Allendale East Area School

2022 annual report to the community

Allendale East Area School Number: 751

Partnership: Blue Lake

	Signature
School principal:	Ms Kylie Smith
Governing council chair:	Jenna Griffiths
Date of endorsement:	**17 March 2023**

Government of South Australia

Department for Education

Context and highlights

Our educational outcomes and improvements were highlighted as one of 3 sites in the Blue Lake Partnership that achieved their School Improvement goals. We welcomed new staff, Rob Berlin, and Tamara Janeway to the teaching team. We also welcomed a new cohort of Foundation students along with 8 new students to Allendale East Area School. Congratulations to our school captains and vice captains – Luke Bald, Hudson Terek and Merrick Miller, along with sports day leaders. Our redesigned leadership team was completed by the end of Term 1 and lead by school captains and vice captains.

Each team had many successful stories to share throughout the year and the design of the student leadership team proved to better represent all student voices and the community at Allendale East Area School.

With pride, some of our student leaders represented our school at the Port Mac Donnell ANZAC Day–Dawn Service. Our School Captain Luke Bald gave a heartfelt speech and personal reflection to our community on the topic of "ANZAC Day has become a day to honour all who have worn our country's uniform in service". Members of the community commented on how moved they were by his speech and how seeing our students wear their uniform with pride on such an occasion was heartwarming.

Our school community engagement gained momentum with our involvement in the Cancer Council Biggest Morning Tea. We were delighted and encouraged by the generosity of our community in assisting our Fundraising and Community Leadership Teams to provide such a well-supported morning tea at the Port MacDonnell Golf Club. $1675 was raised on the day, making our inaugural event an enormous success.

Our learning programs were value added to by the opportunities to invite guest speakers into the school, and the opportunities to travel outside of school on camps and excursions. Our intervention programs were in full swing, and our teaching staff continued to report on positive academic growth in class and within intervention programs.

The best way to start a school term is with something bright, shiny, and new. The Junior Primary Playground has finally been delivered and installed.

Led Steer preparation and competition was completed in the first week of Term 4. There were many ribbons and awards received including winning Grand Champion Steer on Hoof and Hook. We are incredibly grateful to have the Lucas family and Brad Creek for donating the steers and assisting our Led Steer teacher Danielle Tulak and students to be well situated for competitions.

Nic Newling spoke to our Secondary school cohort about his personal story of living with a mood disorder throughout high school and losing his brother to suicide. He was an outstanding and inspiration speaker that continues to dedicate himself to changing the way mental illness is addressed in school, workplaces, and communities.

A flock of shorebirds landed in front of our school to raise awareness about the threats facing our migratory and resident shorebirds. This was an excellent initiative that was instigated by the middle primary classes and teachers. The display created many opportunities to raise awareness in our community.

Year 12's graduated with a dinner and presentation evening at the Presidential Motel. All six graduates proudly attended, and teachers shared some personalised speeches for each student which created an incredibly special atmosphere for all parties involved.

Year 6 cohort transitioned into High School with a fun filled 2-day program, a graduation assembly to acknowledge and celebrate the completion of their Primary years

9/10 cohort graduated from Youth Opportunities with an official ceremony. Students presented the learning journey they had embarked on, as they developed valuable future life skills.

Awards day and a farewell assembly completed our 2022 year with joy and gratitude.

We appreciate the work, relationships, challenges, and feedback we gain from all staff, students, and community members.

Governing council report

The Allendale East Area School Governing Council Committee for 2022 started the year without a Junior Primary Playground as planned due to finding asbestos in the ground underneath the old playground. Unfortunately, this would be a long-drawn-out process to get the asbestos removed and the area for the new playground cleared and approved for the new playground installation. A big thank you must go to Mel Reed, Tracy Bald, Luke Bald and Brian Graney for continuing to chase the Government Departments that were holding up our new playground builds and for speaking to Ministers to try to get things moving along for our school.

