plan, write one specific goal that will challenge their practice for improvement.

Expert teaching is enhanced by shared understandings of Teaching Teams and Team Teaching

Actions for improvement that had the biggest impact on student learning during 2022; Teachers critique the creativity and flexibility in designing tasks to enable student success against the standard; they provide continuous feedback and reporting of student achievement and growth; teachers are improving skills for data analysis and strategies for team teaching to impact high band student achievement.

Students experience differentiated opportunities to provide evidence of learning; they use worked examples against different levels of the standard for tasks as self-assessment and critique; students receive feedback early and understand how to gauge their achievement against rubric descriptors.

Quality leadership is expected to build teacher capacity

All leaders engaged in workshops with department experts to improve skills in the analysis of PAT data in literacy and numeracy to better support individual student growth. Leaders were able to interrogate growth versus achievement data of students at each year level 8-10, to improve their ability to support teachers in their learning design to create challenge for student growth, with a priority to move students into the higher bands of achievement.

Conditions for optimal learning is a current focus of design for 'sub-school' leadership

In preparation to support the Year 7s to High School, prepared data sets were provided by the PAT team for leaders to share with their teaching teams to understand the student cohorts starting with us in 2023. This data was invaluable, and along with the strong connections made with primary teachers to share knowledge and understandings of curriculum delivery and student achievement, teachers felt well prepared to allow for a successful start for our year 7s in 2023.

Quality school improvement planning is a strategic priority for the Principal Leadership Team

The Adelaide Botanic High School Charter continues to be the first point of reference for our actions, policy development and professional learning.

The Charter provided strategic direction and clarity throughout 2022 as we:

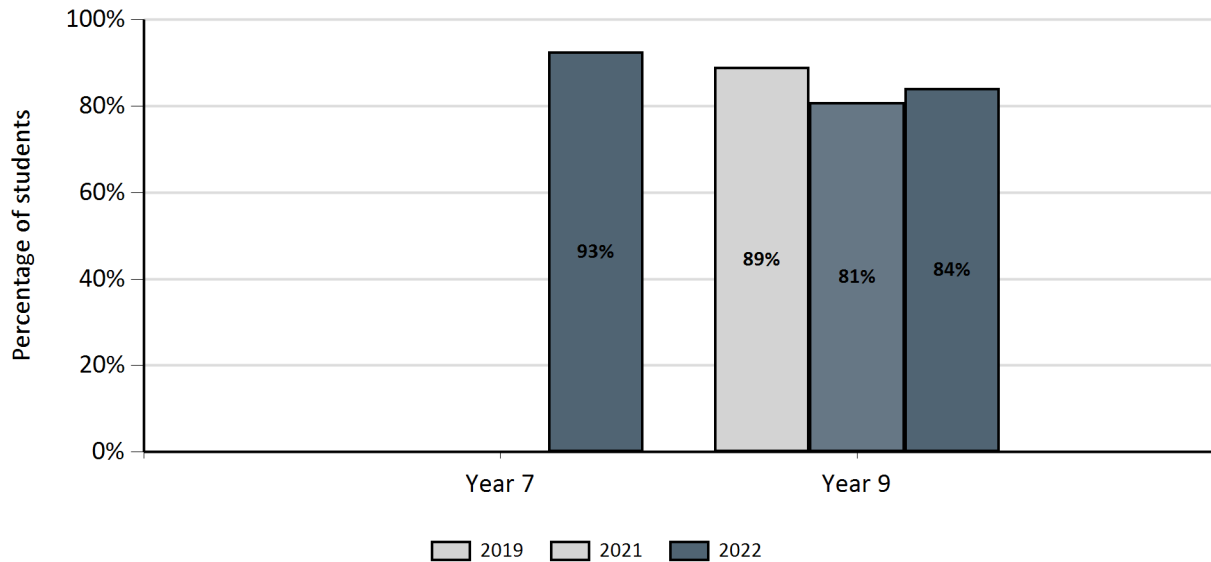
- commit to Culture and onboarding new staff
- evolve the Coherence Frameworks of Learning Design, Pedagogy and Wellbeing
- create conditions for Innovation; agility in time and space eg CoLab and workspace design
- enhance Collaborative Professionalism
- consolidate Team Norms and Protocols
- share understandings of Teaching Teams and Team Teaching
- focus on leaders professional learning
- create visibility of growth

