# Nuriootpa High School

## 2022 annual report to the community

Nuriootpa High School Number: 788

Partnership: Barossa Valley

| | Signature |
|---|---|
| **School principal:** | Ms Gerri Walker |
| **Governing council chair:** | Mrs Tarnya Eggleton |
| **Date of endorsement:** | **25 February 2023** |

Government of South Australia

Department for Education

# Context and highlights

Nuriootpa High School caters for students Years 7 to 12, including a secondary Disability Unit with 4 classes, 3 Special Classes and a Flexible Learning Centre. The school has an enrolment of over 1200 students and a workforce of over 140 staff.

During 2022, our community was excited to welcome Year 7 students. This meant that we started 2022, with over 400 new students. To facilitate a smooth transition for our students, staff undertook a review of our current Year 8 curriculum, including pedagogy. We mapped what each learning area would focus on in Years 7 and 8. We also introduced a 'middle schooling approach' of reducing the number of teachers that our Year 7s and 8s interacted with. During 2021, there were a range of new facilities built to cater for our increased enrolments, including an upgrade of the Hospitality Centre, a new Technology Studies room, a multipurpose building housing 2 Art Rooms, a Performing Arts and Music Room, a Fitness room, and a classroom. A new building comprising 8 classrooms was also built which has been allocated to Year 7 students as their home base and utilised by other year levels. Most of these facilities were able to be occupied at the beginning of 2022. There were also 2 new classrooms built for our Disability Unit. There was also a strong partnership with the feeder primary schools to ensure we were able to cater for the new students.

Nuriootpa High School has a long history of successful achievement in all areas of learning and a very wide range of curriculum offerings. There are also a wide range of extra-curricular activities including sports, visual and performing arts and many local community events. There are very strong community partnerships that underpin our very successful Wine Program and DOCS on Campus service.

Consistent high levels of academic success are achieved. In 2022, we had 9 students with an ATAR between 90 and 100. Eight students received A results, with one student receiving A in 2 subjects. The Dux, Lydia Whenan received an ATAR of 94.95. 97.86% of October potential completers successfully gained their SACE. 98 % of Stage 2 grades were C and above.

Highlights of the 2022 year included:
• The smooth transition of the Year 7 students to our school along with associated new teachers
• The flexibility of the students, community and staff in committing to maximising learning outcomes within an environment impacted by COVID
• The continuing leadership shown by our Student Representative Council and other students within the school and wider community
• A wide range of successful pathways accessed for all students, including our Flexible Learning Centre and Inclusive Education Centre students.
• Two new SACE subjects were piloted: Exploring Identities and Futures (EIF) replacing Personal Learning Plan and Activating Identities and Futures (AIF) replacing Research Project. These subjects introduced a new approach which requires students to take greater ownership and agency over their learning as they select, test and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice.
• Strong educational achievement results across all year levels with the number of 'A' and 'B' grades increasing and 'D' and 'E' grades decreasing.
• Ongoing development of the Positive Education approaches across the school
• Ongoing success on the sporting fields including interschool sports and athletics. There were also many individual outstanding successes.
• Ongoing consolidation for our Music Focus School with classroom and Instrumental teachers combining to strengthen the extra curricula program including band, choir, ensembles and a music tour to Primary Schools within our Partnership.

# Governing council report

When considering what I would communicate in this year's annual report from a Governing Council perspective, I wanted to encapsulate in one word, what the year has felt like as we emerged from the last of the pandemic's restrictions. The one word that seemed fitting for this year has been 'build'.

Governing Council this year has continued to build on themes that over the past two years have been slowly progressing. These themes included the traffic works on roads around our school, for safer entry and exit from our school grounds, a review of the current graduation awards, the IEC new build and inclusive playground, plans for better staff car parking and year 7 in its first year.

Some of our 'stickier' conversations have been about vaping in our school, and why toilets are so much fun to hang out in at lunch times, resulting in vandalism and free sanitary items having to be removed from toilets.

As always Governing Council has reviewed and supported SRC ideas and initiatives, budget forecasts, SIP updates, the positive Materials and Service poll for fee increase and support to the uniform, canteen and the wine departments.

While this information may seem dry to some, these topics are robustly discussed and scrutinized by our amazing members. This year's group of committee members have been our most curious and diligent I have seen in my seven years on the council. This year it was a pleasure to welcome Dee our Aboriginal community representative, who provides governing council with a cultural lens.