Our Fundraisers for 2022 were;
Car Boot Sale
Easter Raffle
Pie Drive
Pyjama Day
Schnitzel Night
Beach Dress Up Day
Christmas Raffle
Halloween Event

I would sincerely like to thank the families and business' who supported our fundraising efforts for 2022 and also to the volunteers who helped with all the fundraisers. Without your help these fundraisers simply couldn't happen. A huge thank you also goes to Veronica Miller for setting up and running the Halloween event which was a great fundraiser for our school.

All together our fundraising efforts for 2022 totalled $17485.00.

In term 2 we supported Alisha Bryne with her Swinging with the Stars participation by doing Fun Sock Friday every week and the money went towards her foundation the Steven Noble Memorial Sub Fund.

In July School Holidays, everyone was very excited, but also on tender hooks as the long-awaited Junior Primary Playground was installed. The looks on the children's faces on the day one of Term 3 was precious and exactly what we as a committee were hoping to see.

I would again like to thank our Gold, Silver and Bronze Playground sponsors.
On behalf of the 2021/2022 Governing Council, I would like to wish all new Governing Council members and the committee members staying on all the best for 2023 and beyond.

Quality improvement planning

At Allendale East Area School, teacher and leader practice is positively impacted by systems that build capacity and provide adequate conditions for student learning.

The principal works with the education director to implement the following directions:

Direction 1 Maximise the impact of teacher practice on student learning by reaching agreements on highly effective and supportive evidence-based reflective processes.

Direction 2 Further develop authentic student agency in learning by building teacher and student capacity and reaching agreements of highly effective strategies.

Direction 3 Strengthen teacher capacity through consistent performance and development processes where data-informed conversations are used to inform and improve planning.

There is a strategic approach for teachers to work collaboratively on improving student learning.

Leaders and staff meet regularly to review SIP progress and document reflections on progress in the SIP focus areas of literacy and numeracy.

At the beginning of the year, teachers meet to discuss the school's priorities documented in the SIP, known as 'setting up for success'.

Opportunities are provided for teachers throughout the year to monitor student progress, reflect on their practice and plan for learning.

Regular team meetings are scheduled to engaged in evidence-based conversations about learner progress, allowing staff to establish agreements of practice.

Secondary school teachers engage in processes such as meeting as a professional learning community (PLC) and using learning sprints to investigate the effectiveness of dialogic teaching strategies. Staff measured this by focussing on the progress of targeted students in their class, use of self-audits or anecdotal observations.

In performance development planning discussions with line managers, teachers' individual goals for improvement are linked to SIP goals. Line managers continue to work collaboratively to find efficient and effective ways to document school improvements across all year levels and to provide consisted and clear ways to document programs, improvement agendas, data collection and evidence that supports
performance goals. Teachers have weekly, evidence-based reflective conversations with a leader about learner progress in their classes and their practice. A standard approach in which staff and leaders take part in discussions to set and reflect on their progress in meeting goals occurs at agreed times throughout the year.
Several effective strategies are used by teachers and leaders, providing support to collaboratively reflect on and improve their practice. Opportunities exist to develop these further and reach agreements on structures and processes that support teachers in evidence-based self-reflection and improvement of practice.

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
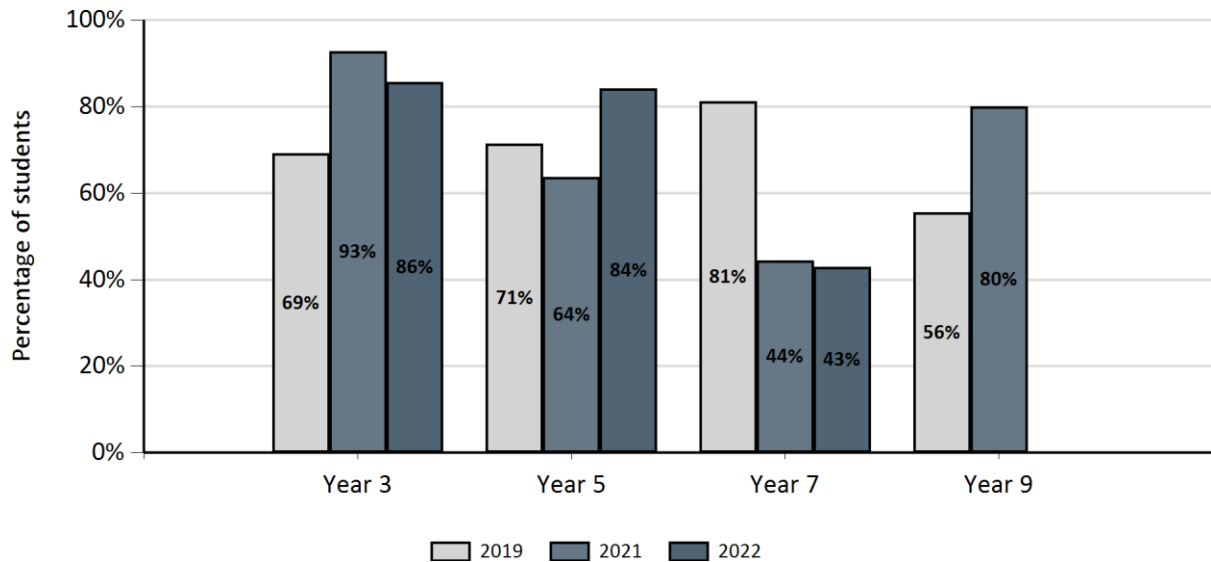
*NOTE: No NAPLAN testing was conducted in 2020.

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.
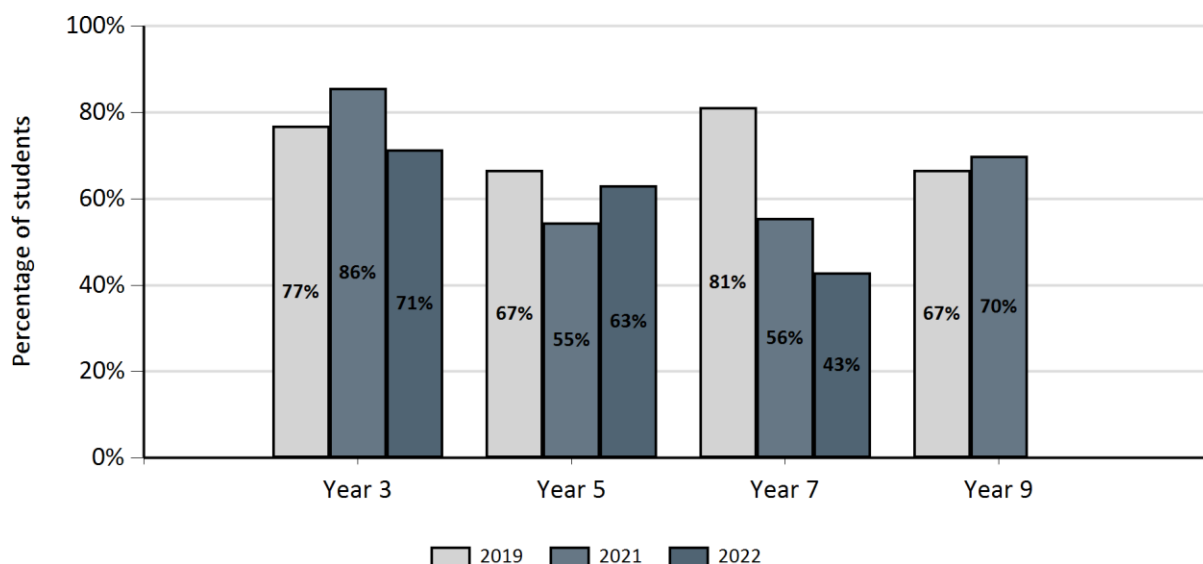
Numeracy

*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 03 2022	21	21	7	4	33%	19%
Year 03 2021-2022 Average	17.5	17.5	5.5	3.0	31%	17%
Year 05 2022	19	19	5	2	26%	11%
Year 05 2021-2022 Average	15.0	15.0	3.5	1.0	23%	7%
Year 07 2022	7	7	1	0	14%	0%
Year 07 2021-2022 Average	8.0	8.0	0.5	0.0	6%	0%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	7.5	7.5	1.0	0.0	13%	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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
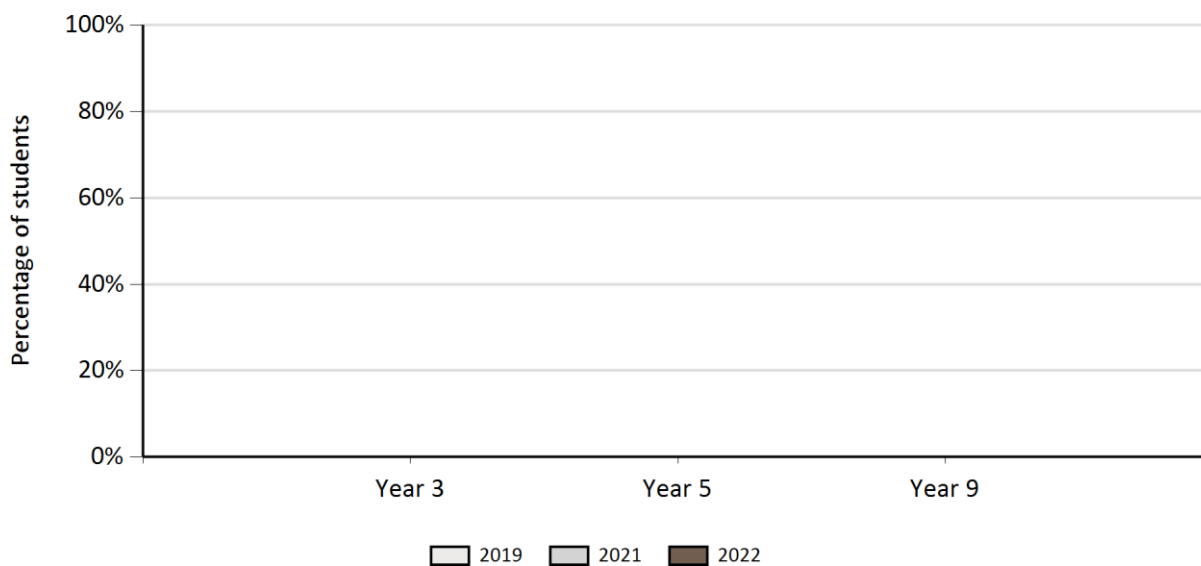Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
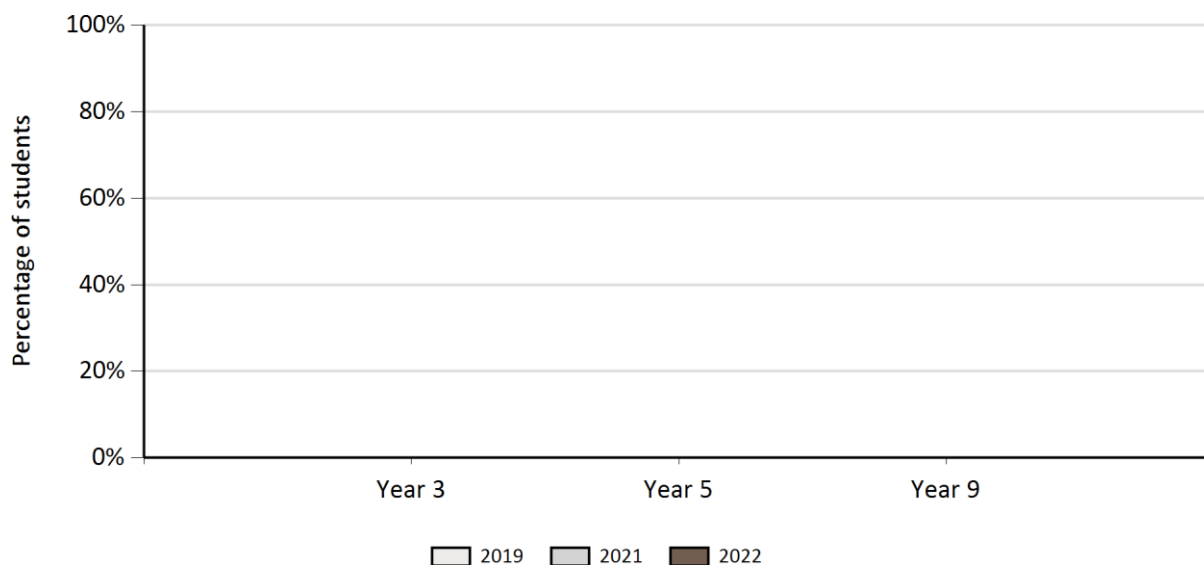Data is only shown for Aboriginal learners.

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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*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:

Allendale East Area School have focussed on the area of Tracking and Monitoring Growth and Achievement using the Aboriginal Learner Achievement Action Template.
The effective use of data to inform school decisions and teacher practice for each Aboriginal learner has been reflected upon and identified with a specific focus on Literacy/English and Numeracy/Mathematics. AEAS identified a number of ways all staff effectively collect data for Aboriginal learners and have documented additional data sets that will continue to support us in creating effective individualised programs to support successful achievement for all Aboriginal learners, Foundation to Year 12.
Some of the ways staff and students work collaboratively at Allendale East Area School to track and monitor the learning growth and achievement for Aboriginal learners to inform improvement actions and goal-setting.
Maintain school-wide assessment and reporting schedules that are ongoing and includes deparment mandated assessments and appropriate school-determined assessment.
Use of One Plan documents that are created collaboratively with staff, students and parents to ensure a wholistic approach is considered and reviewed.

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

8 out of 10 Aboriginal students achieved above the standard of educational achievement in both NAPLAN, PAT-R and PAT-M results. The intensity of tracking and monitoring our Aboriginal learners with clear documentation, short-term learning goals and longer term targets has enabled a rigorous approach to learning improvement.
The leadership team support teachers in analysing and using learner data to determine literacy and numeracy goals and to inform teaching practice. Staff maintain participation in teaching sprints which amplifies the effectiveness of teaching and learning programs. Teacher and support staff professional development in the area of literacy has assisted all learners in achieving improved learning outcomes, however, specifically, assisted staff in focussing on Aboriginal learners, collecting initial results as a baseline, followed by a continuation of rigorous learning and retesting to accelerate learning achievement. Secondary Aboriginal learners have achieved successful results ensuring they continue to be well situated as they enter Stage 1 subjects in all curriculum areas selected.

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
90%	100%	100%	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%	7%	18%
B+	0%	0%	21%	5%
B	0%	0%	21%	23%
B-	20%	0%	14%	27%
C+	20%	0%	14%	5%
C	40%	0%	14%	18%
C-	10%	0%	7%	5%
D+	10%	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
99%	*	99%	99%

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

	2019	2020	2021	2022
Percentage of year 12 students undertaking vocational training or trade training	50%	75%	60%	80%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	50%	100%	50%	100%

School performance comment

For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

Year 3 Numeracy
Positive results can be seen in the Year 3 group in numeracy. 100% of students in Year 3 achieved Band 2 or above, meeting the NMS.
Three students achieved the NMS, but below the DfE Proficiency Band 3.
Nine students achieved results above DfE Proficiency Band 3.
Year 3 Reading
Positive results can be seen in the Year 3 group in reading. 100% of students were at the NMS of Band 2
Two students achieved the NMS, but below DfE Proficiency Band 3. Both students have engaged with intervention in the past and should be considered for MP Interventions such as MacqLit.
Seven students achieved a result above DfE Proficiency Band 3.
Year 3 Writing
Positive results continue to be seen in the year 3 group in Writing.
All students met the NMS for Writing and met the DfE Proficiency Band 3.
One student achieved a Band 6 result – 3 bands above DfE Proficiency Band 3.
Year 3 Grammar
Positive results continue to be seen in the year 3 group in Grammar.
85% of year 3 students achieved above NMS, compared to 83% in 2021 (2% growth)
Two students achieved NMS, but below DfE Proficiency Band 3. Both students have been involved in Literacy Interventions over the past 12 months.
Two students achieved a Band 5-6 result – well above DfE Proficiency Band 3.
Year 3 Spelling
Positive results can be seen in the Year 3 group in Spelling. 100% of students achieved NMS in 2022.
Two students achieved NMS, but below DfE Proficiency Band 3. All students have been involved in Literacy Interventions over the past 12 months.
One student achieved a Band 6 result – 3 bands above DfE Proficiency Band 3.
Year 5 Numeracy
All students in Year 5 who completed NAPLAN achieved NMS.
Three students achieved the NMS, but below the DfE Proficiency Band 5.
Six students achieved results above DfE Proficiency Band 5.
Year 5 Reading
Increasing achievement results can be seen in the year 5 group in Reading. 94% of students achieved the NMS of Band 2 with an overall group increase of 21%.
Two students achieved a Band 7 result – well above DfE Proficiency Band 5.
Year 5 Writing
Stable achievement results can be seen in the year 5 group in Writing. 89% of students achieve NMS or above.
One student achieved a Band 8 result – well above DfE Proficiency Band 5.
Year 5 Grammar
Increasing achievement results can be seen in the Year 5 group in Grammar. There is a 14% increase in students at or above NMS.
Year 5 Spelling
Increasing achievement results can be seen in the Year 5 group in Spelling. There is a 16% increase in numbers at or above NMS.
Year 7 Numeracy
Increasing achievement results can be seen in the Year 7 students in Numeracy. There is an 8% increase in students at or above NMS.
Year 7 Reading
Increasing achievement results can be seen in the Year 7 students in Reading. There is a 19% increase in students at or above NMS.
One student achieved Proficiency Band 8, well above NMS.
Year 7 Grammar
Increased achievement results can be seen in the Year 7 group in Grammar. There is a 12% increase in students at or above NMS.
Four students achieved NMS, but not DfE Proficiency Band 6.
One student achieved Proficiency Band 8, well above NMS and DfE Proficiency Band 6.

SACE Completion
Our Stage 1 and Stage completion results continue to remain positive, indicating that our young people have access to the right courses at the right time to achieve successful results. Students at Allendale East Area School in the Senior Years have access to a tailor-made learning program to leverage the future career opportunities and personal pathways each individual child is seeking.

Attendance

Year level	2019	2020	2021	2022
Reception	87.0%	87.4%	89.9%	83.0%
Year 1	88.1%	85.3%	94.5%	84.4%
Year 2	90.0%	87.8%	90.4%	92.4%
Year 3	88.3%	80.9%	94.2%	81.0%
Year 4	91.0%	84.6%	87.4%	89.5%
Year 5	92.4%	83.3%	90.0%	83.1%
Year 6	87.7%	82.3%	89.9%	89.5%
Year 7	90.4%	84.2%	89.3%	81.4%
Year 8	87.4%	82.9%	86.4%	72.5%
Year 9	85.7%	72.9%	86.1%	76.1%
Year 10	86.9%	83.7%	75.5%	83.6%
Year 11	85.2%	78.8%	80.1%	87.0%
Year 12	91.2%	94.8%	91.5%	80.5%
Total	89.0%	83.6%	88.6%	83.9%

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

Attendance comment

Given the uncertainty for all families due to the pandemic, it is no surprise that our attendance date predominately indicates that young people in all year levels apart from Year 2,4,6,10 and 11 decreased in attending school during 2022. The impact on families during COVID-19 and the expectation to 'stay at home' with symptoms such as a cough, sore throat, loss of taste or smell, fever, muscle pain, runny nose, feeling nauseous, feeling tired, headaches and poor appetite, was bound to impact significantly on our attendance data. On a positive note, students in Year 2, 4, 6,10 and 11 saw mostly significant increases in attendance with the Year 2 cohort exceeding 92% attendance in 2022 over the course of the year. I would attribute the drop in attendance to COVID-19 and siblings that tested positive throughout that period of time, by South Australian Health Department directives, were unable to attend school or participate in community engagement for defined periods of time.

Behaviour support comment

Allendale East Area School continue to maintain positive behaviours and learning outcomes through the participation of regular professional learning, implementing positive behaviours practices and by being responsive to feedback from staff, students and families. Our work with the Department for Education Support Services team enables staff to be well equipped to minimise incidents of violence and bullying at Allendale East Area School. Proactive measures such as interoception activities embedded in general classroom practice, supervised play areas and organised play activities are currently being used and regularly reviewed to support a sense of calm at our site. In addition to having general staff duty supervisions, classroom support staff have assigned areas to support positive yard behaviours which has seen a decrease in inappropriate yard behaviours, ongoing bullying and harassment and an increase in positive and inclusive play activities. The wellbeing team comprising of the Youth Worker, ACEO, staff volunteers, parent volunteers and student leaders, meet weekly to strategically plan ways to proactively work within our site and community to maintain a good sense of order.

Parent opinion survey summary

From an official enrolment figure of 157 students, we had a total of 38 responses from our parents from Foundation - Year 12.

Parent survey results by question are as follows:-

At Allendale East Area School, 73% of the people that responded agree that people are respectful. 26% of the people surveyed didn't agree or disagree - indicating a response of sometimes and 3% of the respondents disagreed. This could involve students, staff, parent community and or visiting staff such as temporary contracts and/or temporary relief teachers.

80% of the people surveyed strongly agreed and agreed that the teachers and students are respectful with a minority of 14% that did not agree or disagree.

80% of parents that completed the survey agree or strongly agree that their child is important to the school. Communication from the school resulted in the parents that responded to the survey that 61% believe that there is enough shared with them, 22% neither agreed or disagreed and 20% felt that communication was inadequate.

76% of the parents surveyed thought there was enough of a variety of communication from the school to the community. 76% of the community felt that they were aware of the standard of achievement that was expected of their child and an overwhelming 97% of the parents that responded to the survey claimed that the talk with their child about their school experiences. 52% of these conversations are reported to be useful discussions.

64% or the parents surveyed indicated that the agree that they have input into their child's learning. 25% neither agree or disagree and 29% recorded that they do not have input into their child's learning. 46% of respondents indicated that the learning routine at home was positive and all but 6% of the parents thought that education is important. 75% of the parents indicated that they felt equipped to plan pathways with their children and 50% of parents would like assistance and support with this. 65% of our parents indicated that they encourage and assist their child with their learning and 44% felt that they received support in being provided with learning tips that will assist their child to learn.

We appreciate all feedback from our families as it supports all staff in providing a quality service to our community. While there are some terrific foundations for all of our current families, we look forward to working with them and our future enrolments to continue to strive for excellence. The staff at Allendale East Area School are committed to ongoing improvement and look forward to ongoing suggestions to support this in happening over the course of 2023 and beyond.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	25.0%
NT - LEFT SA FOR NT	2	12.5%
SM - SEEKING EMPLOYMENT IN SA	1	6.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	37.5%
U - UNKNOWN	1	6.3%
WA - LEFT SA FOR WA	2	12.5%

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

Compliance for relevant history screening is undertaken on an annual basis for all staff. It is the responsibility of the staff member to act upon prompts which support all Department for Education staff to comply in accordance with the policy requirements. Allendale East Area School regularly schedule opportunities for staff to attend professional learning session to support achieving compliancy.

Site leaders are responsible for ensuring their site complies with the screening verification responsibilities. In summary, the responsibilities involve: sighting and recording clearance information on EDSAS or HRS system (or maintaining copies of clearances if not connected to these systems), or verifying the identity of first time visiting DfE employees, noting verification next to their name in the site log in-book, or establishing a shared-use agreement with community groups, and maintaining the accuracy of screening information on EDSAS, HRS or site files.

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	19
Post Graduate Qualifications	2

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	14.0	0.8	10.2
Persons	0	16	1	14

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

Financial statement

Funding Source	Amount
Grants: State	$3,331,694
Grants: Commonwealth	$0
Parent Contributions	$42,206
Fund Raising	$13,352
Other	$310,560

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	Inclusive Education Support Program funding for individual students was used to employ classroom SSOs to work both in class and 1-1 to support students with disability and/or complex social/emotional needs. Teaching staff and support staff continue to participate in professional to support all young people in achieving their best. Many staff members have participated in professional learning to support delivery of the Kimochi Curriculum, Interoception processes, Berry Street Education Model, Autism Inclusion Training and Mental Health First Aid. We continue to commit to using the Be You framework to guide our improvement agenda.	Greater access to curriculum for students in line with Individual Learning Plans. Practical approaches to teaching and learning that enables teachers to increase engagement with students with complex, unmet learning needs and successfully improve all students' self-regulation, growth and academic achievement.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Data analysis allocation of time supported all teaching staff to meet regularly with a member of the leadership team to discuss data collection schedules, results and target interventions for further improvement. Increased allocation of 1-1 classroom support to target individual students that did not reach the relevant Standard of Education Achievement to provide quality interventions for the purpose of improvement.	Learning programs are comprehensive with rigorous levels of adjustments. Student progress tracked and monitored using data schedules to highlight improvements.
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	Employment of classroom SSOs to support students with additional needs who are not otherwise funded. Classroom teachers were allocated additional time to administer additional diagnostic testing, complete analysis for students with learning difficulties and write 1-1 intervention programs that were delivered by trained classroom support staff. Professional learning and resources were funded to support whole class literacy intervention programs which support additional intervention programs that already exist. All professional learning and resources compliment our current suite of learning programs.	A consistent and comprehensive literacy program that has improved the literacy learning outcomes of all young people. Staff becoming more fluent in making appropriate adjustments for all students. Continual upskilling of staff to support Aboriginal Learners. Learning programs are comprehensive with correct levels of adjustments.
Program funding for all students	Australian Curriculum	All staff were provided with an increase of non-instructional time by 50 minutes per week to enable classroom teachers to work with the Intervention and Support Coordinator to analyse collections of data which supported making informed decisions regarding setting next steps and targets to improve student learning outcomes for all young people. TRT release was also provided to release teacher teams and professional learning teams to plan and design inclusive curriculum, review curriculum and refine curriculums for all secondary staff. This work was supported by our commitment to participating in Teaching Sprints regularly.	Better outcomes in assessment against Achievement Standards and an increased confidence for teaching staff in providing quality curriculum to best cater for all student abilities.

	Aboriginal languages programs Initiatives	Additional SSO and ACEO funding has enabled an increase in 1-1 classroom support to work alongside classroom teachers to provide a more targeted approach for our Aboriginal learners. This has resulted in 8/10 of our Aboriginal learners achieve SEA and continue to 'close the gap' for the two students that haven't achieved SEA, yet. Staff continue to be provided with release time to ensure that there are opportunities to analyse data and to goal set alongside classroom support staff, Aboriginal Community Education Officer and families to assist in a wholistic education improvement approach.	Students continue to record educational improvement with rigor. Staff regularly re-set targets to support young people to achieve the relevant Standard of Educational Achievement and extend where necessary.
	Better schools funding	Additional allocation of time to employ Intervention and Support Coordinator to review student achievement data and make specific recommendations to classroom teachers and SSO's responsible for intervention delivery. Staff are released to support working collaboratively in teams to focus on learning progressions, curriculum tracking and planning that is conducive to meeting learning improvement targets.	Learning programs are comprehensive with rigorous levels of adjustments. A cohesive approach to learning improvement and setting reasonable learning targets consistently occurs over the course of the year.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A