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

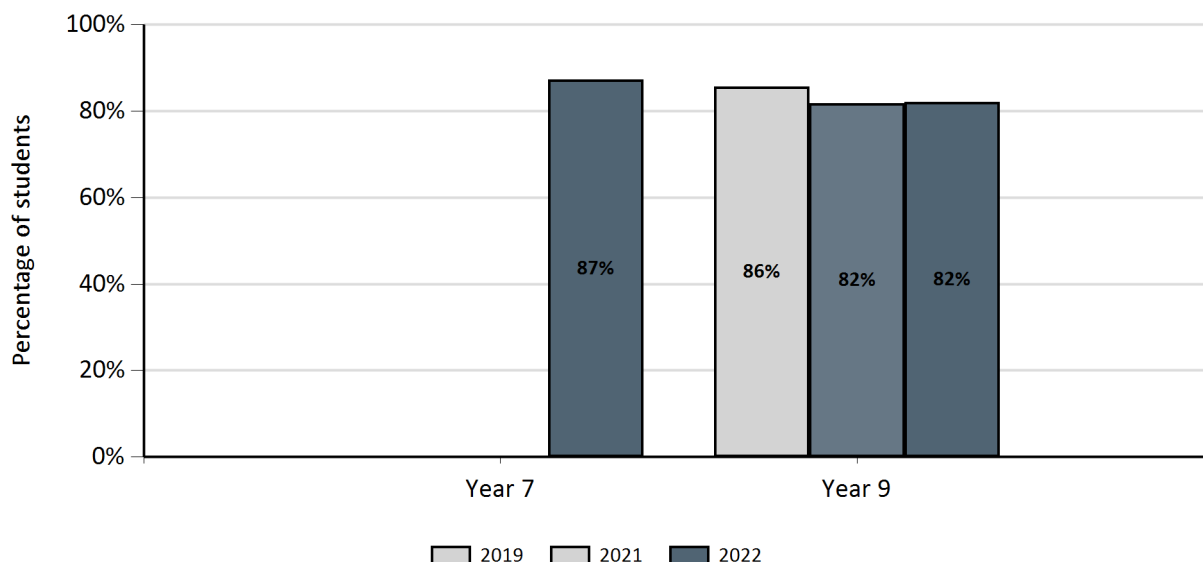


*NOTE: No NAPLAN testing was conducted in 2020.

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	204	204	94	94	46%	46%
Year 07 2021-2022 Average	204.0	204.0	94.0	94.0	46%	46%
Year 09 2022	228	229	68	47	30%	21%
Year 09 2021-2022 Average	216.0	216.5	72.5	57.5	34%	27%

*NOTE: No NAPLAN testing was conducted in 2020.

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

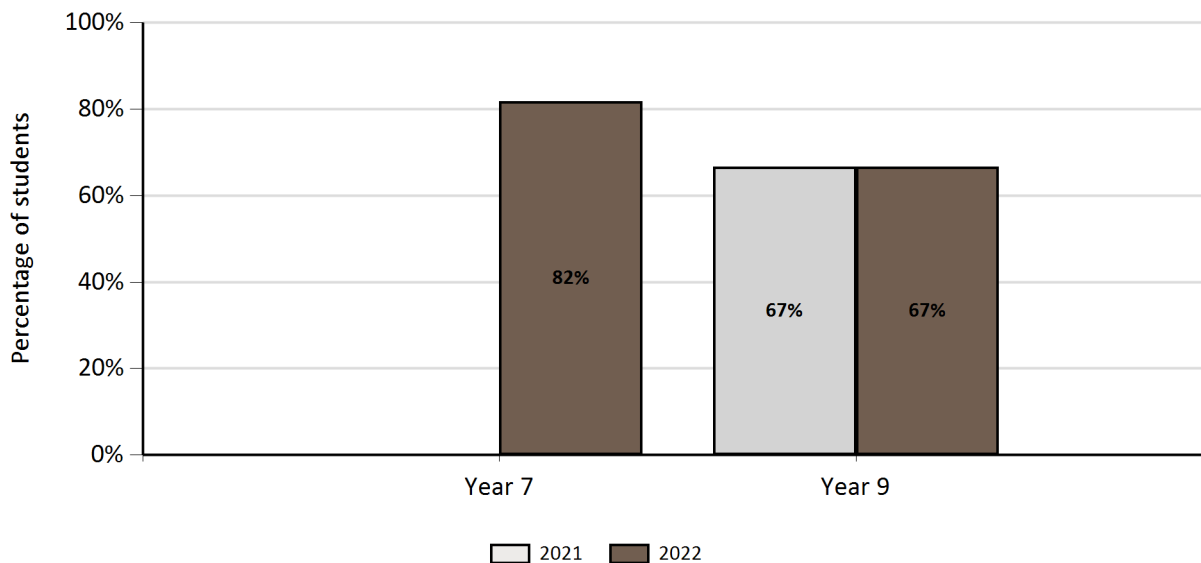
[^]includes absent and withdrawn students.