I want to take this opportunity to thank every member and the staff who upheld our councils terms of reference, and attending each meeting. Haven't we had some fun and laughs while supporting our school community.

This is my final year on Governing Council. We have had the pleasure to see our three children complete their high school years at Nuri. I have enjoyed my time on governing council and learning about the greater intricacies of our school, and how it ticks.

Tarnya Eggleton Governing Council Chair 2022

# Quality improvement planning

During terms 1 - 3, we were unable to meet as a whole staff face-to-face so our improvement journey occurred through TEAMS. We began with work on Numeracy followed by the work on developing a whole school consistent approach to reading comprehension based on High Impact Reading Strategies by John Munro. We covered the first 3 of the 9 components of the journey - Getting Knowledge Ready, Vocabulary (revisited our work of 2021) and Reading Aloud.

During term 1, Learning Areas did an audit of the Numeracy in their Learning Areas. This information was collated and informed the first part of our improvement journey for 2022. This work identified that Graphical Literacy was an area of Numeracy across all Learning Areas. The learning session focussed on know how to:
• interpret graphs
• elicit key information
• extract the basic information
• draw conclusions
• compare and contrast and
• provide recommendations.
Staff were asked to consider how this applies to their learning area – some examples of 'How to Lie with Graphs' was also shared. The session concluded with some possible sentence starters that students could use to write about graphs and a framework to write a longer text about graphs.
Each learning area then addressed the 3 points:
• Where are graphs currently used in your learning area?
• Does your team need upskilling in the use of Excel Charts?
• Would the including of graphing within tasks support students learning in your subject area?
We then worked with some faculties who requested T&D on using Excel to draw graphs.
The next part of the Numeracy journey was about proportional reasoning. This was addressed by considering:
• Proportion meaning understanding fractions, decimals, percentages and ratio
• Reasoning meaning consideration of a situation by applying a common sense or context specific thought process.
Some proportional reasoning across learning areas includes:
• Health and Personal Development - Nutritional information, percentage of daily intakes; food labels and health claims
• The Arts - Ratio of colour mixes, music time signature, triads, chords, balance, & dynamic proportional reasoning, ratio and scale in set design, stage sound & lighting and visual artwork
• Design and Technology - examples included Ohm's Law/Watt's Law, fuel consumption, power to weight ratio
• Humanities and Languages - synthesise numerical data and texts to communicate information and support conclusions about social, cultural, economic and environmental issues.
We also shared a range of misconceptions including relating to fractions.
We then worked on Reading Improvement with a focus on 'Before Reading Happens' and 'Getting Knowledge Ready'. Reading Improvement strategies are often separated into ones that are Before, During and After reading. We began with strategies that happen before on how we prime students and get them ready to read. We focused on evidence-based strategies that, when employed across all class, have a high impact on students' reading abilities. Staff used pieces of text they would expect their Year 7, 8 or 9 class to be able to read as part of this work.
During term 4, we were able to resume face-to face meetings and began some work on differentiation. We began with the focus question of "What are we going to do to increase depth, broaden, extend and improve upon the knowledge and the skill base of every student in the class, regardless of the starting point?"
In mixed faculty groups, staff shared:
• What student needs do you differentiate for?
• How do you know who needs differentiated teaching/curriculum/outcomes?
• What does differentiation look like in your classroom?
Staff then worked in faculty groups and responded to the following based on the work undertaken in their mixed groups:
• What are your next steps as an individual, in developing your skills with differentiation.
• What are you doing well as a faculty in terms of differentiation and what evidence would show this?
• What area of differentiation will you focus on developing/learning about as a faculty?
• What will this look like in practice?
These responses have informed the next part of our improvement journey

Throughout the year, learning area leaders worked with their staff to contextualise the learning and develop commitments to action as identified as a direction in the External School Review in 2021. By the end of 2022, we had developed 5 commitments to action as part of our Whole School Pedagogical Approach. These are about:
• Explicit teaching of technical words/Tier 3 words for each unit of work
• Learning intentions
• Success criteria
• Using Getting Knowledge Ready Strategies when beginning a Reading Activity
• Reading Aloud

Analysis of our 2022 data has informed the changes to the SIP for 2023. We have identified the next 4 areas of High Impact Reading Strategies by John Munro and mirrored this work in Numeracy with a focus by the Maths Faculty.

