



# Port Augusta Secondary School

## 2021 annual report to the community

Port Augusta Secondary School Number: 0790

Partnership: Port Augusta - Quorn

### Signature

School principal:

Mr Simon Owens

Governing council chair:

Helen Cox

Date of endorsement:

18 March 2022



Government  
of South Australia  
Department for Education

# Context and highlights

Port Augusta Secondary School is a category 2 school located 300km north of Adelaide. In 2022 we accept our first intake of year 7 students from our 6 local feeder primary schools. Our 2021 enrolment consists of year 8-12 of approximately 640 students including a 44% Aboriginal enrolment and approximately 16% of students being recognised as having a disability.

This year has seen a range of highlights including:

## Preparations for Year 7 to Secondary 2022

Building 5 (Home Economics) has been demolished to make way for a new contemporary building in the middle of the school to accommodate our new cohort of year 7 students in 2022. The building has general purpose classrooms, flexible learning areas and staff office space upstairs. Downstairs includes two new state of the art Home Economic classrooms and space to allow an expansion of the Youth Engagement Strategy (YES) Centre and Learning Hub to support our Middle School students. Landscaping has also been completed around the new building enabling some dedicated year 7 yard space to help our younger students assimilate into what can sometimes be a noticeable change from primary school. A perimeter fence has also been constructed around Braddock Oval to enable more areas for safe play.

The school has also been working on other areas of the Year 7 into Secondary initiative including: curriculum development, staffing and specialist program development, all designed to support a smooth transition in 2022. Specialist year 7 teachers have been recruited forming a team that will predominantly work with our younger students. These teachers have been regularly visiting local primary schools to get to know students in year 6 and 7. The school has also conducted information evenings at each primary school helping to increase the understanding of future students and parents about attending our school.

## Post School Options for Senior Students

In addition to our students that gained a high ATAR to enter tertiary studies, we also have many of our senior students who have entered School Based Traineeships, apprenticeships and/or transitioned into meaningful employment after completing their South Australian Certificate of Education.

# Governing council report

The impact of Covid-19 has resulted in many Governing Council Meetings being conducted online. Despite this we have still been committed to the ongoing improvement of Port Augusta Secondary School.

## The Year 7 into Secondary Initiative

Governing Council has been well represented at the 7 to Secondary Committee meetings adding valuable input to the planning and decision making processes around the addition of Year 7 students to our school in 2022.

The Governing Council Representatives have reported back to the committee on issues around the 7 – Secondary initiative including:-

- Progress on the capital works. The new building is now occupied by students. We look forward to the official opening in the near future.
- 6 to 7 and 7 to 8 Transition Programs.
- The development of the Year 7 Curriculum.
- Yard improvements including the new fence around Braddock Oval.

## External School Review

The Review recommendations from 2020 are now finalised. Governing Council is now supporting the school with their implementation as part of broader school improvement processes.

## CWA/Health Precinct

During 2021 Governing Council has continued working with the Port Augusta Council, taking possession of a Council building and land on the border of the school. This facility now a part of the expansion of the schools Youth Engagement Strategy (YES).

## Supporting All Site Priorities, Policy Development and Improvement Processes

The 2022 -2024 Site Improvement Plan (SIP) has also been developed in consultation with Governing Council. Looking forward to 2022, Governing Council has again structured its agenda to align directly with the new (SIP)

This will lead to valuable discussions with parents on site priorities and an opportunity to look at achievement data, survey data and other key indicators on a regular basis. Governing Council have been pleased to see the continued significant improvement in students writing, numeracy and SACE achievement as was evident in recent data sets. Governing Council also led consultative process relating to school policy including SBM policy and lunch passes and is in the process of developing a school crossing in the front of the school in collaboration with state and local government. Governing Council will also play a pivotal role in 2022 in relation to the planned security audit aimed at improving safety for students and staff at the school.