*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



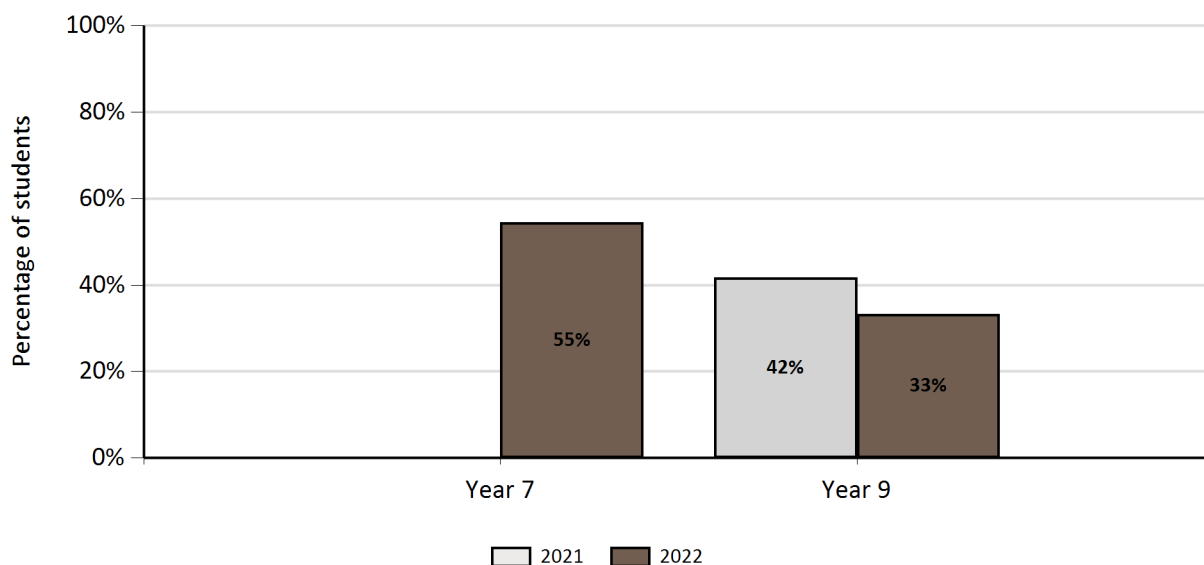
*NOTE: No NAPLAN testing was conducted in 2020.

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	11	11	3	3	27%	27%
Year 07 2021-2022 Average	11.0	11.0	3.0	3.0	27%	27%
Year 09 2022	9	9	0	1	0%	11%
Year 09 2021-2022 Average	10.5	10.5	0.5	1.0	5%	10%

*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: Quality Teaching

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

- Aboriginal Education funding was allocated to employ Student Support Officers to provide targeted intervention across all year levels.
- Two teachers from two different learning areas were released to work on the RAP (Reconciliation Action Plan) and to support the implementation of the ALALR element of high-quality classroom practice.
- The AET (Aboriginal Education Teacher) and ASETO (Aboriginal Secondary Education Transition Officer) provided Culture Connect Studios to implement high quality classroom practice.
- The Aboriginal Language Project Initiative grant was submitted and achieved to implement a Kurna Language Program for 2023.