# 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
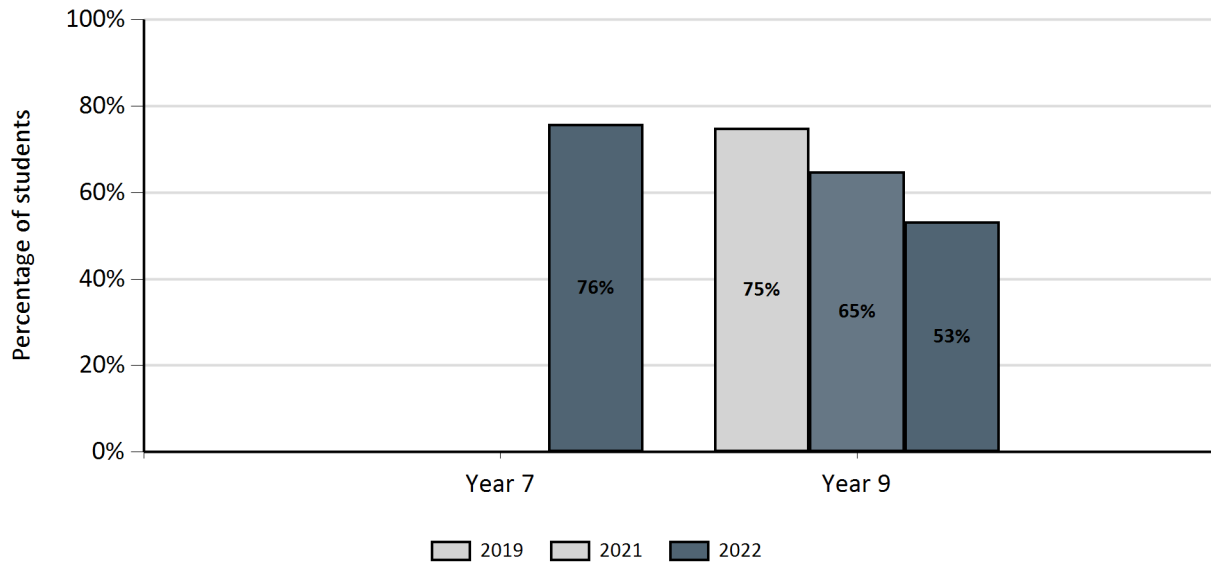


*NOTE: No NAPLAN testing was conducted in 2020.

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.
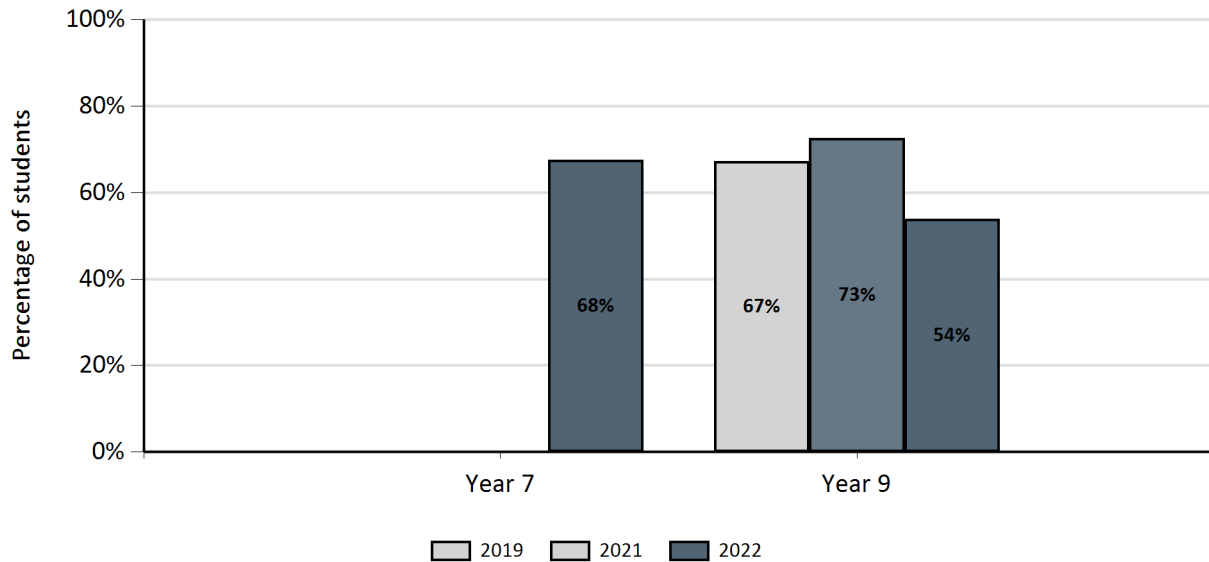
## Numeracy