# Quality improvement planning

Our improvement goals have been met in relation to implemented actions across Literacy, Numeracy and SACE Completion. An embedded culture has been achieved in writing strategies in particular TEEL, as well as task design and 'Bump it Up' across Literacy and Numeracy. We have reviewed a number of our statistical targets leading into 2021 as many students identified out of mainstream have moved into cased managed situations. We have made significant progress in the areas of NAPLAN Writing and Numeracy. We have learned that a flexible approach to a Site Improvement Plan is essential when working through some incidental challenges that have occurred. This raises the importance of regular review and monitoring practice. Our next steps include a focus on whole staff data literacy and informed practice.

## School Improvement Plan (SIP)

### Literacy

A whole site writing moderation process indicated that the implementation of Bump It Up (incorporating writing, content & skills) provides a guide for students to improve their writing. Teachers saw some marked improvement in what students submitted. Teachers are more aware of the task demands and design requirements and consider how to allow students, especially EALD students to apply their learning to new contexts. Work has continued with selected staff cohorts to implement targeted strategies to address punctuation, sentence structure and complexity. Students were then retested, using different text type to assess transferability of skills. School wide commitment is being implemented to ensure task types are identified, front loading strategies are applied and writing improvement strategies are implemented across all learning areas. All curriculum leaders are ensuring that literacy strategies and Bump It Up task transformation are an ongoing focus within faculty directions, meetings and teaching programs to gain a consistent approach. Continual application of strategies by teachers to ensure they become familiar and confident in applying them has, and will continue to be a priority. An ongoing commitment is also in place to ensure that students are exposed to strategies and modelling of writing and reading processes across all learning areas.

### Numeracy

Training and development of Mathematics staff has been occurring in faculty meetings for consistency in how proportional reasoning questions are approached using concrete, representational and abstract approaches with reference to the big ideas in number. Our school has been involved in a Partnership 'Cross Schools Mathematics Project' working towards a common approach to the teaching and learning of Mathematics across all feeder primary schools. This project involves collection and analysis of data relating to student understandings and preferred learning styles. 'QuickSmart' is also a highly utilised program enabling students to access one on one support targeted at addressing any previous gaps in mathematics learning that have become apparent with our middle school students. The school used PATM and NAPLAN testing data to help support decisions made around potential intervention for student numeracy.

### SACE

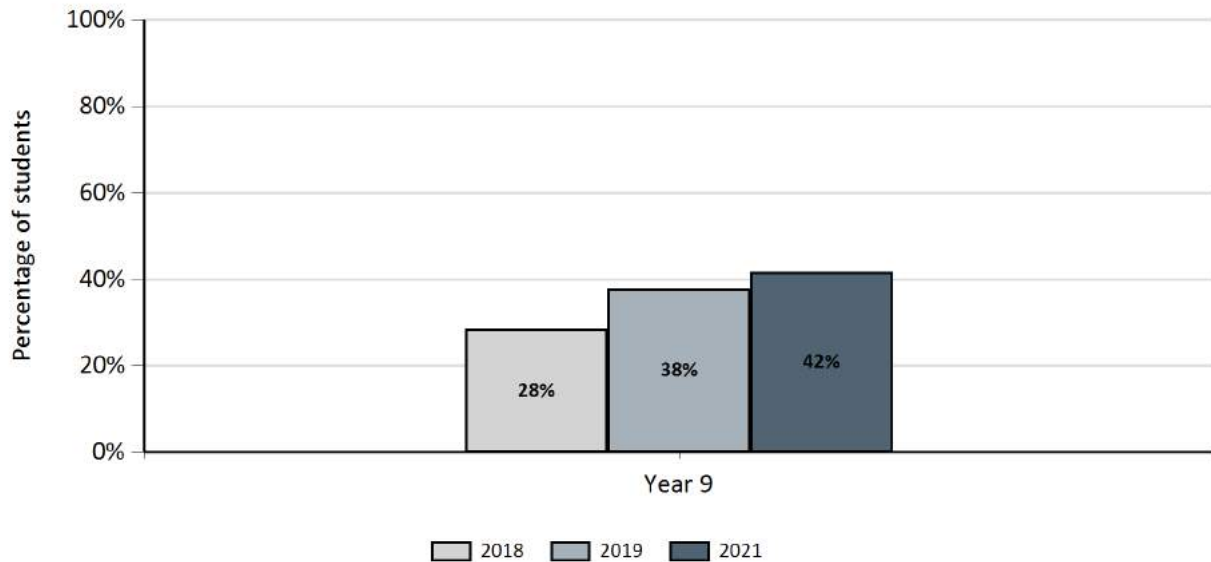
Our SACE Priority Action Team has worked towards the prioritisation of Compulsory SACE Stage 1 Units including Mathematics, English and Personal Learning Plan at Year 10 to targeted students. This has enabled a number of students' success over a longer time period, with consideration of the many complexities that a number of our students can encounter in their senior secondary years. It has also contributed to overall long term SACE completion. Students have many pathways in place to achieve their SACE which account for their individual circumstance, skills, interests and ability to work from home. For example, many of our students access the Industry Pathways Program (IPP) and Youth Engagement Strategy (YES), completing SACE through School Based Traineeships and Apprenticeships, in parallel but not exclusive to IPP and SACE.

