



Wirreanda Secondary School

2022 annual report to the community

Wirreanda Secondary School Number: 638

Partnership: Panalatinga

Signature

School principal:

Ms Karla Pobke

Governing council chair:

Colin Jevons

Date of endorsement:

5 February 2023



Government
of South Australia
Department for Education

Context and highlights

Wirreanda Secondary School (WSS) is a Category 3 site catering for students in Year 7-12. In 2021 there were 1096 total enrolments including 123 ATSI students, 70 EALD students and 20 Child in Care.

Our school incorporates a Special Entry Sport program, Disability Unit/Special Classes and an onsite FLO program (WAVE). We continue to see an increase in enrolments annually. In 2023 we are expected 210 new Year 7s and enrolment of 1150.

High quality curriculum and pedagogical approaches to ensure all students are supported and challenged in their learning continues to be central to our approach. We have high expectations for all of our students and we use high impact teaching strategies as part of the Anatomy of Learning Blocks framework. We support all teachers and staff to improve their practice through high quality professional learning including a specific focus on checking for understanding and ensuring that teachers know where students are at in their learning so they can be stretched. It is a shared understanding that all teachers will have clear learning intentions, success criteria and lesson sequence for each learning block.

In 2022 the focus was on teachers implementing Anatomy of Learning Blocks pedagogies into the classroom with a focus on checking for understanding. The SIP has been collaboratively reviewed by staff to narrow the focus for literacy and numeracy improvement and enable each staff member to understand their role in this work. In 2023 all teachers will be implementing Before, During, and After (BDA) reading strategies into the classroom in addition to targeted literacy intervention programs for specific students. In 2022 teachers have accessed PL to run the sounds write literacy intervention program at Year 7 and 8 next year to support students with the largest literacy gaps. To increase numeracy achievement mathematics teachers will be explicitly teaching number concepts with the Big Ideas in Number framework (BiiN). A curriculum and timetable review was conducted in 2022 and in 2023 students in Year 7 and 8 will only have two teachers for their core curriculum, meaning they will have the same teachers for longer allowing each teacher to better understand each student. Also in the senior years English teachers will stay with their class for the whole year with the aim to increase achievement in compulsory literacy classes. In 2022 there has also been Professional Learning with a focus for SACE teachers to develop flexible LAPs and high-quality assessment tasks to cater for the specific needs of our senior students.

Staff are supported in their own growth and development through their Professional Development Plans (PDPs). This includes classroom observations, ongoing feedback, and formal and informal opportunities for reflection and discussion about continuous improvement.

The Site Improvement plan continues to provide consistent direction about our site priorities. The focus continues to be on literacy, numeracy and SACE improvement.

Moving into 2023

We have had the opportunity in 2022 to review many of our structures and systems and make changes if they were no longer fit for purpose. In 2023 we have some key focus areas that will drive our school improvement including

- Improved middle school structures
- A new timetable with 80 minute lesson blocks
- School wide implementation of Positive Behaviours for Learning
- A refined Site Improvement plan
- A new leadership structure
- A new professional learning structure and instructional leadership model
- Improved literacy and numeracy intervention programs

Governing council report

2022 brought a sense of normality to the school community again with the building works finally completed and Covid becoming part of our everyday lives, enabling daily school operations to get back to normal. We also welcomed the 2nd cohort of year 7's to the school and although there are always learning from new programs, the introduction of the years 7s has proven to be a success.

During the year the Governing Council met twice per term and was kept up to date with school proceedings including the Site Improvement Plan, Staffing, Timetables and also oversaw the finance reports and budget via the Finance Committee.

Halfway through the year Caroline Fishpool accepted a new position within the education department and I thank her for her many years of service to the Wirreanda School community, Caroline accomplished many improvements to the school and was key in the site improvements and building works and all whilst keeping the education of our students front of mind.

Caroline's departure left a vacancy for the principal's position which was temporarily filled by Ms. Karla Pobke. As chairperson I was invited to sit on the selection board for applicants for the position and was pleased to see Karla apply and also be successful in her application. Already we have seen Karla bring her own style to the leadership role and I am confident the Wirreanda School community will continue to grow under her leadership.

I would like to thank the other members of the Governing Council for their efforts and contribution during the year. After 10 years on the council, 2022 will be my last year as Chairperson of the Governing council and it has been my pleasure to do my part in the success of the school. I invite any interested parents or caregivers to attend the 2023 AGM a join the council, have a voice and be part of the community for the greater good.