*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 | 191 | 191 | 29 | 30 | 15% | 16% |
| Year 07 2021-2022 Average | 191.0 | 191.0 | 29.0 | 30.0 | 15% | 16% |
| Year 09 2022 | 255 | 256 | 23 | 14 | 9% | 6% |
| Year 09 2021-2022 Average | 235.5 | 237.5 | 22.5 | 21.5 | 10% | 9% |

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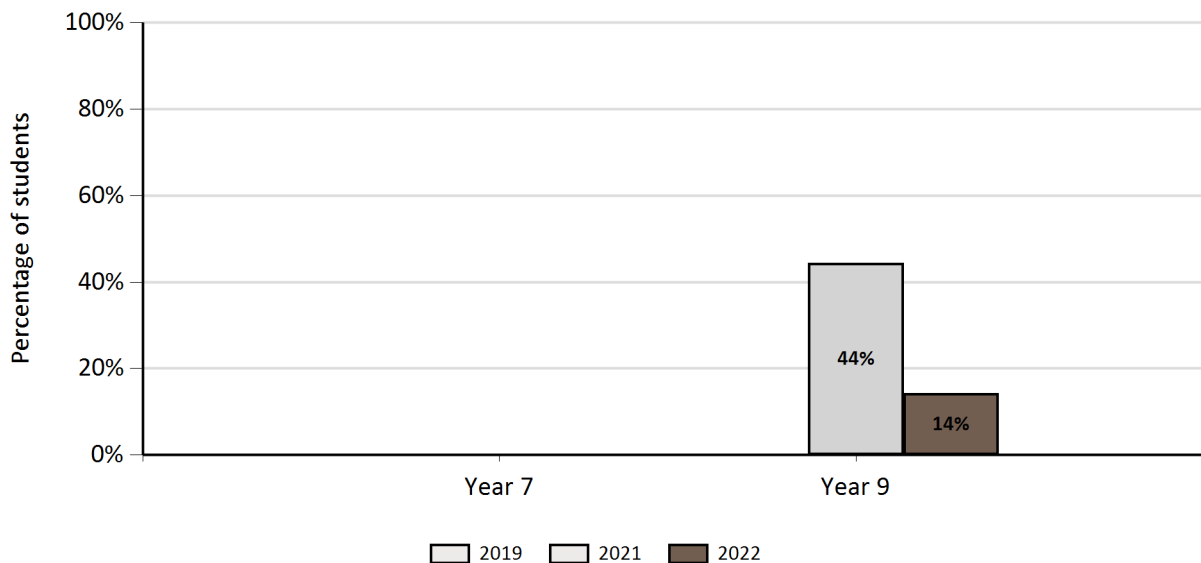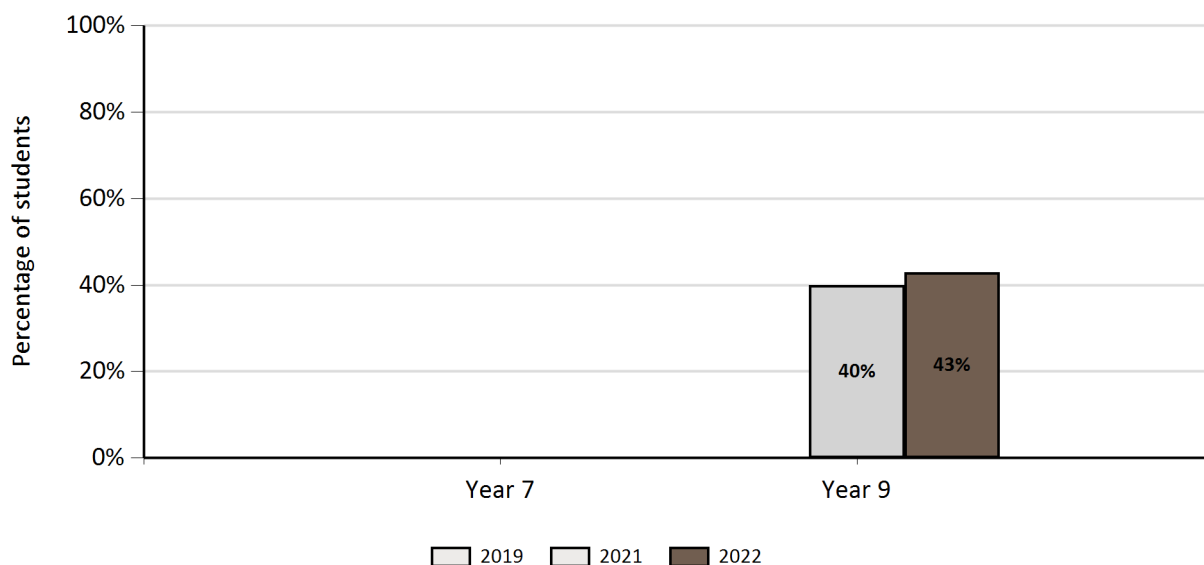Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

