



Woodville High School

Woodville High School

2022 annual report to the community

Woodville High School Number: 801

Partnership: Inner West

Signature

School principal:

Mrs Anna Mirasgentis

Governing council chair:

Mr Jamie Smith

Date of endorsement:

10 February 2023



Government
of South Australia
Department for Education

Context and highlights

Again in 2022 Woodville High School has demonstrated its creative and resilient spirit in response to the challenges and opportunities afforded to us through the continuation of the COVID-19 pandemic.

Woodville High School, was established in 1915 and celebrates over 107 years of providing education. Located in the Inner Western suburbs Woodville is a Category 2 school. Since 1915 Woodville High School has committed itself to a unified vision: success for every student by providing rich learning opportunities in a diverse environment that values well-being for all. Throughout its history, Woodville High School has promoted a strong sense of community, built around the importance of inclusive, respectful and positive relationships. We are a community that celebrates success in all its forms and offers opportunities for all to experience the joy of personal achievement - a community who is aspirational as they reach for the stars, who are willing to take risks, to try new things and imagine a future even greater than its past, and a community that we are all proud of.

I am privileged to be Principal of Woodville High School, a school that continues to innovate and is committed to effective teaching and providing rich learning opportunities in a diverse environment. The wise stewardship of the School Governing Council, Old scholars, the expertise and professionalism of our staff, and the generous support of the broader community meant that we had another full and rewarding year in 2022, with an added sense of jubilation as we broadened our footprint with the upgrade of existing buildings, the opening of our new buildings and welcoming Year 7 students into the school community.

Our Woodville is multi ethnic, multi religious and multicultural and this is one of our greatest strengths and defines and unites who we are as a school. Woodville takes pride in this with many students coming from over 74 different cultures. As such our responsibility as a school is to ensure young people through the curriculum appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action to build a more just, peaceful, inclusive and environmentally sustainable world. Woodville High School has achieved formal accreditation by the Council of International Schools and has joined 1360 schools and universities representing 123 countries who have been internationally recognised for their commitment to providing a global education and developing global citizens. With this accreditation and our commitment to the braiding project we are set up to connect ideas, cultures, and educators from every corner of the world. The Braiding project unites the different cultures from around the world and celebrates our school's diversity.

Our Woodville High School Community is built upon the motto Reach for the Stars despite adversity and its core values of Diversity, Creativity and Success, do not function in isolation, but instead are enlivened by each other.

Our Woodville has:

- Special Interest Music School
- 3 Inclusive Education Classes
- 80 FLO Students
- Basketball & Soccer Programs
- 1200 enrolments
- 40% EALD
- 13% (109) ATSI
- 38% School card

2022 was a significant year where for the first time in Woodville High Schools 107 years of history we have Year 7 students and their families joining this incredible community that celebrates our values of diversity, creativity and success. Year 7s to High School partnerships with our feeder primary schools continued to be strengthened. Our teachers observed primary teachers in classrooms and met with them to better understand the pedagogy and curriculum approaches.

As we welcome approximately 416 new students from Year 7 to Year 12, I want to acknowledge and congratulate the class of 2022 for their outstanding success.

Governing council report

Academic achievement remains the cornerstone to which Woodville High is bench marked and assessed, however, the council and the school leaders also see wellbeing as a fundamental cornerstone to the Woodville HighSchool foundations and this remains a focal point for growth and learning.

The strong focus on academic outcomes continued with all students completing the SACE. This outcome was particularly pleasing given the continuing challenges COVID-19 impacts presented to our students and staff.

The challenges from educating in the Covid era have been an ongoing and an evolving process the that the Woodville Executive team continue to improve and work upon.

One of the highlights for 2022 was the seamless introduction of the Year 7 cohort into our school, they become one with the school thanks to the long hours of preparation and planning by the school leadership team and they are to be congratulated. The Council supported the planning and preparation for the transition of Year 7 Students to Woodville High School. The two Transition Days for each cohort were extremely successful in introducing to the school's values, culture and community. The teacher recruitment process for primary school teachers to make the transition to high school was a successful experience for Woodville High School.

The school continues to be in a very sound financial position and the demand for future enrolments remains strong and the school continues to have many out of zone requests, especially for our world class Music programme.

The exciting new School Buildings became operational in 2022, as well as the great aesthetic aspect they bring to our campus, they also provide the most up to date and innovative learning opportunities and spaces for our students and teachers.

The new or upgraded learning spaces are:

- o Brian Marsland Health and Physical Education Centre
- o Frank Schirripa Food Technology and Horticulture Centre
- o upgraded Jubilee Art Centre and
- o new amenities
- o upgraded Science Labs
- o upgraded Wellbeing Hub
- o Staff Meeting Room

The Council approved the development of the Irabinna Centre, International Hub and upgrade of equipment and facilities. This ensures our school facilities, grounds and infrastructure continue to meet the evolving needs of our students remains a high priority.

The Council in line with the schools strategic launchpad has had a strong focus on student and staff wellbeing, supported curriculum development, transition to EMS/Frog in 2023 to strengthen the partnerships with families and community, and invested in learning and teaching resources .

The Council participated in committees that developed a broad range of policies – Assessment and Deadline Policy, Behaviour Development Policy and Mobile Phone Policy.

The Council endorsed the new Student Leadership Structure that empowers young people to shape our school community by engaging in school-level decision-making to increase students' sense of agency, feelings of belonging, and civic efficacy.

The Council endorsed the development of a House system enables students and Home Group teachers to establish a relationship of trust, support and friendship. The House system is a structure that develops relational learning at Woodville High School and is focused on learning and student wellbeing. Jupiter, Mercury, Neptune and Sirius are the Houses and students remain with this same House for the duration of their time at Woodville High School, ensuring a sense of belonging. The Home Group teacher provides an environment that nurtures each student to grow into their full potential respecting individuality while at the same time providing a sense of belonging. Each individual's strengths will be valued and used to create bonds across peers of similar ages. The ability to establish cross age support provides opportunities for students to develop leadership skills, put school policies into action and reinforces a collaborative approach to mutual trust and support between staff, parents and students by forging lasting and authentic professional relationships.

To this years students and families , our wish is for you all to continue to learn and grow, we hope you contribute to the school community and remember your years at Woodville fondly and always remember to Reach for the Stars.

Quality improvement planning

The school has continued its improvement journey throughout 2022, which has been informed by the combined 2020 Council of International Schools (CIS) Review and the External School Review (ESR). The CIS Evaluation Team Report showed we had either met or exceeded all standards within the nine domain groups of the internationally accredited framework. Fifty four commendations were awarded to the school based on the evidence we provided, with twenty-four recommendations for further improvement. We have made significant progress towards most of the recommendations in 2022, building from 2021. This progress has been tracked and monitored throughout the year to ensure we have collected evidence of this progress ready for our next reaccreditation. Planning for the 2025 reaccreditation will begin next year in 2023 through a CIS Planning Committee and will engage students, staff and families. The 2020 ESR was informed by two lines of inquiry, focused on raising student achievement and the learning needs of our vulnerable student groups.

The three key directives from the ESR were:

1. to build teachers' capacity to implement the Site Improvement Plan (SIP)
2. to build teachers' capacity to analyse and interpret data to inform differentiated teaching, and
3. to develop a consistent approach to task design that maximises the potential of all students.

In regards to the first ESR directive, the new School Improvement Plan (SIP) (2022-2024) underwent a rigorous consultation process in 2021 to gain voice from students, staff, leaders and families. Students began the process by participating in a full day as 'researchers and evaluators' to analyse the current SIP goals and provide recommendations based on school improvement data (NAPLAN, Progressive Achievement Test, Grade Point Average). Students also conducted a question type analysis. School leaders worked with the Inner West Partnership to undertake a similar process in identifying key focus areas that supported student achievement in Reading, Writing and Numeracy. The Governing Council were active participants in developing and finalising the SIP. Throughout 2022 Professional Learning Team (PLT) leaders continued implementing strategies to improve literacy and numeracy in line with the SIP goals. The most effective strategies were captured into the whole school Literacy and Numeracy Agreements, which will be embedded through the PLT process in 2023. With the clear goals and challenge of practice that are developed and understood by all key stakeholders in the WHS community, the implementation of the SIP has been consistent across all classrooms and enabled growth in achievement and success for every student as our PLT's continue to drive our literacy and numeracy improvement.

The second ESR directive has been enhanced further this year with alignment to our school teaching and learning cycle. Teachers and leaders have accessed multiple measures of data to inform their practice including PowerBI, our data dashboard, our data wall and our SACE, PAT and NAPLAN data. Learning Area teams were given additional time throughout the year for curriculum review days to review their curriculum mapping and to analyse the relevant data to inform their learning design and their teaching. We continued our focus on differentiation and defining the difference between modifying student learning and adjustments.

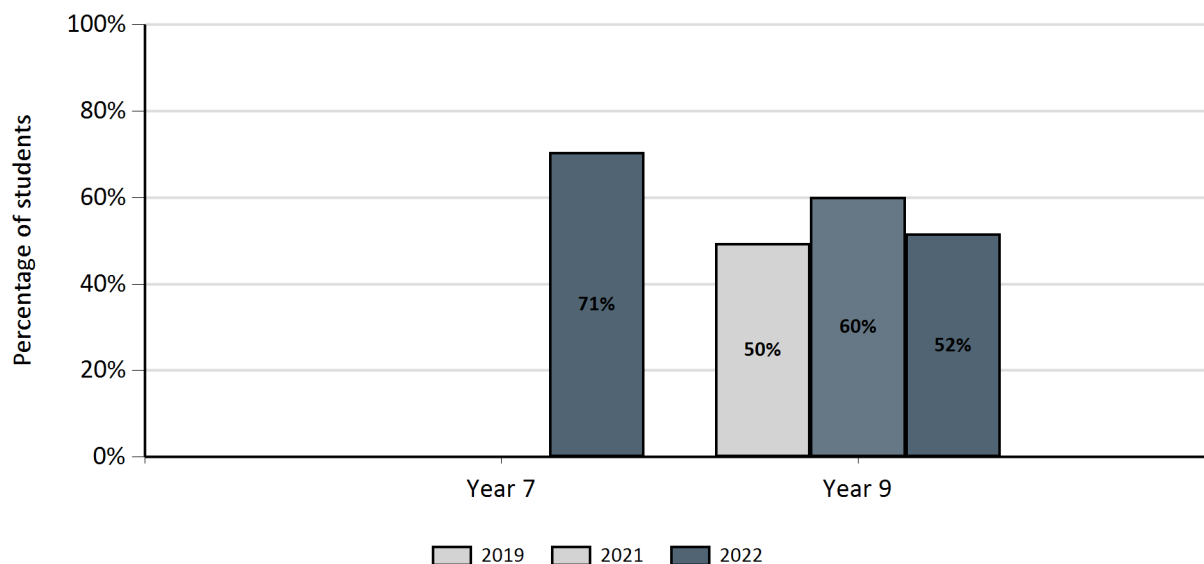
The third ESR directive was achieved through professional learning in our Term 2 student free day, where staff were provided a consistent and rigorous approach to task design. The focus for the professional learning was to develop tasks with multiple entry points, that were accessible to all students and provide the opportunity for every student to achieve their potential. Teachers now have a task design checklist and examples of quality common assessment tasks to inform their planning. Learning Area teams and will use the curriculum review days to review, improve and innovate their tasks collaboratively.

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

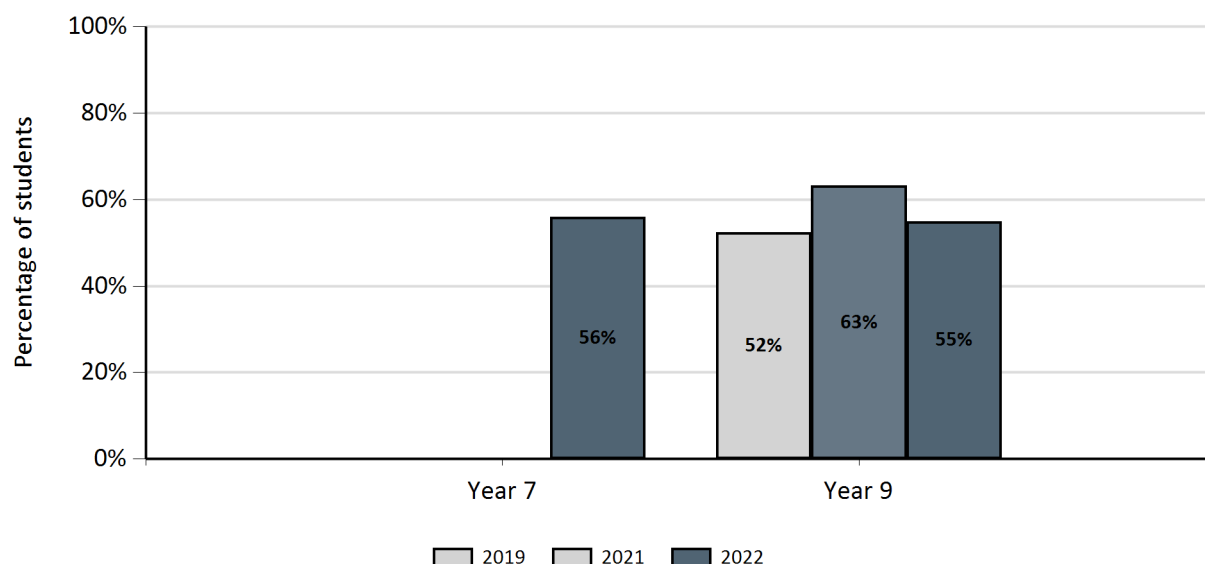


*NOTE: No NAPLAN testing was conducted in 2020.

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	156	157	21	24	14%	15%
Year 07 2021-2022 Average	156.0	157.0	21.0	24.0	13%	15%
Year 09 2022	180	180	23	16	13%	9%
Year 09 2021-2022 Average	201.5	201.5	27.0	20.0	13%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

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

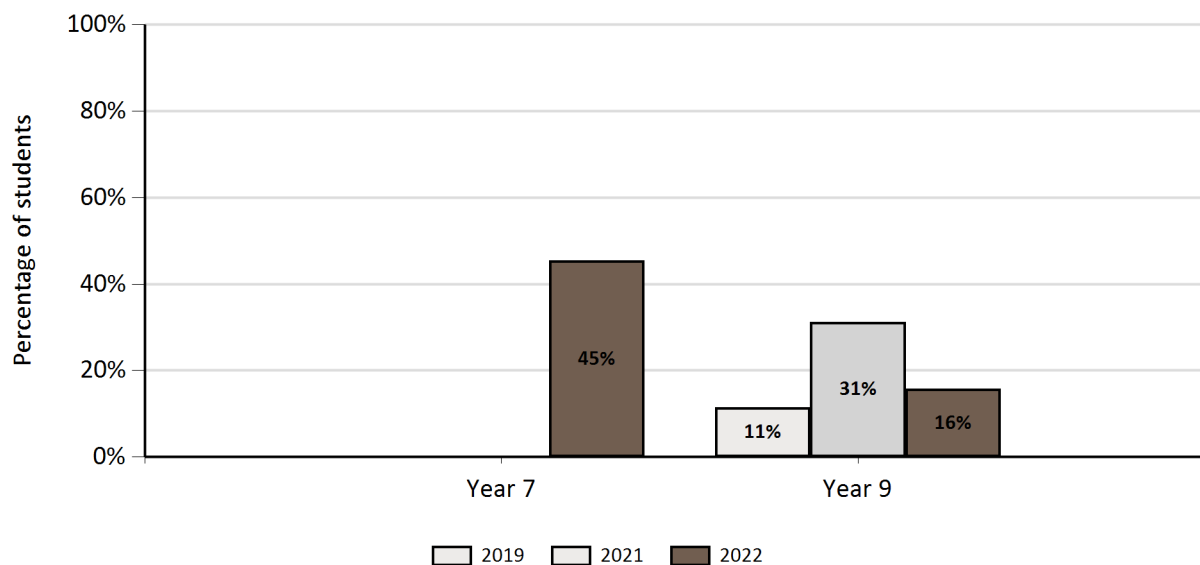
[^]includes absent and withdrawn students.

*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



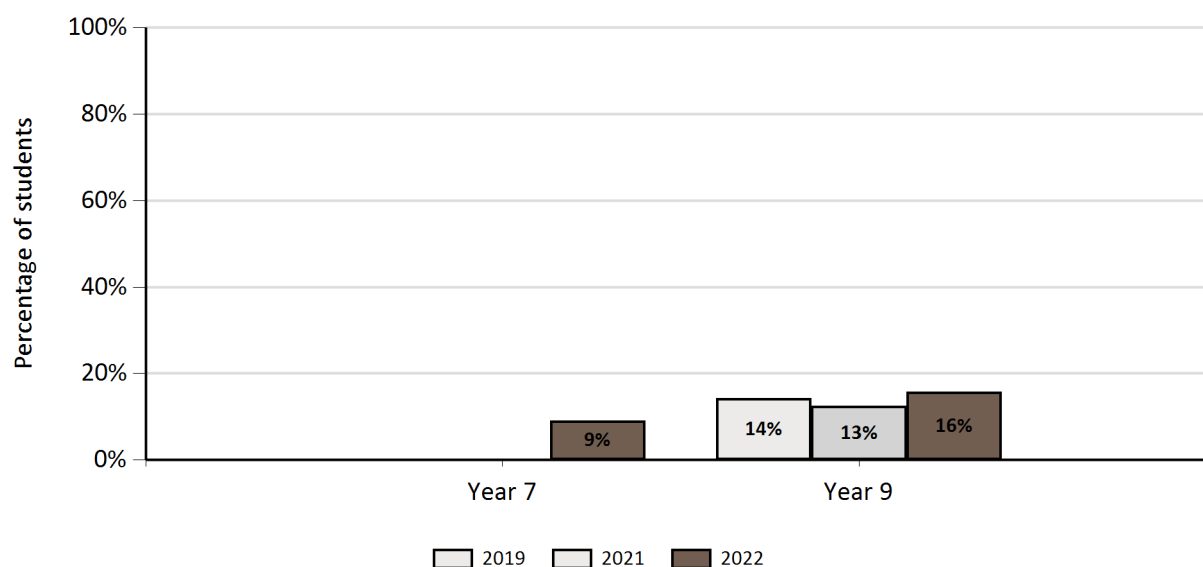
*NOTE: No NAPLAN testing was conducted in 2020.

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	11	11	0	0	0%	0%
Year 07 2021-2022 Average	11.0	11.0	0.0	0.0	0%	0%
Year 09 2022	19	19	0	0	0%	0%
Year 09 2021-2022 Average	17.5	17.5	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: Tracking & Monitoring

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

A new data collection and management system was created at Woodville High School in order to collate all Snapshot data and grade data for Aboriginal and Torres Strait Islander Students. This will be used to track student progress in 5 week increments and will be used to implement data informed learning interventions in a much timelier manner. It has been developed by the schools Data Manager with collaboration between the ATSI Education team and will also be used as a tool to guide case management conversations and with students as well supporting to improve on student led goal setting activities in 2023 (for literacy/numeracy achievement). Information from the schools Data Wall currently tracks student's numeracy and literacy improvement achievement and goals are set for students through this process. This process has been modified and now the goals are collated by the English/EALD/Math's coordinators and passed onto Aboriginal and Torres Strait Islander (ATSI) Education Coordinator and Aboriginal Education Teachers/ASETO's so that they can be included in student One Plans. A documented and clear reporting schedule has been alongside the English/EALD/Math's coordinators.

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

Through the Data Dashboard and with the support of our Principals Consultant, our Aboriginal and Torres Strait Islander PAT and NAPLAN was analysed to check our Literacy and Numeracy intervention effect size on ATSI student achievement. This was used to identify key student groups who were achieving below SEA or had remained below after NAPLAN/PAT testing. One key group of students which was identified to support was our 2022, year 8 cohort whom a majority had either remained below SEA or fallen below SEA in Numeracy. This supported us when reviewing our intervention strategies for 2023 as we are more aware that our year 8 group needs a higher level of support in Numeracy for 2023 and can plan for this.

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%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	2%	1%	2%
A	5%	7%	7%	8%
A-	11%	11%	12%	13%
B+	14%	13%	15%	13%
B	14%	13%	17%	15%
B-	20%	18%	15%	15%
C+	15%	15%	15%	15%
C	11%	15%	13%	16%
C-	8%	5%	4%	3%
D+	1%	1%	1%	1%
D	1%	1%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	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
93%	96%	98%	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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	13%	25%	30%	35%
Percentage of year 12 students undertaking vocational training or trade training	39%	56%	57%	51%

2021	2022
#Error	33%
55%	51%

School performance comment

Results from the Wellbeing and Engagement Collection (WEC)

In 2022, 867 students completed the Wellbeing and Engagement Collection (WEC) survey. The WEC indicates what students feel about their wellbeing and engagement at school and provides strengths and challenges to work on for the following year.

Observations of the data indicate:

Areas where students recorded low wellbeing require some intervention to support students in 2023. These areas include:

*The sub-domains of challenge (percentage of student in Low Wellbeing)

- Satisfaction with life - (29%)
- Worries – (31%)
- Resilience – (36%)
- Nutrition- Breakfast – (37%)
- Music and Arts Outside of School – (49%)
- Students were not able to identify an 'important' adult at WHS – (52%)
- Sports Outside of School – (53%)

Areas where students recorded high wellbeing require strategies to keep these areas thriving and well supported. These areas include:

* The sub-domains of strength include (percentage of students in High Wellbeing)

- Emotional engagement with teachers (65%)
- Friendship intimacy – (64%)
- Distress – (62%)
- Academic Self-concept – (54%)
- Connectedness to school – (53%)
- Expectations for success – (51%)
- All forms of bullying; physical, verbal, social, cyber – (ave 72%)

Recommendations for 2023:

1. Our redeveloped ASTRA Pathways Program will explicitly teach Perseverance & Resilience (such as social emotional learning) and Learning Practices (such as time management, note taking and organisation).
2. Develop staff awareness of relationship building activities with students to better make connections and support student wellbeing when necessary using the OPEN PARACHUTE PROGRAM
3. Teachers to role model empathy, resilience and growth mindset while also giving students opportunities to voice concerns about wellbeing.
4. Developing a shared language with respect to Wellbeing and Learning. Promoting shared understanding of procedures and routines when supporting students and their wellbeing to foster a safe classroom and school environment.

Staff suggestions from WEC review:

- More extra-curricular engagement options – not just sport
- More out of school activities/clubs to give confidence and increase satisfaction with life & school
- wellbeing/strategies to support themselves/importance of sleep & breakfast
- Being significant /trusted adults at school
- Aims to reduce all types of bullying to 0%

Attendance

Year level	2019	2020	2021	2022
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	85.5%
Primary Other	N/A	N/A	N/A	N/A
Year 8	87.8%	84.8%	89.1%	80.8%
Year 9	84.9%	79.8%	88.9%	79.8%
Year 10	85.4%	80.0%	85.9%	82.0%
Year 11	86.1%	81.0%	86.2%	81.0%
Year 12	84.0%	85.4%	88.4%	85.1%
Secondary Other	82.8%	83.1%	85.1%	76.5%
Total	85.6%	82.1%	87.6%	81.9%

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

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

Attendance comment

Attendance rate 2022 was 83.4% a 2.9% decrease compared to 2021 (85.64%)

Our overall absence rate includes the codes of "Family and Home Study and school exemptions for extra study and perusing employment which is used by many of our students when absent.

The data is also negatively impacted by a group of chronic non-attenders who have been reported to the Attendance Branch in their successive years at this school.

In 2023 we will expand our attendance monitoring and tracking through our 4 new House Leaders and Middle and Senior School Managers. These staff will have more time to follow up non-attendance and work with students and families for whom attendance is a barrier.

Behaviour support comment

285 suspensions in 2022 compared to 169 in 2021.

187 external suspensions and 19 internal with 18 Take Homes

Male 199 compared to 121 in 2021

Female 86 compared to 48 in 2021

Threatening the good order of the school / persistent failure to follow instructions from School staff = 126 compared to 100 in 2021. This includes continual non-cooperation with staff and refusing to follow a reasonable teacher instruction and verbal abuse towards a staff member.

Threatened or actual violence towards other students or staff 64 in 2022 compared to 32 in 2021.

Activity legally 19 compared to 16 in 2021.

Our school is in its second year of a 3-year relationship with The Centre for Restorative Justice to support students and staff in restructuring our policy and processes ensuring they are in line with the DfE Behaviour Support Toolkit.

Parent opinion survey summary

2022 Parent Engagement Survey (all percentages are parents agreeing) 242 parent responses

Teachers and students are respectful -73%
 I feel like my child is important to the school – 71%
 Parents talking with students about school and feeling school is important -76%
 I receive enough communication from the school – 75%
 The school communicates effectively with me – 68%
 I know what standard of work the school expects of my child – 72%
 Teachers at this school provide my child with useful feedback about their schoolwork – 65%
 The school provides an opportunity for me to have input about my child's learning - 55%
 I feel equipped to help my child plan what they will do after they leave school – 72%
 I have useful discussions with the school about my child's learning - 61%
 Parent input into learning - 55%
 Parent receiving learning tips on how to help students learn at home -50%

Parent Survey Recommendations for 2023

Greater school to parent communication will be enhanced by:

1. Timely communication of upcoming events impacting on students and families via the school's website, newsletter, New FROG Platform for parents.
2. Continue multicultural parent groups including guest speakers providing information on student wellbeing and study advice.
3. Continued support for students learning through access to Studiosity for all Year 10-12 students in 2023.
4. Greater Promotion of SchoolTV as a wellbeing resource for parents. It provides parents with resources in 78 different languages.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	5.8%
NS - LEFT SA FOR NSW	1	0.7%
NT - LEFT SA FOR NT	2	1.4%
OV - LEFT SA FOR OVERSEAS	10	7.2%
PE - PAID EMPLOYMENT IN SA	14	10.1%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.4%
QL - LEFT SA FOR QLD	3	2.2%
SM - SEEKING EMPLOYMENT IN SA	17	12.2%
TA - LEFT SA FOR TAS	1	0.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	52	37.4%
U - UNKNOWN	12	8.6%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	16	11.5%
VI - LEFT SA FOR VIC	1	0.7%

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 and support staff have a current history screening either via valid WWCC (Working with children check) as part of their registration process.
All teacher registrations involve a 100 point check.
All certificates are uploaded direct to the DfE portal.
All staff are up to date with compulsory RAN-EC certification.
Screening approval for volunteers are recorded.

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	144
Post Graduate Qualifications	94

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	81.9	2.8	23.3
Persons	0	89	3	27

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

Financial statement

Funding Source	Amount
Grants: State	\$16,833,943
Grants: Commonwealth	\$2,500
Parent Contributions	\$509,696
Fund Raising	\$0
Other	\$48,844

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	Access to a school-based multidisciplinary team supported by an onsite psychologist, speech pathologist, Pastoral Carer, Social Worker and Youth Worker for a wholistic 'team around the child' approach to student wellbeing, behaviour management and engagement.	Individual connection and collaboration with external agencies.
	Improved outcomes for students with an additional language or dialect	Students with an additional language have access to EALD literacy classes, 15 hours of Bilingual Support (BSSO).	Most students demonstrated LEAP Growth.
	Inclusive Education Support Program	Students accessed targeted Literacy and Numeracy Intervention classes and showed progress towards the SEA. A review of all intervention programs was undertaken throughout 2022 led by an external professional, Katrina Spencer who has held positions in the Department of Director of the Literacy Secretariat and Improvement and Accountability. The result of this review has 6 key recommendations that the School will enact to provide more targeted support for a greater number of students.	Improved number of students from targeted group reaching the SEA benchmarks for Literacy and Numeracy. Appointment of an Learning Intervention Manager for 2023 to lead the enacting of the 6 key recommendations.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Funding was utilised in 2022 to support Year 11 and 12 Aboriginal and Torres Strait Islander students through tutoring. An HPI was used to support students in classes and was able to help our Aboriginal and Torres Strait Islander students to achieve 100% SACE completion. This funding enabled us to use this as targeted support for students when they required it throughout the year and was especially effective in supporting year 11 students to complete their Research Project subject. All but one of our year 11 students completed this subject in 2022 and this support had a direct impact on this.	The Funding was used to help students outside of school hours within our Homework Centre so that students were able to complete the compulsory English and Mathematics requirements of the SACE and we were able to support all ATSI students except one to achieve their compulsory subjects. The HPI was able to build a positive relationship with the students and supported their attendance and engagement within the school and allowed the Year 11 and 12 students to be even more successful in their schooling.
Program funding for all students	Australian Curriculum	The funding was utilised to release Learning Area teams for three curriculum review days throughout the school year. The curriculum review days were used to map the curriculum from Year 7-12, analyse a variety of data sets to inform planning, the development and innovation of our units into the new FROG system, collaborative moderation processes internally and externally, as well as innovating our common assessment tasks to improve student learning outcomes.	The curriculum has been mapped from Year 7-12, enabling curriculum coherence across the school. The mapping ensures students receive their learning entitlement of the Australian Curriculum and allow staff to collaboratively reflect, plan and innovate their units effectively. Task design has improved across the school following professional learning that was conducted to support teachers to transform their tasks. Our tasks are more accessible to all students and enable them to demonstrate their learning to the highest level.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional Wellbeing Support provided by Youth Worker, Social Worker, Speech Pathologist, Psychologist, B1 Yearl Level Managers.	Improvements in A-E grades in identified areas.
	Specialist school reporting (as required)	Special Music funding allowed for students to access private instrumental lessons and excursions/trips/performances to enhance their music education	Increased access to a high level of music instrument tuition enhances progress on instruments. Access to performances and workshops with organisations such as the Adelaide Symphony Orchestra promote pathways in music
	Improved outcomes for gifted students	Funding put into the SHIP/ASTRA programs allow for smaller class sizes with targeted curriculum to accelerate student progress. Funding to access the HAST test allowed for improved identification processes.	Continuation of the SHIP program in years 10-12, and implementation of the ASTRA program at year 9 allow for personalised programs for highly abled students.