Port Augusta Secondary School

2022 annual report to the community

Port Augusta Secondary School Number: 790

Partnership: Port Augusta - Quorn

	Signature
School principal:	Mr Simon Owens
Governing council chair:	Helen Cox
Date of endorsement:	**27 March 2023**

Government of South Australia
Department for Education

Context and highlights

Port Augusta Secondary School (PASS) is a category 2 school located 300km north of Adelaide. In 2022 we accepted our first
intake of year 7 students from our 6 local feeder primary schools. Our enrolment consists of approximately 820 Year 7-12

students including a 45% Aboriginal enrolment and approximately 16% of students being recognized
as having a disability.

Our school motto, "Success For All" is reflected in the many opportunities on offer for all students. These opportunities coupled with supporting programs include the Industry Pathways Program (IPP), Youth Engagement strategy (YES), South Australian Aboriginal Sports Training Academy (SAASTA), Clontarf Foundation, Polly Farmer Foundation, Workabout and Sports Academy.

This year has seen a range of highlights including:

The First Ever Intake of Year 7 students to Port Augusta Secondary School

Approximately 120 Year 7 students began the year at Secondary School in line with the Department for Education's 7 to Secondary Initiative. Despite the many rewards this brought a number of challenges to our school community that should not be underestimated. Staff training and development centered around curriculum and pedagogy specifically related to Year 7 students. A new building was also constructed to accommodate the extra intake of enrolments. 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. 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. This year has seen the development and subsequent embedding of a supportive culture to foster a successful transition to Secondary School for all students entering Year 7.
On Thursday September 15 this new facility was officially opened by The Hon. Blair Boyer, Minister for Education, Training and Skills and Professor Martin Westwell, Chief Executive Officer of The SA Department for Education

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. In August 2022 our school was awarded the Vocational, Education and Training (VET) Innovation in Schools Award at the SA Training Awards at the Adelaide Convention Centre. This award recognised the highly successful partnership between PASS, OZ Minerals and Career Employment Group (CEG) delivering sustainable employment opportunity to indigenous students at the Prominent Hill mining site.

The Announcement of the construction of the Port Augusta Secondary School Technical College:

The SA Government announced during 2022 that a 45-million-dollar facility will be built in Port Augusta to facilitate training in direct response to industry needs. This Technical College will be a new and important part of our school, facilitating the successful entry of students from PASS and outlying regions.

Security Camera Installation.

This year we installed a comprehensive security camera system with coverage across all outdoor areas of the school and major thoroughfares indoors. This state of the art surveillance system has already been very useful when investigating issues.

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. Thankfully in recent times we have returned to face-to-face meetings which is always the preferred option.

The Year 7 into Secondary Initiative:

It is now obvious that our first ever Year 7 student cohort are settled and comfortable in their new surroundings. Governing Council have worked alongside school management to support and guide a successful transition into secondary school for our 2022 Year 7 cohort.

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 is now a part of the expansion of the schools Youth Engagement
Strategy (YES). This extra supporting structure for some of the school's more vulnerable students has grown in 2022 with dedicated, trained staff in place with proven outcomes already.

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. Once again the 2022 Governing Council has structured its agenda to align directly with the new (SIP). Each meeting the Principal reports against the SIP Goals, Outcomes and Actions.
This has 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 processes relating to school policy including SBM policy and lunch passes and has successfully lobbied the Port Augusta City Council to enable a school crossing to be built in the front of the school.
Governing Council will also continue to play a pivotal role in 2023 in relation to the planned security audit aimed at improving safety
for students and staff at the school.
Looking ahead, one of the priority tasks for Governing Council in 2023 will be to continue the policy development around the Mobile Phone Policy mandated by the South Australian Government beginning in Term 2, 2023.

Quality improvement planning

This year the school began the first year of implementation around our 2022 - 2024 Site Improvement Plan (SIP). The goals and actions within this plan sequentially flow from previous improvement work resulting in an upward trend in our NAPLAN Literacy and Numeracy achievement data. In 2022 a targeted staff training program was initiated intending to raise the profile of Progressive Achievement Testing (PAT) Reading and Mathematics) and consequently inform teaching practice for all staff. This began with staff being introduced to the ACER Platform and being given time to look deeper into the learning needs of individual students and other specific cohorts of students that they teach. A Student Free Day on March 10, 2023 is planned to continue this work. DfE Curriculum Support Staff will be on site on this day to support teachers.