# 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 | * | * | * | * | * | * |
| Year 07 2021-2022 Average | * | * | * | * | * | * |
| Year 09 2022 | 7 | 7 | 0 | 0 | 0% | 0% |
| Year 09 2021-2022 Average | 8.0 | 8.5 | 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: Engaging Families**

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

> • We managed student progress with data collection. This data is provided from One Plans, Daymap, student profiles, PATR, PATM NAPLAN, SSO reports, report cards, Oxford word tests and newly added Boxall profiling
> • Boxall is providing support in managing behaviours that disrupt student learning and engagement, 1 on 1 mentoring which includes learning essential organisational skills, time management, understanding what A-E grading means, 40 minute tutoring once a week, in class SSOs, drafting and editing support, etc.
> • Families have open communication (whatever suits their needs- Email, Daymap, phone call, meeting) with Ab Ed Team to request support.
> • Addressing current familial circumstances, what supports are already in place, any new updates on wellbeing, learning, engagement, attendance, finances, hardships, etc.
> • Parents: student progress, positive outcomes and what addressing future goals.
> • Staff: made aware of students learning styles and challenges, any adjustments, mental health care plans and use of indicators on Daymap.

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

> • By keeping parents involved in the student learning, attendance has improved and hence literacy and numeracy has improved
> • A student with severe trauma from generational family life was monitored, tutored, supported with ASD/ADHD diagnoses by the ATSI team, supported by a team around the child including NDIS supports, Doctor on Campus, to successfully complete his modified SACE.
> • A dyslexic student with extremely low levels is more confident in completing literacy and numeracy tasks independently as a result of 1: 1 tutoring and his confidence both socially and emotionally has been reflected in his leadership in cultural student activities.

# 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% | 96% | 96% | 97% |

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

## SACE Stage 2 grade distribution

| Grade | 2019 | 2020 | 2021 | 2022 |
|-------|------|------|------|------|
| A+ | 2% | 3% | 2% | 1% |
| A | 6% | 8% | 8% | 8% |
| A- | 10% | 14% | 13% | 12% |
| B+ | 14% | 14% | 14% | 13% |
| B | 16% | 16% | 17% | 13% |
| B- | 15% | 14% | 14% | 16% |
| C+ | 14% | 12% | 14% | 17% |
| C | 12% | 11% | 11% | 12% |
| C- | 5% | 4% | 4% | 6% |
| D+ | 2% | 1% | 2% | 2% |
| D | 2% | 1% | 0% | 0% |
| D- | 1% | 1% | 1% | 0% |
| E+ | 0% | 0% | 0% | 0% |
| E | 0% | 0% | 0% | 0% |
| E- | 0% | 0% | 0% | 0% |
| SACE Not Completed (Modified SACE) | 0% | 0% | 0% | 1% |

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 |
|------|------|------|------|
| 94% | 92% | 97% | 96% |

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

| | 2018 | 2019 | 2020 | 2017 |
|-------|------|------|------|------|
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 23% | 20% | 12% | 13% |

| 2021 | 2022 |
|------|------|
| 38%  | 98%  |

| Percentage of year 12 students undertaking vocational training or trade training | 38% | 32% | 35% | 32% |
|---|---|---|---|---|