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

ABHS has set targets and actions in line with the Aboriginal Learner Achievement Leaders' resource (ALALR) and is working towards leaders, teams, and all teachers being able to articulate how Aboriginal learners are prominent within improvement planning, and can explain the impact of their actions, at a range of levels. Semester 1 2022 data showed a continuing improvement in Aboriginal learners overall, with A to C Grades increasing by 2.5% from semester 1 to 2 and a reduction in D, E and NA grades.

South Australian Certificate of Education - SACE

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

2021	2022
100%	97%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2022
A+	8%
A	14%
A-	10%
B+	12%
B	16%
B-	12%
C+	11%
C	10%
C-	4%
D+	2%
D	1%
E+	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

2022
97%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2021	2022	2019	2020
Percentage of year 12 students undertaking vocational training or trade training	#Error	16%	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	97%	#Error	#Error

School performance comment

SACE Stage 2

Results for the school's first Year 12 group of students featured 10 Merits achieved in: Math's Methods, Specialist Math's, Physics, Legal Studies, Research Project, English, Earth and Environmental Science, and Digital technologies. One student achieved three merits. Our top student achieved an ATAR of 99.80.

72 % of students achieved A and B grades

22% students achieved an ATAR above 90

39% students achieved an ATAR above 80

97% Grades C- or above

These results led to 70% of students successfully being offered their first choice for university studies and 85% of students being accepted for one of their first two university course choices.

Australian Curriculum

The Year 7 students had a strong start to their high school journey with an overall percentage of 68% achieving in the A and B bands. Equally as impressive was the performance of the Year 8 student cohort, improving on last years, year 8 results with 65% of students achieving in the A and B grade bands, an increase of 2.45%.

Across the whole school there was a 28% increase in the number of students receiving excellence awards. Students qualify for Excellence Awards by achieving a GPA above 90 and 80% of their grades in the A band.

NAPLAN

Writing

Across Years 7 and 9 for 2022, an average of 33% of students achieved Higher Bands, with 77% achieving above National Minimum Standard (which is the equivalent of Standard of Educational Achievement).

2022 Writing data for Year 7 shows that 37% are in Higher Bands, with 81% achieving above National Minimum Standard (NMS).

2022 Writing data for Year 9 shows growth over time, with steady trends of improvement across 2019 (18%), 2021 (22%) and 2022 (29%). Students have maintained 72% achieving at National Minimum Standard from 2021 to 2022. In 2022. There was an increase in Aboriginal student achievement in 2022 from 0% in 2021 to 11% in 2022 in Higher Bands. Further, an increase of 6% of students (56%), achieved National Minimum Standard from 2021 to 2022.

Reading

On average across Years 7 & 9 for NAPLAN 2022, Reading has maintained High Achievement (38%) from 2021 to 2022 and Proficiency (SEA) has increased from 81% in 2021 to 88% in 2022.

In 2022, 46% of Year 7 students achieved in the Higher Bands for Reading, with 93% achieving the Standard of Educational Achievement (SEA).

In Year 9, 30% of students achieved in the Higher Bands, with 84% demonstrating SEA. Higher Bands reading has declined over time from 2019 to 2023, decreasing from 40% in 2019 to 38% in 2021 to 30% in 2022. Students achieving SEA has increased from 81% to 84% from 2021 to 2022.

Numeracy

On average across Year 7 and 9, Numeracy maintained 33% Higher Bands achievement, with 85% proficiency (SEA) (up 3% from 2021).

In Year 7, 46% of students achieved Higher Bands, with 87% demonstrating SEA. Aboriginal students achievement in Year 7 was 27% in Higher Bands, with 55% SEA.

In Year 9, 21% achieved in Higher Bands, with 83% demonstrating SEA. Higher Band achievement decreased from 33% in 2021 to 21% in 2022. SEA maintained from 2021 to 2022. Aboriginal students increased in the Higher Bands from 8% in 2021 to 11% in 2022. There was a decrease in students achieving SEA from 42% in 2021 to 33% in 2022. This would indicate that a 2023 focus would be to increase the proficiency of Aboriginal students achieving SEA.

Across Numeracy and Reading, student progress has remained stable from 2021 – 2022 for both maintained and increased (72%) and decreased (28%) (when averaging results for maintained and increased). Aboriginal student proficiency (SEA) increased from 50% in 2021 to 62% in 2023 in comparison to non-Aboriginal students with proficiency (SEA) of 88% (up from 84% in 2021). This would indicate that although Aboriginal students did not achieve the same level of proficiency, their growth was higher.

Attendance

Year level	2019	2020	2021	2022
Year 6	N/A	N/A	N/A	85.3%
Year 7	N/A	N/A	N/A	88.8%
Year 8	93.0%	94.2%	92.2%	89.5%
Year 9	92.0%	90.8%	90.0%	86.0%
Year 10	N/A	91.3%	90.7%	87.1%
Year 11	N/A	N/A	91.7%	87.1%
Year 12	N/A	N/A	N/A	86.9%
Total	92.7%	92.3%	91.1%	87.6%

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

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

Attendance comment

The ongoing effects of Covid-19 during 2022 and the challenge of the school being kept open to deliver face to face learning resulted in a higher than usual absence rate with students becoming unwell over the course of the year. Live updates of attendance data accessible to parents in Daymap allows for timely and accurate communication between parents and staff regarding student attendance. This allows for early intervention strategies to support engagement and attendance to be put in place.

School attendance is managed by Connect teachers with data oversight being provided by the year level leaders in the Student Achievement and Success (SAS) team. Escalating nonattendance at school that results in a student becoming a habitual or chronic non-attender of school is referred to the Social Work and Truancy team with attendance plans involving the parent and the Adelaide Botanic High School Wellbeing and SAS Teams.

Behaviour support comment

At Adelaide Botanic High School student behaviour is addressed as an opportunity to educate students around the Responsible Behaviour Expectations of the school. These responsible behaviours are explicitly taught, creating an environment where students are able to learn, and teachers teach. This approach is supported by the use of Restorative Practices and Questioning which allows for students to recognise the results of their actions on both themselves and other members of the community.

The Expectations are clearly modelled and explained to all members of the community which sets a clear standard of positive behaviour within Adelaide Botanic High School.

In 2022 the staff focused on the use of positive recognition of correct behaviours as an incentive for students to adhere to the Responsible Behaviour Expectations. An aspirational target of 10,000 positive recognition records was set.

Positive Recognition data showed a total of 9185 positive recognition records were awarded by the end of the year.

Incidents where students do not meet the Responsible Behaviour Expectations are also recorded by staff, with a total of 3032 Responsible Behaviour referrals made.

Parent opinion survey summary

This is the fourth formal satisfaction survey the school has promoted. 438 responses were received, representing 46% of families, a decrease of 15% from 2021. Comparative results indicate improved significant improvement for students to be 'equipped to plan pathways'.

This could be due to the school having reached capacity with the first cohort of year 12 students and increased communication for SACE and future pathway planning for these students. The school has also embedded Learning Pathway Conversations at every year level, which teaches students to consider future focused capabilities and thinking within an age-appropriate format. Students and teachers meet with parents twice a year to discuss goals, achievement, and future planning.

Parents indicate high satisfaction with school communications, this has been consistent over the past years, indicating established systems and content for communication have been successful. Results also indicate our ABHS parent community highly value education and conversations with their child about their learning and progress.

However, results indicate a dissatisfaction with receiving learning tips and having a lack of input into learning at home. This is an area for school improvement.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	2.8%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	19.4%
OV - LEFT SA FOR OVERSEAS	2	5.6%
PE - PAID EMPLOYMENT IN SA	2	5.6%
QL - LEFT SA FOR QLD	6	16.7%
SM - SEEKING EMPLOYMENT IN SA	2	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	36.1%
VI - LEFT SA FOR VIC	2	5.6%
WA - LEFT SA FOR WA	1	2.8%

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

Working With Children Check - All staff and non-staff have their working with children checks (WWCC) sighted and details noted electronically. Regular non staff visitors are marked as a "person of interest" to the school via the DCSI screening unit.

Teachers/Ancillary/TRT's/Instrumental tutors/University students -

As part of the Adelaide Botanic High School on-boarding process, all employees have their WWCC's sighted by Human Resources and electronically stored in a private HR Microsoft team channel into their personnel file.

Contractors/Volunteers -

All contractors and volunteers have their WWCC's sighted by Reception noted electronically. Regular non staff visitors are marked as a "person of interest" to the school via the DCSI screening unit.

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	103
Post Graduate Qualifications	59

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	62.1	1.9	23.7
Persons	0	68	2	26

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

Financial statement

Funding Source	Amount
Grants: State	\$13,304,245
Grants: Commonwealth	\$0
Parent Contributions	\$1,860,868
Fund Raising	\$0
Other	\$126,073

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	<p>Targeted SSO support within the classroom setting for Aboriginal and non-Aboriginal students across whole school.</p> <p>Support for Social and Emotional Learning (SEL) and Intervention identified and led through high level Wellbeing Leadership roles.</p> <p>Identified support for Aboriginal students within the classroom setting with Aboriginal Education Teacher (AET) and Aboriginal Secondary Education Transition Officer (ASETO).</p> <p>1:1 wellbeing support (Wellbeing Leaders, Youth Workers and ASETO).</p> <p>Targeted resources purchased to cater to students' wellbeing and engagement needs (Incursions, excursions, programs).</p>	<p>Students requiring support are identified and a Team around the child created.</p> <p>Teachers are provided with effective strategies to implement in the classroom for student engagement.</p> <p>An increase in attendance, academic achievement, positive recognitions, wellbeing and a decrease in behaviour referrals was recorded.</p>
	Improved outcomes for students with an additional language or dialect	<p>A team of teachers and support staff are led, providing access to LEAP (Learning English: Achievement and Proficiency) training and process for leveling as well as ensuring that records are accurate and ready for data collection.</p> <p>An EALD Leader has responsibility for the upkeep of Daymap records to inform teachers of a student's EALD status, their Learning English: Achievement and Proficiency (LEAP) levels, EALD resources and strategies for targeted teaching.</p>	<p>All EALD students are identified, and teachers are using the LEAP recording levels and teaching points suggested on the LEAP evidence to inform teaching and learning documents.</p>
	Inclusive Education Support Program	<p>Provision of an Inclusive Education leader responsible for the strategic leadership of whole school processes and practices to support funded and unfunded students with disability and identified learning needs. This includes training in Quality Differentiated Teaching Practice and evidence-based interventions.</p> <p>Seven SSOs are employed to work in collaboration with teachers across all learning areas to deliver learning at an individual's entry point and make appropriate adjustments to learning tasks.</p>	<p>Funded and identified students with learning needs, and students with special needs were provided with a smooth transition to the high school setting and a personalised learning program.</p> <p>Partnership resources and a team around the child were successfully created through the One Plan process with a focus on improved learning and wellbeing.</p>

Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways IESP support</p>	<p>Targeted SSO support for Aboriginal students.</p> <p>Inclusive Education leader working with Aboriginal Education teacher (AET) and AESTO to ensure all students have a One Plan.</p> <p>AET and AESTO meet with families to connect them to the school, and work with teachers, developing approaches for cultural inclusion.</p> <p>AET and AESTO deliver Aboriginal Culture Connect Studios to Years 7-9.</p> <p>Inclusive Education Leader, Futures Leader and Wellbeing Leader negotiate alternative pathways for students.</p> <p>IESP Grant used to employ SSO Curriculum Support for in class targeted support.</p>	<p>Increase in attendance, academic achievement and wellbeing.</p> <p>34% students increased GPA since Term 1.</p> <p>Vet Pathways in place for 20 students.</p> <p>Personalised SACE pathways in place for 8 students</p> <p>Ongoing communication between teachers and SSO curriculum support staff.</p> <p>Teachers and SSOs document adjustments in Daymap records to support best practice.</p>
Program funding for all students	Australian Curriculum	NA	NA
Other discretionary funding	Aboriginal languages programs Initiatives	Planning and application for funding for Kurna language program.	Funding received to run Kurna Language program for 2023.
	Better schools funding	Better schools funding partially funded the employment of a third Youth Worker to support students with wellbeing, engagement, attendance and achievement support or interventions.	Increased Social and Emotional Learning support for targeted students and emergency support for students at risk.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Students identified in the Health and STEM Pathways were provided with additional STEM opportunities and a specific focus in 2022 of teachers knowing their student's data well and tracking that there was growth for each student.	Students identified in the Health and STEM Pathways were provided with additional STEM opportunities and a specific focus in 2022 of teachers knowing their student's data well and tracking that there was growth for each student.