# 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

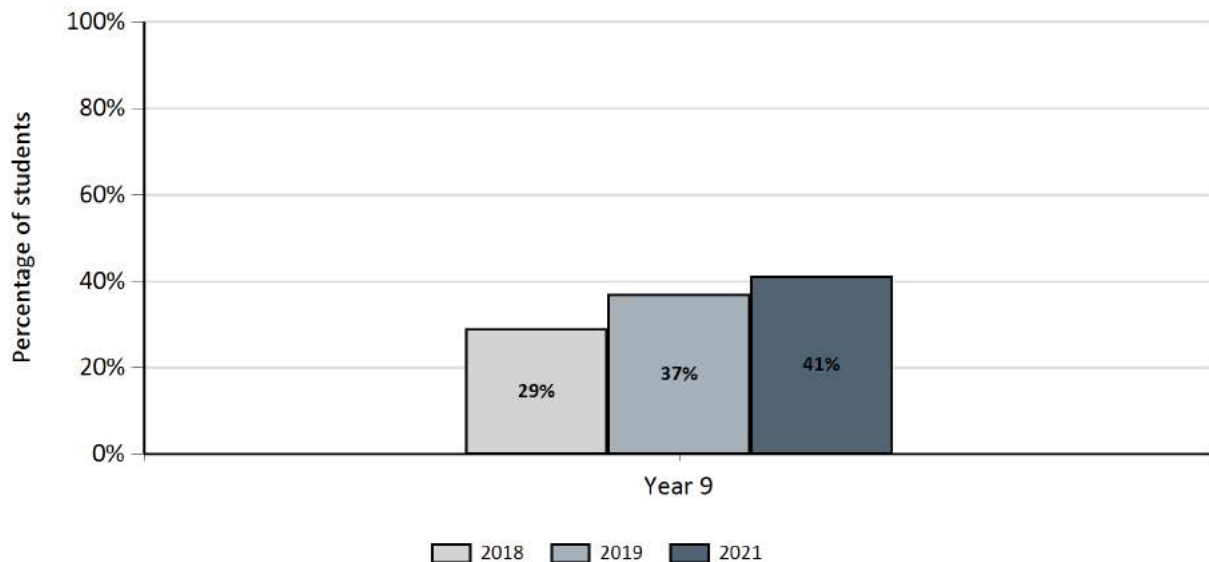


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	31%	35%
Middle progress group	56%	48%
Lower progress group	13%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	28%	34%
Middle progress group	56%	48%
Lower progress group	16%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	134	133	9	2	7%	2%
Year 9 2019-2021 Average	133.0	132.5	7.5	4.0	6%	3%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

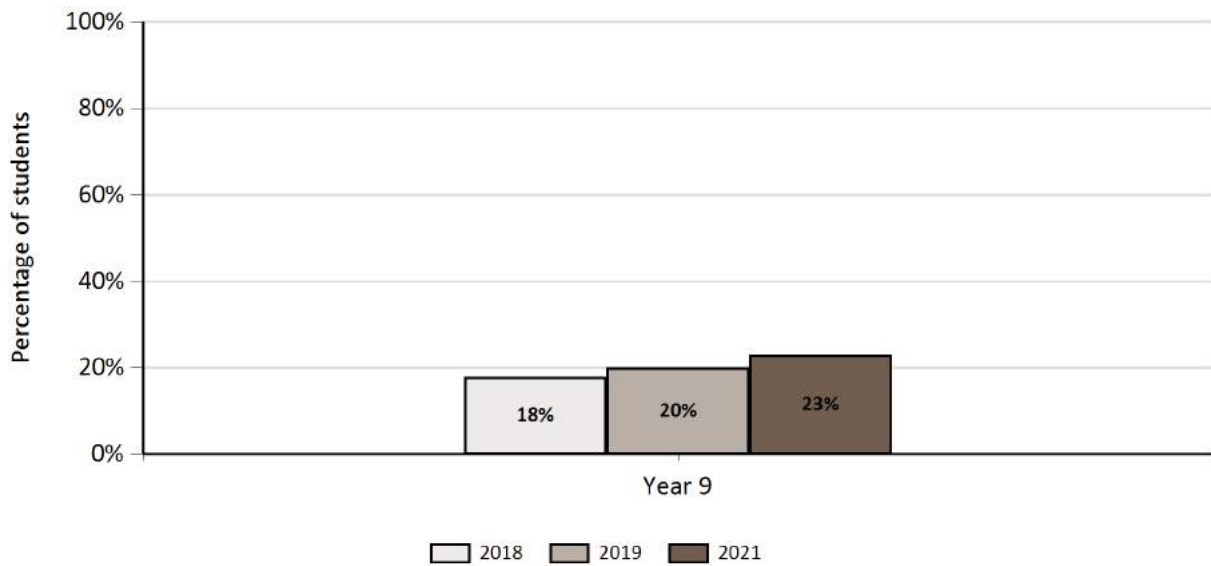
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## NAPLAN proficiency - Aboriginal learners

### Reading



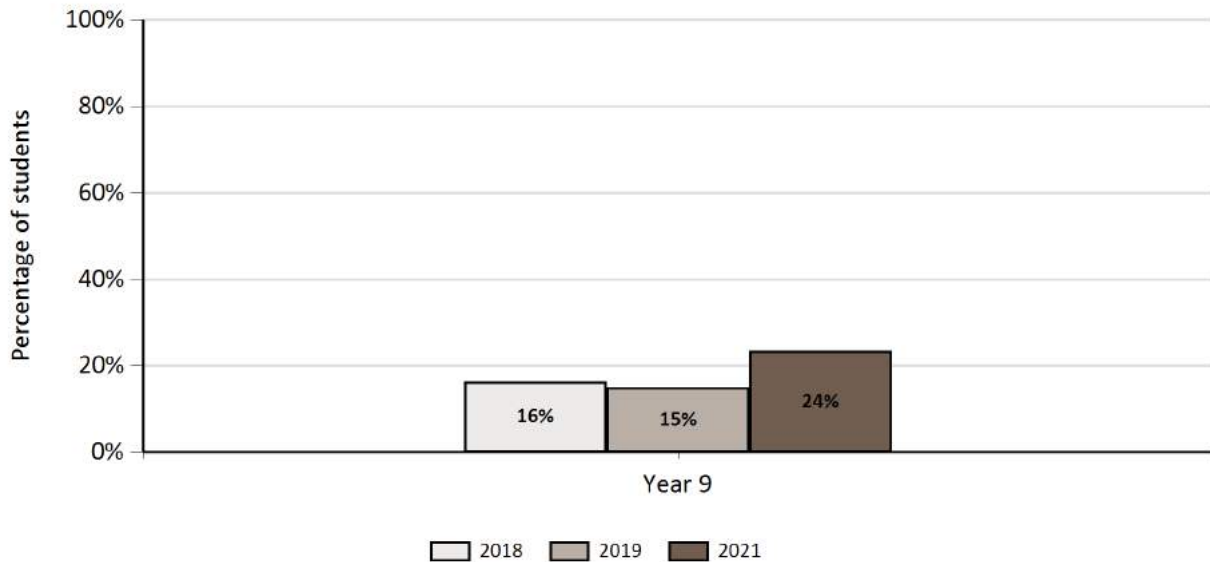
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	27%	29%
Middle progress group	54%	48%
Lower progress group	19%	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	30%
Middle progress group	58%	46%
Lower progress group	21%	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.



# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	52	51	2	0	4%	0%
Year 9 2019-2021 Average	56.0	55.5	1.0	0.0	2%	0%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

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

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Continuity of Learning

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

In 2021 the Aboriginal Learner Achievement Leaders Resource (ALALR) was developed with members of the Aboriginal Education Team, Senior Leader- Aboriginal Education and Principal. The ALALR was then introduced and shared with the PASS Admin Team, Leadership Team and Aboriginal Education Team and to all staff in Term 2/3 so all staff are familiar with the document and actions.

The ALALR is aligned with the PASS Site Improvement Plan and SACE Improvement Plan with targeted actions from members of the Aboriginal Education Team. Aligning components of the Aboriginal Learner Achievement Leaders Resource with the development of the new Site Improvement Plan (2022-2024) for PASS and the SACE plan. There are specific components which have targeted Aboriginal specific data. This work has resulted in a formal process now being implemented with a common understanding across the school.

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

The collection of qualitative and quantitative data as part of the Year 7 to Secondary implementation process for transition has been developed as a spreadsheet.

The formalization of the tracking and monitoring of students from Year 8-12 through the Red, Amber, Green (RAG) process. This also includes the follow up action required.

The tracking and monitoring has been of Year 10-12 has been done through the Keeping Them on Track process with year level senior leaders, members of the Aboriginal Education team and coordinators of specific Aboriginal programs within the school

The improvement of EALD processes- collection of samples, LEAP levelling of students, coaching of teachers, EALD Hub coach supporting teachers.

Aligning components of the Aboriginal Learner Achievement Leaders Resource with the development of the new Site Improvement Plan for PASS and SACE plan. There are specific components which have targeted Aboriginal specific data.

Improvements which were achieved in 2021 were that 24 Aboriginal and Torres Strait islander students achieved their SACE. This is a joint effort with staff from PASS.

# South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
95%	95%	93%	99%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	2018	2019	2020	2021
A+	1%	1%	0%	0%
A	7%	4%	4%	1%
A-	11%	5%	5%	10%
B+	9%	11%	5%	0%
B	10%	17%	19%	8%
B-	19%	18%	17%	20%
C+	20%	17%	17%	0%
C	15%	17%	20%	21%
C-	4%	4%	6%	6%
D+	1%	2%	1%	0%
D	3%	1%	4%	1%
D-	0%	1%	0%	0%
E+	1%	1%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

\*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

2018	2019	2020	2021
95%	96%	97%	96%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	50%	53%	55%	58%
Percentage of year 12 students undertaking vocational training or trade training	51%	68%	65%	41%

2021
58%
59%

# School performance comment

## NAPLAN READING:

In 2021 42% of students attained the DfE standard in reading. It is worth noting that over the last 6 years the school has maintained an improvement trend above the historic baseline. In 2021, 42% of students reached the Standard of Educational Achievement in reading, continuing the notable improvement trend. This is now 100% above the historic base line with Aboriginal students showing their highest recorded result of 24% at SEA. The schools focus on whole school writing strategies and reading strategies has developed further in 2021 together with higher band students transitioning to our school being identified, tracked, monitored and supported to help maintain their high levels of achievement. An overall historical upward trend around literacy (both reading and writing) can be attributed to a focused effort by all staff, working together at classroom, Faculty and Curriculum levels to implement common strategies across the school. Some of these strategies include front loading text, "bump it up" (embedding a culture of student work quality improvement), collaborative moderation and common task design.

## NAPLAN NUMERACY

NAPLAN numeracy and other numeracy measures including PAT-M have shown a general improvement trend above the historic baseline over the last five years and in 2017, 98% of students reached national minimum standard which is the highest result since NAPLAN began. In 2020 37% of students were above the Standard of Educational Achievement (SEA) while in 2021 this figure again rose to 41%. While this is a relatively low result it does continue an improvement trend. The school has recently focused upon evidence informed Numeracy strategies, multiplicative thinking and representational mathematical techniques to support problem solving. We are confident that this continued work will maintain an improvement trend. As with literacy the number of students reaching higher bands in numeracy has increased, however the result is relatively low. Priorities in this area include the early identification and intervention to promote stretch in higher band students.

## SACE ACHIEVEMENT

SACE completion rates and levels of achievement have improved over the last few years with a completion of 98% in 2021. This trend is due to a range of initiatives including new monitoring and support systems, administrative arrangements and the development of a range of Stage 1 and 2 options including the Youth Engagement Strategy which provides an increased number of VET units together with compulsory SACE units through an alternative educational model. This year we have also targeted a specific at risk cohort of year 10 and year 11 students to be further supported to complete the compulsory SACE units. Levels of achievement at both Stage 1 and Stage 2 have also shown an improvement trend which is consistent with the schools clear focus on improving achievement. During 2021 the school has expanded its SACE tracking and monitoring systems to include a focus on high achieving students and strategies to move them into higher grades

# Attendance

Year level	2018	2019	2020	2021
Year 7	48.0%	0.0%	N/A	N/A
Year 8	78.3%	77.0%	76.2%	73.9%
Year 9	74.5%	76.3%	73.8%	76.0%
Year 10	72.4%	70.5%	72.8%	70.0%
Year 11	80.5%	76.4%	71.6%	71.8%
Year 12	81.6%	89.2%	80.3%	76.8%
Secondary Other	74.8%	83.5%	83.6%	71.8%
Total	76.8%	77.4%	75.2%	73.6%

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

## Attendance comment

Attendance has improved significantly over the last seven years (approx. 10%). However this improvement trend has been affected by the Covid-19 pandemic this year where attendance has plateaued. While the school is confident that our curriculum/ programs are inclusive of all students, during 2021 the school utilized its capacity to further strengthen the Attendance Action Team model supportive of high level tracking and monitoring procedures. The PASS Attendance Team who work with the Education Office personnel met 2-3 times per term to review individual and cohort student attendance. Prior to meetings the Year level leaders identified students who are at the risk. The team focused on changing the attendance patterns of Year 8/9 students with the support of parents/caregivers.

## Behaviour support comment

The improvement trend continues around general behavior and culture which is reflected in the number of behavior referrals and documentation. A Data Literacy Priority Action Team (PAT) has been formed with one focus being on deeper analysis of student behavioral trends and patterns. Weekly meetings occur between the Principal and relevant Senior Leaders to identify and action intervention with and for students (and their families) who are identified through the Focus Room referral process. A texting system has also been introduced to inform parents immediately if their child has been required to attend the Focus Room. This has replaced the previous letter home that was not timely in keeping parents informed. Parent feedback is positive around this improvement, improving communication with parents around their child's behaviour.

## Parent opinion survey summary

The 2021 Survey indicates a general continuation of positive overall perception with over 85% of parent replies being positive across all question categories. Despite much effort to promote parent participation in the survey, it should be noted that only 94 parents responded from an enrollment of 689 students at the time. Engagement in this survey increased by 3% from 2020. The school has, and will continue to increase participation with a number of new strategies that include "sign up" at Parent Teacher Interviews and text reminders with a link to simplify the process for parents. The survey showed a notable positive improvement in parent perception around communication from the school, both quality and quantity. Improvement strategies have been in place arising from 2020 data that include mentoring new staff in relation to contacting families, automated texts in relation to student behaviour, increased data collection and sharing by Aboriginal education Teachers (AET'S) and Aboriginal Secondary Education and Training Officers (ASETO's). Daymap is our Learner Management System that has also contributed to parent involvement, improved teacher communications and student to teacher communications. A high level of satisfaction was also noted in the perceived value that the school places on teachers talking with students, the focus on educational outcomes and the link to future pathways that the school has on all learning opportunities. This is synonymous with the school motto of "Success for All"

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	1.2%
PE - PAID EMPLOYMENT IN SA	11	13.6%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	2.5%
QL - LEFT SA FOR QLD	1	1.2%
SM - SEEKING EMPLOYMENT IN SA	10	12.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	1.2%
U - UNKNOWN	55	67.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

The school follows all of the DfE Relevant History Screening procedures and is 100% compliant in this area.

# 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	84
Post Graduate Qualifications	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	60.4	8.6	25.8
Persons	0	62	10	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$11,139,135
Grants: Commonwealth	\$10,890
Parent Contributions	\$291,652
Fund Raising	\$702
Other	\$434,845

Data Source: Education Department School Administration System (EDSAS).

## 2021 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted funding has been used to support our Youth Engagement Strategy (YES) Centre which offers students individualized programs with a focus on health, wellbeing and literacy and numeracy support.	Over 150 students benefited from our YES programs in 2021.
	Improved outcomes for students with an additional language or dialect	EALD funding has contributed towards Specialized staffing through the YES Centre model and within mainstream classed for targeted EALD literacy intervention class programs across years 8.	Almost all students have shown accelerated development evident through PAT data.
	Inclusive Education Support Program	The school runs 2 Special Options classes together with a Learning Mainstream Year 8-10 class which focusses support for identified SWD together with a wide range of ancillary SWD support also in mainstream classes.	Student engagement and attendance increased leading to improved achievement.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	The school ran a range of programs to specifically improve outcomes for Aboriginal students including: Workabout, SAASTA, VET programs through YES and Industry Pathways Programs, Homework Center, APAS tutoring, Aboriginal Languages and support for the Polly Farmer Pathways to Success program. The school continued to fund the ongoing development and sustainability YES Centre which provides a wide range of alternative pathways and health/wellbeing support for highly complex and vulnerable students. Literacy and numeracy improvement continues as a clear priority.	Aboriginal student engagement and attendance increased facilitating improved achievement towards SEA. Increased number of students achieving the SACE.
Program funding for all students	Australian Curriculum	Funding has been targeted on ongoing training and development for teachers including the trials of the new DfE AC curriculum resources. Additional staffing has been allocated to support Year 8-10 mainstream classes.	Moderation processes are developing to allow for accurate data comparisons.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Languages Program Initiatives Grant funding has been utilized to deliver Aboriginal Languages programs and cultural experiences within different parts of the curriculum e.g. Stage 1 Aboriginal Students, YES.	Improved inclusion of Aboriginal perspectives across the curriculum.
	Better schools funding	Better Schools funding has been used to support a model where most teaching staff are deployed for some of their load (approx. 0.1) to work with other teachers in classes supporting identified students and SEA attainment	Processes being established where more students are receiving direct support.
	Specialist school reporting (as required)	Some of the funding was used to staff specialist Literacy teachers in Year 8 Intervention Classes. Staff training and development and teaching resources were also funded.	Classes focused on developing learning routines and practicing essential skills.
	Improved outcomes for gifted students	Identified gifted students have participated in accelerated learning programs, particularly in STEM where the new 7 into Secondary building has provided valuable learning and interaction with the building company.	Some students have achieved relevant career related SACE units in Year 10.