# School performance comment

Progress against targets

80% of Year 9 students (195 of 244) will achieve SEA or HB in NAPLAN Writing and Numeracy
Outcomes: Writing 43% with another 13% just below SEA  Numeracy 54% with another 10% just below SEA
Note: In PAT Numeracy outcomes, 74% achieved SEA
There is no PAT for Writing
Our writing target is of concern.  We have included in our whole school commitments to action that each Learning Area will identify, and all teachers will teach, the technical words/Tier 3 words for each unit of work.  There is also an expectation that every student will do at least one extended piece of writing in every learning area every term.
The numeracy data has resulted in one of our site's goals for 2023 being focussed on numeracy with targeted work being undertaken by the Maths faculty.

15% of Year 9 students (37 of 244 students) achieve HB in Year 9 in Reading and/or Numeracy
Outcomes: Reading 9% with another 6% just below Higher Bands    Numeracy 5% with another 6% just below Higher Bands
This data has identified the need for staff to focus at both ends of the continuum in differentiation as we could have 'hit our target' if those students who were just below High Band had achieved it.


70% of Stage 2 subject grades are at an A or B grade
Outcome: SACE 67%
During 2022, we introduced Essential Maths and increased the use of flexibility within SACE which we believe provided positive outcomes in the SACE subjects.
There has continued to be a focus on monitoring and supporting SACE students throughout the year, working with parents/carers where there are identified concerns.  This has also included some targeted work on study skills and use of study time at school with the students.  The focus on writing in previous years we believe has positively impacted on this student cohort.

Target: 80% of Year 9 Students (195 out of 244 students) to achieve SEA or HB in NAPLAN Reading
Outcome: Reading 53%   Note: In PAT Reading outcomes, 73% achieved SEA
At the end of 2021, our analysis of the incorrect answers in Reading showed that the reading and interpreting of persuasive text was the area of highest need. During the latter part of 2022, all staff became engaged in learning about High Impact Reading Strategies - we are at the beginning of this journey and we would not have expected impact on NAPLAN.  It is interesting to note that the PAT Reading scores were higher and this may have been due to staff beginning to use reading strategies in their classrooms.  The focus for 2023 is focussing on this target.

| | |
|---|---|
| 26% | 29% |

# Attendance

| Year level | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| Reception | N/A | N/A | N/A | N/A |
| Year 1 | N/A | N/A | N/A | N/A |
| Year 2 | N/A | N/A | N/A | N/A |
| Year 3 | N/A | N/A | N/A | N/A |
| Year 4 | N/A | N/A | N/A | N/A |
| Year 5 | N/A | N/A | N/A | N/A |
| Year 6 | N/A | N/A | N/A | N/A |
| Year 7 | N/A | N/A | N/A | 87.4% |
| Year 8 | 90.0% | 90.1% | 90.2% | 86.6% |
| Year 9 | 87.8% | 86.2% | 87.3% | 80.5% |
| Year 10 | 88.4% | 85.9% | 89.8% | 85.5% |
| Year 11 | 88.5% | 90.4% | 87.5% | 86.0% |
| Year 12 | 88.2% | 90.6% | 92.7% | 85.7% |
| Secondary Other | 86.2% | 87.5% | 87.0% | 83.7% |
| Total | 88.5% | 88.5% | 89.3% | 85.0% |

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

# Attendance comment

The attendance in 2022 was heavily impacted by COVID 19. An increase in absences occurred due to students contracting COVID, students who were close contacts, students who stayed away because there were instances of COVID in their classes, students who had vulnerable family members who stayed away long term, students whose mental health was impacted by COVID and had anxiety about attending, students who had a cough/cold were encouraged to stay home and students whose families disagreed with mask wearing/vaccinations regulations who chose to keep their students home. With these additional factors added onto the usual absences, NHS experienced the lowest attendance rates in at least 5 years. Provision for students learning from home has become well established and in Term 4 students started to return to school with the relaxing of regulations. We increased the outreach and home visits to chronic non-attenders in Term 4 and have begun to see a reduction in the number of chronic non-attenders.