Thank you

Colin Jevons
Chairperson Wirreanda Secondary School Governing Council.

Quality improvement planning

Wirreanda Secondary School's site improvement plan in 2022 continued to be underpinned by DfE strategic directions, identified areas for improvement within the Wirreanda Secondary School context and evidence based research.

Whilst WSS continues to have a strong focus on school improvement, 2022 was a heavily impacted school year due to Covid and other challenges. Significant staff and student absences impacted on continuity of learning and overall achievement data. Extensive review and consultation has occurred during 2022 to update the current Site Improvement Plan and ensure it provides a narrow and depth school wide focus on literacy and numeracy improvement resulting in increased achievement in Australian Curriculum and SACE.

Goal 1: Improve student reading achievement

Action: All teachers implement Before, During and After Reading strategies in every classroom

Target: Improve % of A and B grades across Year 7-12

2022 Data

In 2022 34.48% of Year 9 students met or exceeded DfE SEA Reading in NAPLAN and 43% met or exceeded SEA in PAT-R test.

*2022 Improvement data was largely impacted by Covid and student attendance at school (92 students were absent for NAPLAN testing)

Goal 2: Improve student achievement in numeracy

Action: Mathematics teachers specifically teach number sense in every classroom

Target: Improve % of A and B grades across Year 7-12 in Mathematics

2022 Data

In 2022 43% of Year 9 students met or exceeded DfE SEA Numeracy in NAPLAN and 37% met or exceeded SEA in PAT-M test.

*2022 Improvement data was largely impacted by Covid and student attendance at school (92 students were absent for NAPLAN testing)

SACE Data 2022

100% SACE Completion

58% of students achieved an ATAR. Top 10 performing students achieved greater than 70 ATAR.

52.44% of Year 12 grades in the A and B grade bands

11.31% of all grades in A band (up from 10.2% in 2021)

Data from WAVE program

SACE SUBJECTS

7 x students completed SACE
4 x students completed PLP Stage 1
27 x students completed Essential English Stage 1
2 x students completed Essential Maths Stage 1
14 x students completed Integrated Learning Stage 1
10 x students completed Community Studies Stage 1
20 x students completed Community Studies Stage 2
7 x students completed Research Project Stage 2

VET COURSES

3 x students completed a Certificate II Community Services
2 x students completed a Certificate II Automotive Servicing Technology
2 x students completed a Certificate III Early Childhood Education and Care
2 x students completed a Certificate II in Construction Pathways

Partial completion of VET course

4 x students partial completion of Certificate II Hospitality
3 x students partial completion of Certificate III Early Childhood Education and Care
1 x students partial completion of Certificate II Horticulture
1 x students partial completion of Certificate III Carpentry

OTHER ACCREDITED LEARNING

22 x students completed Duke of Edinburgh Bronze Award
3 x students completed Duke of Edinburgh Silver Award
1 x Student completed Operation Flinders Program (submitted in 2022)
23 x students completed White Card course
17 x students Responsible Service of Alcohol course
8 x students completed Workzone Traffic Management course
9 x students completed First Aid course

FURTHER TRAINING OR ACHIEVEMENTS

26 x students achieved Learner's Permit
2 x students obtained Provisional Permit
35 x students have Part-time or Full-time jobs
10 x students completed Work Experience
57 x students participated in Volunteer opportunities through WAVE.

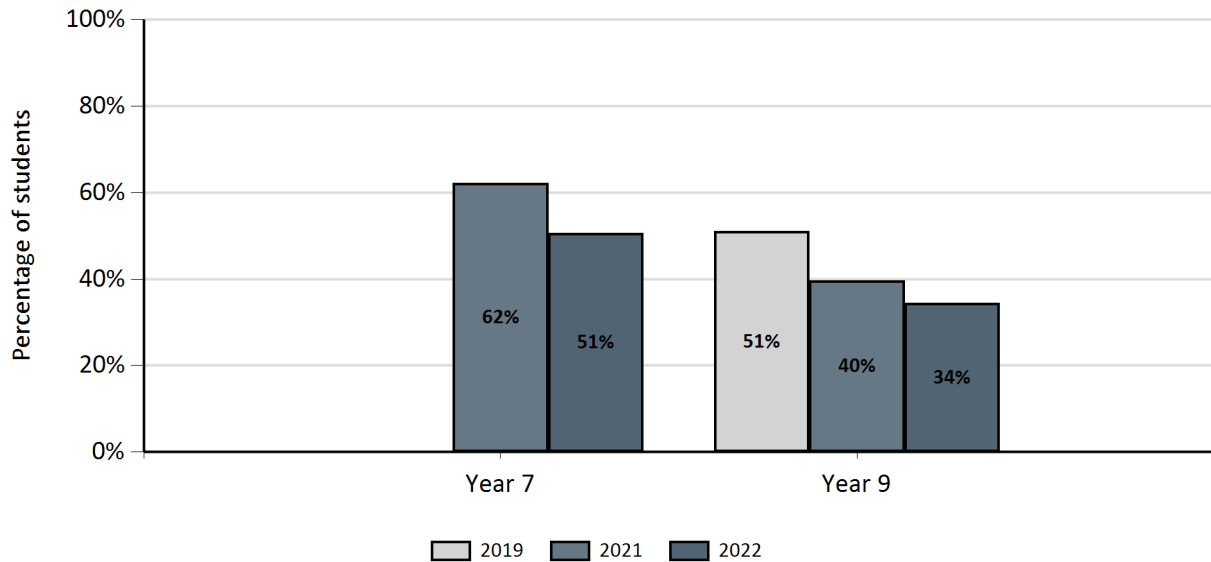
The next steps in our improvement journey is to have a whole school focus on literacy and improvement of A and B grade data. Moderation practices are more consistent across the whole school resulting in only 2 moderation changes in SACE in 2022 representing a significant achievement by all teachers. Teachers will continue to focus on the use of high impact teaching strategies and implementation of Quality Differentiated Teaching Practices based on knowing their students well. As a school we are strengthening our Wave 2 and 3 interventions for literacy and numeracy ensuring all students receive the support that they need.

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

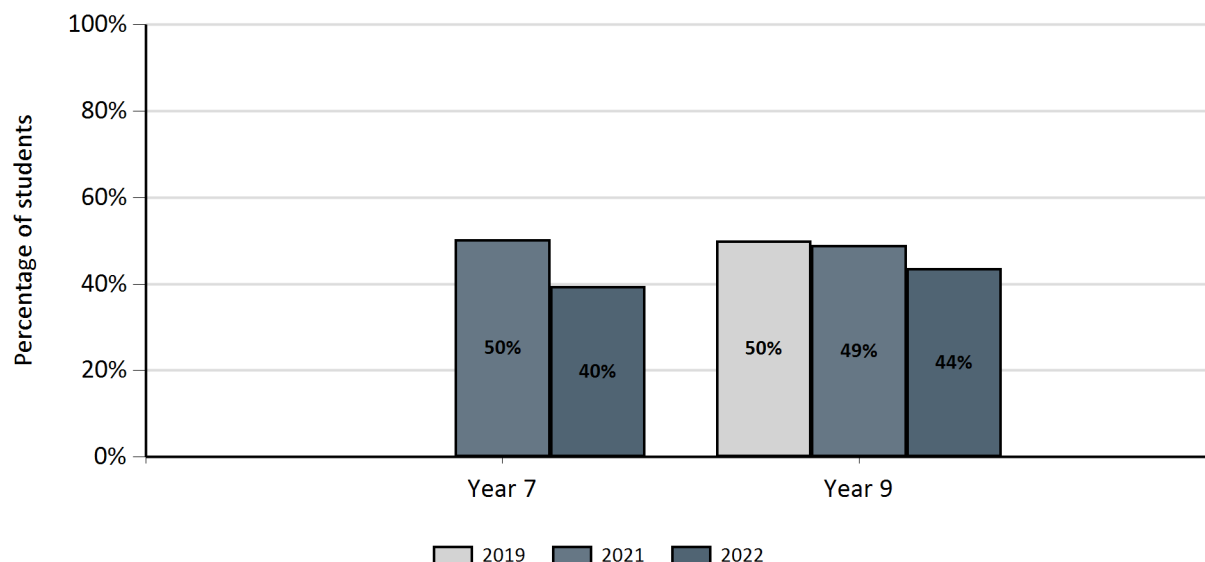


*NOTE: No NAPLAN testing was conducted in 2020.

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	172	172	12	12	7%	7%
Year 07 2021-2022 Average	149.5	149.5	12.5	10.5	8%	7%
Year 09 2022	174	174	10	4	6%	2%
Year 09 2021-2022 Average	184.0	184.0	11.5	7.5	6%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

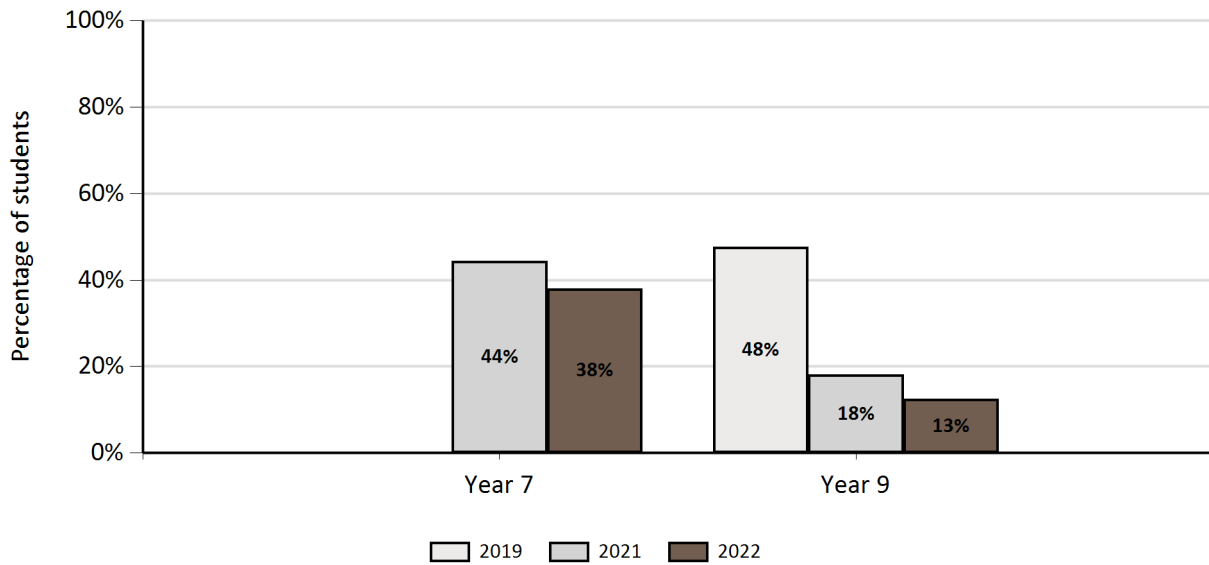
[^]includes absent and withdrawn students.

*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



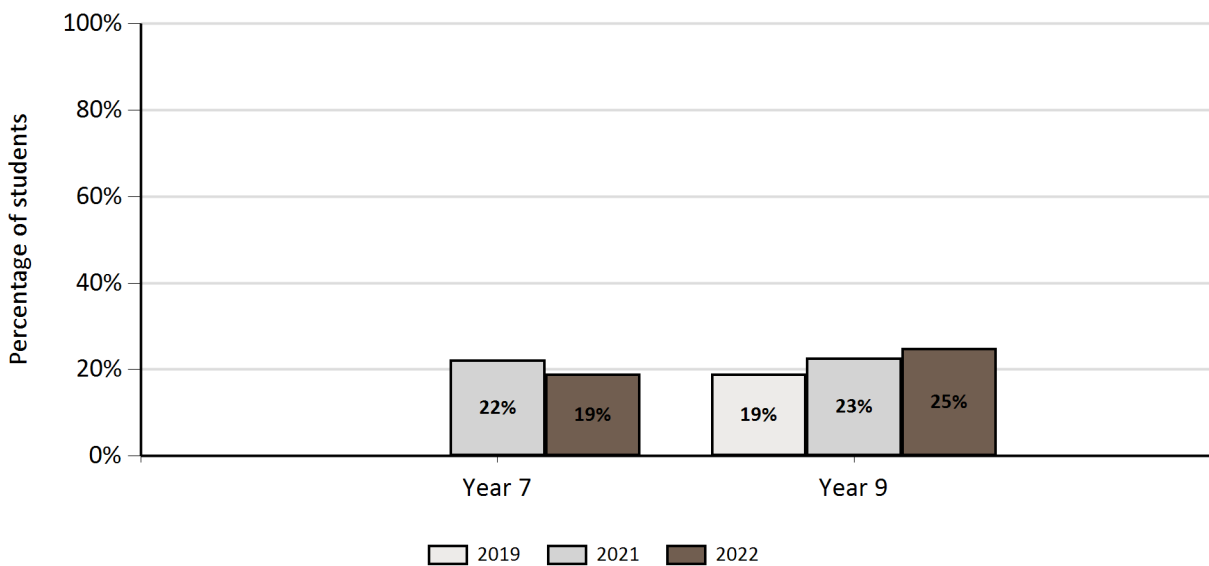
*NOTE: No NAPLAN testing was conducted in 2020.

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	21	21	1	2	5%	10%
Year 07 2021-2022 Average	15.0	15.0	0.5	1.0	3%	7%
Year 09 2022	16	16	0	0	0%	0%
Year 09 2021-2022 Average	19.0	19.0	0.0	0.0	0%	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:

In 2022, the Aboriginal Education Team continued to develop the systems and procedures to track and monitor the attendance and learning achievement of Aboriginal Learners. To do this, student data was collected and collated from databases including the Learner Management System (Daymap), Power BI and other site based tracking and monitoring systems. This enabled the AET to plan and implement the appropriate supports, particularly for Senior School students, to ensure students had the greatest opportunity to achieve. A notable shift in 2022 from previous years was that all Senior School students engaged with 1:1 Tutor support provided and funded through the APAS funding, with student reporting a greater connection to this in 2022 than in previous years.

A key focus in 2022 was to review and update the process of developing personalised One Plans for each Aboriginal Learner. This process allowed authentic conversations to be had with families, students and their teachers about individual student Literacy and Numeracy achievement and plan for progression of each learner and will continue to be an area of focus in 2023.

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

Literacy and numeracy interventions employed for senior school students have been effective in 2022, with 10 out of the 15 Stage 1 Aboriginal students having successfully completed their compulsory Stage 1 literacy and numeracy subjects. Within the remaining 5, 4 will be continuing in 2023 in the WAVE program, and 1 was connected to the Workabout services as a leaver. Twelve Aboriginal students began Stage 2 in 2022, 8 students successfully completed their SACE, with one student having guaranteed university entry and a further two students supported through Yunggoendi at Flinders University for their university pathway. Two students were connected to Workabout services as leavers, with a further 2 students continuing with their studies through the WAVE program in 2023.

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
98%	98%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2022

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

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	0%	0%	0%	0%
A	1%	2%	2%	3%
A-	4%	3%	7%	9%
B+	8%	9%	12%	10%
B	21%	18%	16%	17%
B-	20%	15%	17%	15%
C+	21%	20%	18%	25%
C	18%	23%	22%	18%
C-	4%	7%	5%	4%
D+	1%	1%	1%	0%
D	1%	0%	0%	0%
D-	0%	1%	0%	0%
E+	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
92%	93%	90%	98%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	94%	98%	98%
Percentage of year 12 students undertaking vocational training or trade training	28%	43%	30%	68%

2021	2022
99%	100%
68%	32%

School performance comment

From 2019-2022 there has been no change in the school performance score (0.37). Over this time period there has been an increase in the Senior Secondary Performance score from 0.50-0.57, and a slight increase in the NAPLAN performance score from 0.25-0.28. In 2022 the school performance score is TBC. The Senior Secondary Performance score is yet to be finalised and there was a decrease in the NAPLAN performance score from 0.27 to 0.22. In NAPLAN there was a slight decline in student achieving SEA in Numeracy and Reading and no significant change in HB achievement. There was no significant change in Writing HB and SEA achievement. There were 92 students absent from the assessments in 2022, up from 13 in 2021. This was a major contributing factor to the decrease in the NAPLAN performance score.

2022 was a successful year for our Year 12 cohort, with 85 students (100%) successfully completing the South Australian Certificate of Education. Ongoing practices in early intervention and utilising the flexibilities within the SACE saw an increased number of graduates and improved retention. 58% of students achieved an ATAR, with our Dux achieving an ATAR of 95.45. An ongoing focus on high impact teaching strategies and targeted feedback aligned to the A/B performance standards continued to positively impact school results, with 64% of school-based assessment results falling in the A and B bands, and a pleasing 24% within the A band.

Ongoing moderation practices had a positive impact with 99.5% of school-based assessment results confirmed by the SACE Board. 52.44% of final results fell in the A and B bands. The promotion of alternate-entry programs resulted in 28 students achieving guaranteed University admission in a range of degrees such as Health Sciences, Social Work, Law and Society, Engineering and Business.

SACE completion data

99.5% grades C- or higher

Number of merits/A grades - 11%

Stage 1 Literacy

90% of results at C or above.

Stage 1 Numeracy

70% of results at C or above.

PLP

84% of results at C or above.

Research Project

100% of results at C- or above.

There were 24% of students who would not have completed SACE without VET studies, compared to the state average of 22%

The WAVE Program is an alternative pathways program for students that are facing complexity and/or disengaged with mainstream schooling options. The WAVE Program actively engages students through a specialised case management model that identifies student's individual barriers and tailors a program that allows meaningful and accredited/recognised learning and earning pathways throughout the school year. Students that are part of the school WAVE program are enrolled under the Flexible Learning Options (FLO) enrolment strategy.

In 2022 there were 112 students that started in the WAVE Program at Wirreanda Secondary School ranging from Year 10 - Year 13 students. The students participated in many different learning programs to develop crucial employability and life skills and undertook accredited learning opportunities to count towards SACE credits or completion.

The following achievements include:

SACE SUBJECTS

7 x students completed SACE

4 x students completed PLP Stage 1

27 x students completed Essential English Stage 1

2 x students completed Essential Maths Stage 1

14 x students completed Integrated Learning Stage 1

10 x students completed Community Studies Stage 1

20 x students completed Community Studies Stage 2

7 x students completed Research Project Stage 2

See additional WAVE data in School Improvement section (above) in this report.

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	83.2%	87.0%	79.9%
Year 8	85.5%	84.0%	78.4%	78.5%
Year 9	83.7%	80.7%	79.3%	69.2%
Year 10	80.8%	80.1%	78.9%	73.0%
Year 11	82.3%	82.9%	80.4%	76.1%
Year 12	82.2%	82.7%	82.0%	81.9%
Secondary Other	87.8%	85.4%	87.1%	83.6%
Total	83.4%	82.4%	81.1%	76.8%

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

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

Attendance comment

Whole-school attendance for 2022 declined from 2021. There were declines at all year levels with no change at Year 8. We continue to uphold high expectations for all students and proactively enact strategies to respond to chronic and habitual non-attendance (communication with students, families, specialist case management, referring to and working with support services). We have worked closely with primary schools to identify students with low attendance rates, and put in place strategies to address attendance barriers as part of their transition. We have also reduced the number of teachers students will have in the middle school to support building stronger relationships with a key adult which will also positively increase attendance over time. Attendance follow up will continue to be a key focus in 2023.

Behaviour support comment

Wirreanda Secondary School continues to hold high expectations for all students. High expectations are reinforced everyday through the Positive Behaviours for Learning framework where students are explicitly taught behaviours expected at school. Behaviour support and processes continue to be reviewed regularly to ensure they are meeting the needs of all students. Increased complexity in student cohort has aligned to an increase in suspensions and exclusions, however this is confined to a small percentage of students. In 2023 the school will be part of the Positive Behaviours for Learning Pilot program further strengthening the collective efficacy of staff to support students with complex behaviours. Incidences of violence have decreased in Semester 2.

Parent opinion survey summary

In 2022, 257 parents completed the survey.

Survey results indicate 58% of our parents believe that education is important and 62% believe that education sets their young person up for success post school pathways. 40% of parents feel that their child is important to the school and are supported in their learning.

38% of parents are happy with communication from the school. This is a continuous area of improvement for the school leadership team and we are committed to ensure strong partnerships with families and the school community.

Areas for improvement identified through the survey include

- Improving respectful relationships across the whole school community
- providing more information to parents about how they can support learning at home

Intended destination

Leave Reason	Number	%
IL - ILLNESS	1	0.8%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	11.0%
PE - PAID EMPLOYMENT IN SA	26	20.5%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.6%
QL - LEFT SA FOR QLD	2	1.6%
SM - SEEKING EMPLOYMENT IN SA	15	11.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	64	50.4%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.8%
VI - LEFT SA FOR VIC	1	0.8%
WA - LEFT SA FOR WA	1	0.8%

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

Wirreanda Secondary School has a large number of Third Party Providers working in a variety of areas across the site, including volunteers and community members on the Governing Council. People working or volunteering with children in South Australia must, by law, have a Working with Children Check. All third party providers and volunteers provide proof of a current WWCC Working With Children Check. They also provide a current RAN-EC certificate and if working one on one with students, a copy of their qualifications and insurance. All personal details of volunteers and third party providers are entered onto EDSAS. The school monitors and responds to DfE requirements for volunteers and third party providers.

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	117
Post Graduate Qualifications	39

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	73.7	2.3	29.3
Persons	0	81	4	39

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

Financial statement

Funding Source	Amount
Grants: State	\$17,062,619
Grants: Commonwealth	\$0
Parent Contributions	\$480,282
Fund Raising	\$0
Other	\$137,370

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>In 2022 the funding allocated to Wellbeing has been utilised to support Student Wellbeing in the following ways:</p> <ul style="list-style-type: none"> • Appointment of a 3rd FTE Youth Worker (Semester 2) • 0.4 Occupational Therapist (3 Terms) • Engagement with intervention programs: Reclink Community Engagement Program, Operation Flinders, Labs for Life & Ice Factor • Setup & development of a Reset Room for regulation • Regulation resources (figit kits, yoga mats, fitness equipment, Lego, puzzles etc) • Food for breakfast club (to supplement donated food) • Wellbeing & culture building celebration days (IDAHOBIT Day, Wear it Purple Day, Harmony Day, Bullying No Way) 	<p>Across the school we have seen an increase in the number of students accessing support in the Learner Wellbeing Centre, an increase in the number of students connecting with a key adult for support, and a reduction in the number of behaviour incidents of students working with the Occupational Therapist. Learner Wellbeing has supported over 100 students with strategic targeted wellbeing interventions this year.</p> <p>The programs, activities & intervention strategies will continue to grow in 2023 as we build on the supports & structures implemented this year.</p>
	Improved outcomes for students with an additional language or dialect	Individualised support for the literacy development of EALD students with a focus on comprehension and vocabulary.	100% of Year 7-12 EALD students maintained their LEAP Level
	Inclusive Education Support Program	<p>Literacy & Numeracy intervention for students below SEA</p> <p>In class support for 7-10 PBL & ICS</p> <p>In class & individual support for Year 10/11/12 SACE Completion</p>	<p>100% of Year 12 SWD completed Stage 2 SACE or are continuing with Year 13.</p> <p>100% of Year 10 & 11 SWD completed compulsory PLP, RP, English and Mathematics.</p> <p>80% of Year 9 & 10 SWD completed English with a C grade or higher</p> <p>53% of all SWD (Years 7-10) increased their PAT-R</p> <p>66% of all SWD (Years 7-10) increased their PAT-M scores</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 Students taking alternative pathways IESP support</p>	<p>Improved outcomes for students with an additional language or dialect. Individualised support for the literacy development of EALD students with a focus on comprehension and vocabulary. 100% of Year 7-12 EALD students maintained their LEAP Level *</p> <p>Improved outcomes for students with disabilities. Literacy & Numeracy intervention for students below SEA. In class support for 7-10 PBL & ICS. In class & individual support for Year 10/11/12 SACE Completion.</p>	<p>100% of Year 10 & 11 SWD completed compulsory PLP, RP, English and Mathematics.</p> <p>80% of Year 9 & 10 SWD completed English with a C grade or higher</p> <p>53% of all SWD (Years 7-10) increased their PAT-R scores</p> <p>66% of all SWD (Years 7-10) increased their PAT-M scores</p>
Program funding for all students	Australian Curriculum	Collaborative Planning sessions, Feedback and QDTP, collaborative moderation, curriculum review and realignment of PBL in Year 7 and 8 to Australian Curriculum	Ongoing. Progress is consistent.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	<p>Building leadership capacity and density to address complex of students</p> <p>Staffing density to address complexity within each classroom</p> <p>Smaller class sizes</p>	<p>100% PDP process complete</p> <p>All teachers under EB face to face teaching load</p> <p>Average class size 23 students</p>
	Specialist school reporting (as required)	Specialist Sport Course (SSC) focused on athlete development and increased opportunities for students in relation to high performance, both athletically and academically	Increased enrolment and retention of SSC students. Class numbers stable across Year 7-10
	Improved outcomes for gifted students	Focus on knowing each students and supporting stretch and challenge for all students. Individual growth for high band students	Retention of high band students