Our School Improvement Plan has 2 Goals with achievement targets and actions associated with each.

Goal 1 - Literacy
To improve student achievement in reading a writing a whole school approach was adopted with Training and Development with all staff, reinforcing that "literacy is everyone's business". Curriculum Leaders took feedback to and from Leadership and Faculty meetings, regularly reviewing and checking on the progress of agreed actions. For example, Leaders consulted with Faculty Teams and used this feedback to decide as a team as to which text types / writing genres they would focus upon at each level. This was mapped across the school to ensure that all students were exposed to a variety of writing styles and formats. Training and subsequent implementation was also completed with staff "Front Loading" texts. This was aimed at improving access to, and understanding of texts that some students may find difficult to comprehend. Front Loading Strategies included students highlighting words that they may be unsure about the meanings of in groups, and as individuals, and concept mapping texts with supporting pictures or diagrams. Our English Faculty also focused on "Academic Literacy" across all year levels, utilising their collective knowledge and experience in this area

Goal 2 - Numeracy
A more Faculty based approach to reaching our Numeracy Goals was implemented in 2022. Supporting programs including Quicksmart were used for intervention when students were identified as needing support. These diagnostic tools included NAPLAN and PATM testing results and in-class formative and summative assessment. The Mathematics Faculty have determined areas of focus, particularly in relation to multiplicative thinking and proportional reasoning and have undertaken professional development in this area and are now training to use PATM Data to inform their practice even more in these areas. Common Mathematics tasks and associated assessments have been developed across the school. A strong representation of Mathematics teachers volunteered as a part of the Data Literacy Priority Action Team, supporting all staff to interpret agreed data sets to inform practice.

A South Australian Certificate of Education (SACE) Action Plan ran throughout the year in parallel with the SIP. This plan includes the continued involvement and input of the SACE Priority Action Team with a primary focus around supporting all students to achieve their SACE in a timely manner. This team meets every three weeks, organizing the regular monitoring and review of SACE students and agreeing on appropriate intervention models. They survey staff in relation to individual student progress using tools such as RAG (Red, Amber, Green) Data and Term Reports.

Literacy, Numeracy and SACE achievement at PASS are all supported with the school leadership structure, having a dedicated Senior Leader responsible for each area.

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
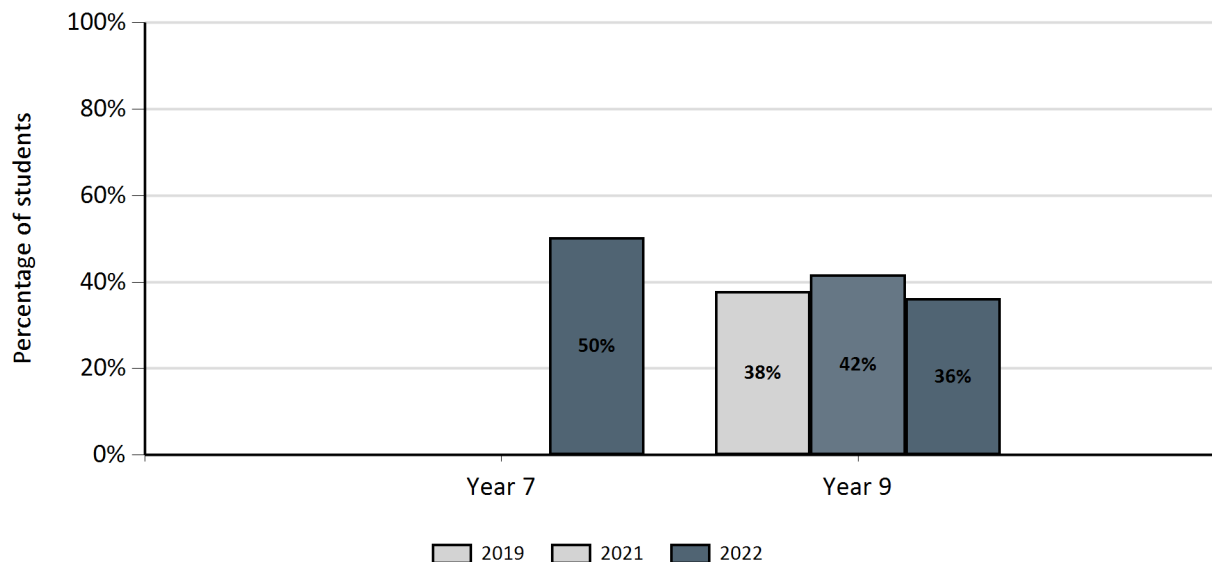
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
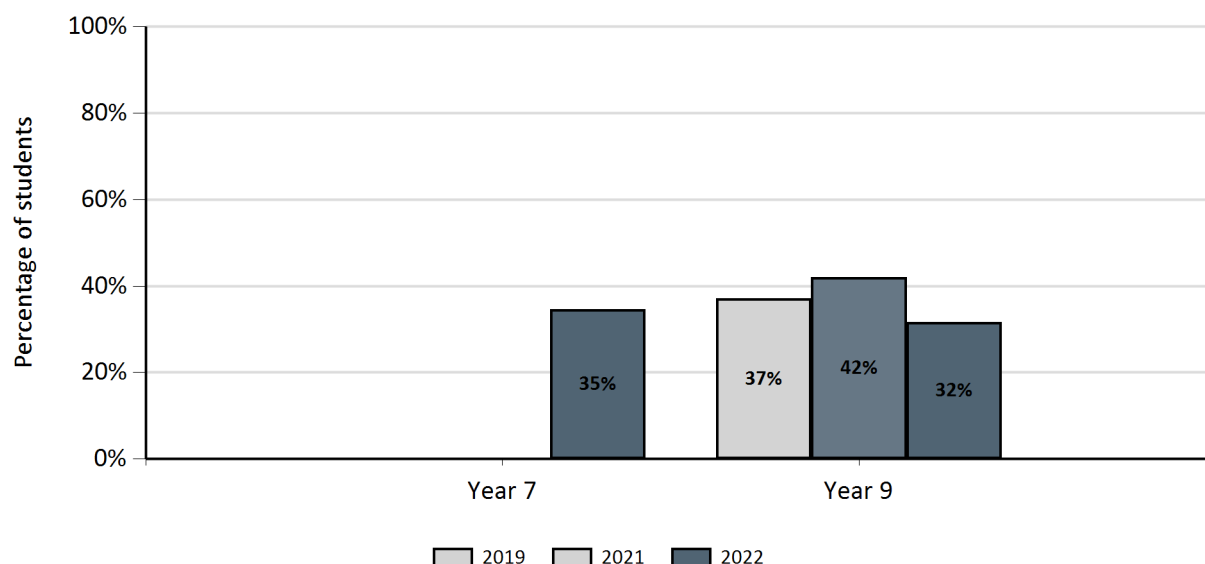
Numeracy

*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	125	124	15	6	12%	5%
Year 07 2021-2022 Average	125.0	124.0	15.0	6.0	12%	5%
Year 09 2022	171	171	13	6	8%	4%
Year 09 2021-2022 Average	152.5	152.0	11.0	4.0	7%	3%

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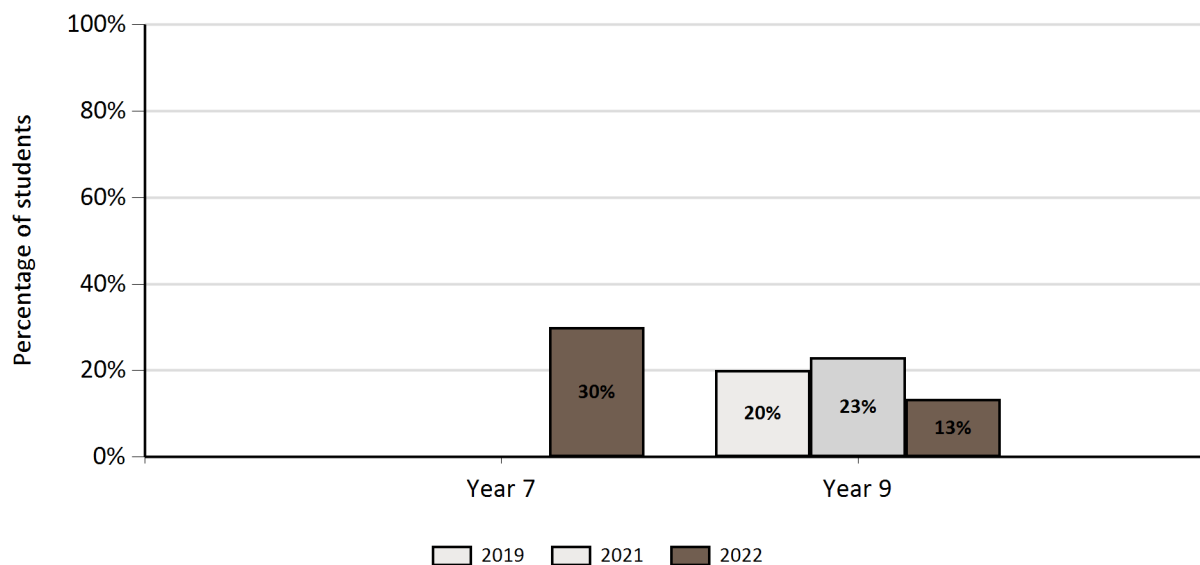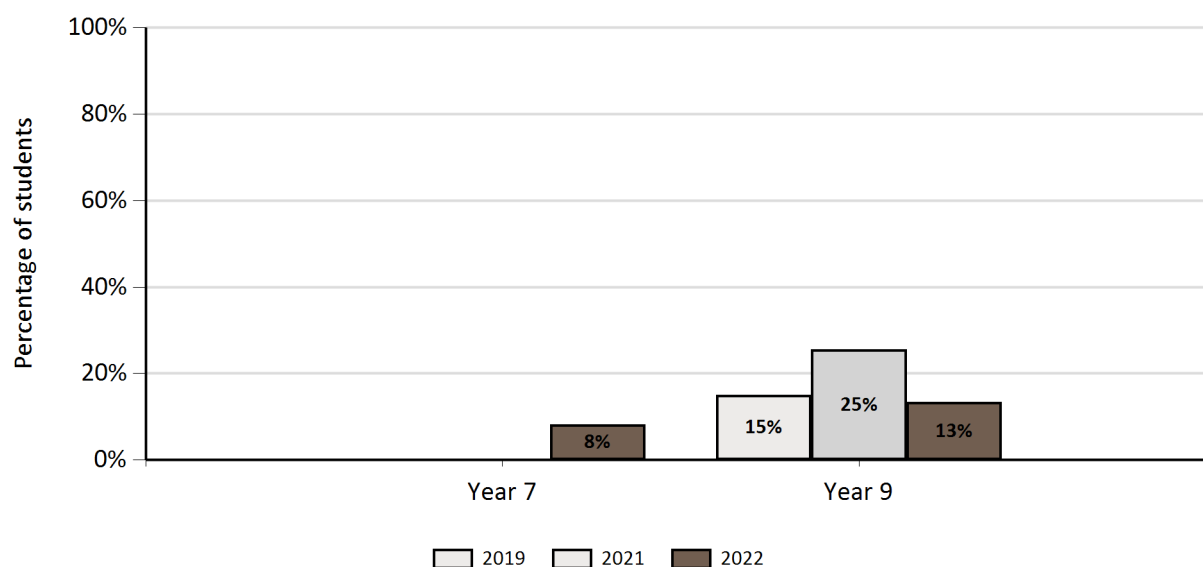Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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	50	49	3	1	6%	2%
Year 07 2021-2022 Average	50.0	49.0	3.0	1.0	6%	2%
Year 09 2022	75	75	0	0	0%	0%
Year 09 2021-2022 Average	63.5	63.0	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 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:

> Year 7/8 tracking- This was created in 2021/2022 with the introduction of Year 7's at PASS. This spreadsheet was collated by two Aboriginal Education Teachers. The spreadsheet includes analytical data (NAPLAN, PAT M/ PAT R, Attendance, Disability, EALD) from DfE reports, Data Dashboard and Power Bi. Also included in anecdotal data from the primary schools e.g. friendship groups, cultural group, siblings etc. This was introduced in Week 0 to all staff to assist staff to know their students in their classes. The spreadsheet was also used through faculties.
> Headstart to SACE-This is for Year 10 Aboriginal students who are at risk of not succeeding with the requirements of SACE. Students are identified in Year 9 through their PAT results/ NAPLAN/RAG data and school reports. Headstart to SACE concentrates on the SACE requirements of English and Maths. The classes run for the school year with the aim of students completing 20 credits of SACE (10 Maths/ 10 English) in Year 10. There is also targeted SSO support in the classes.

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

> Headstart to SACE-Through the introduction of Headstart to SACE there is better tracking and monitoring for Year 10 students at PASS. If there are any concerns they can be addressed earlier with the student and their families. The RAG data which is done twice a term is additional information to support Headstart to SACE and if further intervention for students is required.
> In 2022, a majority of the students completed the Maths/ English requirements of SACE through Headstart to SACE where students received a C or above grade. The students who were not successful was because of attendance concerns.
> PAT M/PAT R data -PASS has had a focus in 2022/2023 with using the ACER portal and the PAT M/PAT R data more effectively and specifically to support individual students. Teachers are using the portal and the data to look at their individual classes and individual students and all at teaching strategies to support students to make improvements with their literacy and numeracy.

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
95%	93%	99%	90%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	0%	0%	0%
A	4%	4%	1%	4%
A-	5%	5%	10%	8%
B+	11%	5%	8%	9%
B	17%	19%	12%	11%
B-	18%	17%	20%	14%
C+	17%	17%	21%	15%
C	17%	20%	21%	20%
C-	4%	6%	7%	9%
D+	2%	1%	1%	4%
D	1%	4%	0%	2%
D-	1%	0%	0%	2%
E+	1%	0%	0%	2%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
58%	73%	59%	67%

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	50%	53%	55%	58%	58%
Percentage of year 12 students undertaking vocational training or trade training	51%	68%	65%	41%	59%

School performance comment

NAPLAN READING
In 2022 36% of Year 9 students and 50% of Year 7 students attained the DfE Standard of Educational Achievement (SEA) for Reading. This continues the general upward trend in relation to reading capabilities in the school. Students achieving Higher Bands at year 9 also increased to 9% at Year 9 and was at 12% at Year 7. We continue to track all students, in particular those who are just outside the SEA, initiating intervention and allocating resources to support them to successfully move into SEA and above. Strategies to support our Aboriginal students to improve their achievement in reading are documented in our Aboriginal Learner Achievement Plan. Progressive Achievement Testing (PAT) has been used to gain a better understanding of the learning needs of individual students and tailor learning programs and specific tasks for them. All staff are also documenting the strategies they plan to use to support student understandings and confidence around accessing texts. This documentation appears in their teaching programs and as instructions on tasks sheets.

NAPLAN NUMERACY
In 2022, 32% of Year 9 students and 35% of Year 7 students attained the DfE Standard of Educational Achievement (SEA) for Numeracy. Students achieving Higher Bands in Numeracy was at 4% at Year 9 and 5% at Year 7. Our school is continuing work 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
Our percentages of SACE Completion data remains in the high 90's for 2022. 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. This provides an increased number of VET units together with compulsory SACE units through an alternative educational model. This year we targeted a new 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 2022 the school has continued 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	2019	2020	2021	2022
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	0.0%	N/A	N/A	74.0%
Primary Other	N/A	N/A	N/A	N/A
Year 8	77.4%	76.2%	73.8%	68.5%
Year 9	75.8%	73.8%	76.0%	65.0%
Year 10	70.7%	72.9%	70.3%	66.2%
Year 11	76.4%	71.7%	71.7%	64.8%
Year 12	89.3%	80.3%	76.8%	71.9%
Secondary Other	83.0%	83.6%	71.8%	68.6%
Total	77.4%	75.2%	73.6%	68.1%

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 now seems to be still recovering from the Covid Pandemic. While the school is confident that our curriculum/ programs are inclusive of all students, during 2022 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. Between these meetings a smaller, more targeted group analyses individual student's attendance data documenting follow up and action on an individual basis. Year level leaders identified students who are at the risk. The team
focused on changing the attendance patterns of Year 7/8/9 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. Significant improvements around documentation and subsequent follow up of behavioral issues is also adding to the efficient, timely and responsive management of student behaviour at the school. The Data Literacy Priority Action Team (PAT) continues to focus 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 is in place 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, increasing communication with parents around their child's behaviour. The school will implement the dfE Mobile Phone Policy in 2023 which is predicted to decrease the amount of behavioural issues at school.

Parent opinion survey summary

The 2022 Survey indicates a general continuation of positive overall perception with over 83% 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 87 parents responded from an enrollment of 820 students at the time. 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 continued to show a notable positive improvement in parent perception around communication from the school, both in
quality and quantity. Improvement strategies have been in place arising from 2021 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"
Another ongoing positive aspect of the 2022 survey was that a large majority of parents believe that our school values education and seeks to improve on a regular basis.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	29	18.0%
NT - LEFT SA FOR NT	4	2.5%
PA - PARENTING/CARER	4	2.5%
PE - PAID EMPLOYMENT IN SA	29	18.0%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	12	7.5%
QL - LEFT SA FOR QLD	2	1.2%
SM - SEEKING EMPLOYMENT IN SA	32	19.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	39	24.2%
U - UNKNOWN	4	2.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	1.2%
WA - LEFT SA FOR WA	4	2.5%

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

Relevant history screening

The school follows all of the DfE Relevant History Screening 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 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	60.4	8.6	25.8
Persons	0	62	10	34

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

Financial statement

Funding Source	Amount
Grants: State	$13,869,801
Grants: Commonwealth	$15,000
Parent Contributions	$320,062
Fund Raising	$1,574
Other	$124,030

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted funding has been used to support our Youth Engagement Strategy (YES) Centre and Learning Hub which offers students individualized programs with a focus on health, wellbeing and literacy and numeracy support. YES have a Year 7/8 annexe in the new building where the support is targeted to middle school students. They also have APEX Park which is situated off the school groups. Highly anxious students access their learning through teacher and SSO support. It is a quieter environment. The learning Hub expanded in 2022 and now supports Year 7 students with complex needs in the new building.	Over 200 students have benefited from being part of the YES Centre or Learning Hub in 2022. In particular a number of students who would normally not attend school are now engaged with us due to initiatives such as YES and the APEX Park program.
	Improved outcomes for students with an additional language or dialect	EALD funding has contributed towards specialised staffing through the YES Centre and within mainstream classed for targeted EALD literacy intervention class programs across years 7/8 in 2022. There has been training to support teachers with LEAP training to better support students within their classes and throughout the school.	Students have shown accelerated development evident through PAT data and improvement in their writing through their LEAP levels.
	Inclusive Education Support Program	The school runs 2 Special Options classes. In 2022, the Learning Hub was expanded and the Learning Mainstream Year 7 class was created to work alongside together with a Learning Mainstream Year 8-10 class. These classes focus on support for identified students with a disability together with a wide range of ancillary support.	Student engagement and attendance increased leading to improved achievement.
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 school has a range of programs to specifically improve outcomes for Aboriginal students including; Workabout, SAASTA, VET through YES/Industry Pathways Programs, Homework Centre, APAS tutoring, Aboriginal Languages and the Polly Farmer Pathways to Success program. The Clontarf program also continues to support male Aboriginal students. The school continues to fund the ongoing development and sustainability of the YES Centre and Learning Hub 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. Our school also experienced an increased number of students achieving the SACE in 2022.
Program funding for all students	Australian Curriculum	There is a focus on the SIP, improvement with writing and using writing strategies within the teaching and learning cycle. The priority in 2022 was to implement strategies and reflect on the teachers own practice. Funding was targeted on ongoing training and development for teachers including the trials of the new DfE AC curriculum resources. There was additional staffing allocated to support Year 7-10 mainstream classes.	Moderation processes are developing to allow for accurate data comparisons especially in the areas of PAT M/PAT R. This is done through the work of the faculties with the support of the Literacy Senior Leader. Teachers are reflecting on their own practices and working with colleagues within their faculties. This has been ongoing during 2022.

	Aboriginal languages programs Initiatives	Aboriginal Languages Program Initiatives Grant funding has been utilised to deliver Aboriginal Languages programs and cultural experiences within different parts of the curriculum e.g. Stage 1 Aboriginal Students and in the YES Centre. With the introduction at PASS of a new learning area named Cultural Discoveries, the Aboriginal Language Cultural Specialist has been utilised in classes.	Improved inclusion of Aboriginal Languages and perspectives across the curriculum. The year 7/8s students have responded well with the Aboriginal Language Cultural Specialist as many students know her from the primary schools and she is an elder within the community.
Other discretionary funding	Better schools funding	Better Schools funding has been used to support a team teaching 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 are being established where more students are receiving direct, targeted support from teachers.
	Specialist school reporting (as required)	Some of the funding was used to staff specialist EALD teachers in Year 7 English classes. Staff training and development and teaching resources were also funded.	Classes focused on developing learning routines and practicing essential skills in Year 7/8.
	Improved outcomes for gifted students	Identified gifted students have participated in accelerated learning programs, particularly in STEM. The Aboriginal STEM Congress enabled some gifted Aboriginal students the opportunity to participate and network with other schools across South Australia. There have also been some students who have accessed the Uni Hub subjects within Port Augusta.	Some students have achieved relevant career related SACE units in Year 10. Some students have achieved credits for University. Many students received competitive high ATARS including 99.75,99 and a number of others in the 80's and 90's.