# Behaviour support comment

The Behaviour Support Policy and Procedures were reviewed again in 2022 with consistency & fidelity of implementation being highlighted & emphasised resulting in a deeper understanding of policy across all stakeholders.
We have continued to use Daymap for all record keeping ensuring all staff being able to gain a holistic understanding of each student's circumstances.
The Mobile phone policy was introduced at the start of 2021 & we continued to see a reduction in the number of "in-lesson" behaviour management issues.
Time Out continues to be supervised by Leaders, providing opportunities for restorative conversations, co-ordination of reconnection meetings & referral to our Wellbeing Team.  This team continues to be supported by the DOCS on campus program.
During 2022, student suspension numbers increased.  Factors impacting on this included the increase in the number of students, vaping, increased complexity of students & incidents related to mobile phone out of the classroom.
Partnerships with most parents to support student behaviour underpinned this work.  We also had learning sessions for students about Vaping facilitated by an external agency.

# Parent opinion survey summary

The Online Parent Survey was completed by 268 parents in 2022 which is similar to the previous year where 282 parents responded, however as a percentage of enrolments this is a significant decrease in responses.
In comparison to the previous year there were no areas that differed significantly. The area of biggest improvement was "Knows standard of work" which rose 4% on the previous year. The biggest decrease was in the "Students Receive Learning Tips" which decreased by 10% on the previous year.
The feedback that teachers give students is a focus area for our Site Improvement Plan for 2023.
COVID 19 has impacted on the school's ability to connect with parents due to the limitations put in place restricting parents coming onto site.

# Intended destination

| Leave Reason | Number | % |
|---|---|---|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 15 | 19.0% |
| NS - LEFT SA FOR NSW | 1 | 1.3% |
| OV - LEFT SA FOR OVERSEAS | 1 | 1.3% |
| PE - PAID EMPLOYMENT IN SA | 18 | 22.8% |
| QL - LEFT SA FOR QLD | 4 | 5.1% |
| SM - SEEKING EMPLOYMENT IN SA | 5 | 6.3% |
| TA - LEFT SA FOR TAS | 2 | 2.5% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 19 | 24.1% |
| U - UNKNOWN | 11 | 13.9% |
| VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE) | 2 | 2.5% |
| WA - LEFT SA FOR WA | 1 | 1.3% |

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

All teaching staff must have current SA Teacher Registration which includes relevant screening. All ancillary staff are required to have relevant history screening current and recorded through the DfE Eduportal system. An alert system provides pre-warning of required updates and is monitored by the Business Manager and Principal. Volunteers must produce a current screening certificate before undertaking regular duties in the school. Contractors are required to ensure staff working on site have current screening certification and understand the expectations of working on site

# 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 | 138 |
| Post Graduate Qualifications | 77 |

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 | 81.4 | 0.7 | 34.8 |
| Persons | 0 | 90 | 1 | 45 |

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

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $16,676,541 |
| Grants: Commonwealth | $6,400 |
| Parent Contributions | $719,408 |
| Fund Raising | $10,170 |
| Other | $346,791 |

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 | Funding was used to employ additional staff to address wellbeing and learning needs. | Targeted students had improved connection to school |
| | Improved outcomes for students with an additional language or dialect | Funding was provided for 2 students. 1 student could not be assisted due to attendance issues | One student could not be assisted due to attendance issues |
| | Inclusive Education Support Program | IESP funding contributes to the employment of SSO staff to provide individual and small group learning. Student data was used by teachers to determine individual student needs towards meeting the SEA. | Students with disabilities improved attendance and achievement. |
| Targeted funding for groups of students | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | APAS supported the funding of a tutor for targeted students for the successful completion of SACE both at our main site & our Flexible Learning Centre. Tutoring formed part of Culture and Homework Club each Wednesday. | • Improved attendance & engagement in the learning, and cultural activities achieved through 1:1mentoring<br>• Tutoring focussing on drafting, editing, time management<br>• Using BOXALL profiles to inform on behaviours that inhibit learning<br>• Students confidence in applying for and gaining scholarships such as STEM and Dame Roma to continue their education<br>• Success for students in their SACE<br>• Improved literacy and numeracy grades through improved attendance, tutoring and wellbeing support |
| Program funding for all students | Australian Curriculum | Funding was used to employ additional staff to address learning needs. | Targeted students had improved learning outcomes. |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | Funding contributes towards employment of a Youth Worker to case manage students at risk of non-completion, connecting them to services and providing career pathway options. | Increased engagement of students at risk |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |