Gawler and District College B-12

2022 annual report to the community

Gawler and District College B-12 Number: 774

Partnership: Greater Gawler

	Signature	
School principal:	Ms Angela Michael	*[signature]*
Governing council chair:	Ms Leanne Conway	*[signature]*
Date of endorsement:	**27 March 2023**	

Government of South Australia
Department for Education

Context and highlights

At Gawler and District College B-12, we believe that learning is a partnership to be shared by the student, the school and their parents and or care providers. The college is an R-12 site with an enrolment throughout 2022 of 1333. This includes 9% of students identifying as Aboriginal Torres Straight Islanders,17% of students who are verified with a disability and 6% of students who are funded as English as an additional language or dialect (EALD). 3% of students at the College are Children in care whilst 15% of students are eligible for School Card assistance. 10% of our students are FLO enrolled. The college is co- located with the Gawler and District College Children's Centre and continues to connect with the Children's Centre through the Greater Gawler Partnership.

The college's ICSEA score is 942 well below the average school score of 1000 and is classified by the Department for Education as Category 4 on the Index of Educational Disadvantage.

The college comprises of three sub-schools including the Junior School from Reception to Year 6, the Middle School from Year 7 to Year 9 and the Senior School from Year 10 to Year 12.

Increasing the number of students achieving the Standard of Educational Achievement (SEA) in Reading across the site as an absolute focus across each sub-school ensuring improved reading outcomes within a culture of high expectations. The college continued to experience growth in achievement across all sub-schools in Reading and Numeracy. The Junior School, committed to teaching and learning excellence with a 'no excuse' mandate by ensuring pedagogical practices were based on current and informed research. Students were observed stretching their proficiency in decoding, interacting and comprehending texts as fluent independent readers. Aboriginal and Torres Straight Islander Students' growth across the site was impressive. 17% of Year 3 ATSI students achieved in the Higher Bands and 20% demonstrated an increase in NAPLAN Numeracy in 2021 to 50% in 2022 achieving the Standard of Educational Achievement (SEA). 14% Year 5 ATSI achieved in the Higher Bands in Reading whilst 57% achieved the SEA in 2022 compared to 25% in 2021 in Reading.

Year 7 ATSI students demonstrated an increase in NAPLAN Reading from 43% in 2021 to 78% in 2022 with 22% achieving in the Higher Bands compared to 14% in the previous year. Year 7 ATSI students increased NAPLAN Numeracy from 29% in 2021 to 67% in 2022 achieving the SEA with 22% achieving in the Higher Bands in Numeracy. Year 9 ATSI students demonstrated an increase in NAPLAN Numeracy from 22% in 2021 to 27% achieving the SEA in 2022.

NAPLAN achievement across non-ATSI students was significant across the college. Year 5 students demonstrated an increase in NAPLAN Reading from 64% in 2021 to 79% in 2022 whilst Year 7 students demonstrated an increase in NAPLAN Reading from 47% in 2021 to 66% achieving the SEA in 2022 and in NAPLAN Numeracy an increase from 48% achieving the SEA in 2021 to 58% achieving the SEA in 2022. There was also a significant increase in the Year 7 Higher Band achievement from 6% in 2021 to 11% in 2022.

The above results can be clearly attributed to Teachers developing a common evidence-based approach to teaching reading comprehension using the John Munro High Impact Reading Strategies increasing student achievement in reading across years 7 to 9. Teachers in the Senior Years explicitly taught subject specific vocabulary using differentiated texts to increase comprehension in all learning areas which increased the percentage of students achieving in the higher bands. SACE completion in 2021 saw the largest shift to 99.07% from 90.99% in 2020 and in 2022 for the first time ever at Gawler and District College B-12, 100% SACE achievement was attained including all ATSI students achieving their SACE.

Governing council report

The Gawler and District College B-12 Governing Council continued to meet regularly throughout 2022 and welcomed three new councillors, Ali Payton, Aaron Rosenzweig and Caitlin Jones as parent representatives. Our Governing Council has significant representation from a broad spectrum of the Gawler community including local member Tony Piccolo, Local Council representing the Mayor of Gawler, Codie Davies and Paul Koch as well as parents who bring a diversity of skills and cultures including Aboriginal and Torres Strait Islander providing the opportunity for rigorous and robust analysis and debate throughout the year. We also welcomed Student Voice Leaders to our meetings, who brought valued information to the council from students' perspectives. Students have represented each of the three sub-schools including the Junior School, Middle School and Senior School. The Council's focus throughout the year included contributing to policy development and overarching governance of the site ensuring positive and successful outcomes for our broad range of students improving their wellbeing and successful learning outcomes.

The Governing Council was well represented on a number of key committees throughout the college including Fundraising Committee, Finance Advisory Committee, Gawler and District Foundation as well as OSHC.

The year began with all members attending SAASSO (South Australian Association of State School Organisations Inc.) training providing attendees with clear and deep understanding of their role within our Governing Council in relation to the college budget, policies and Site Improvement Planning.

Pupil Free Days were ratified enabling further work around forwarding the site's Site Improvement Plan and associated goals and actions around reading. Council members have a clear understanding of the college's Site Improvement Plan through regular updates and clarification on how the college enacts each of the elements of the SIP. The council actively engaged in and supported a range of policies that were implemented throughout the year.

OSHC through the provision by Happy Haven have continued to provide a service to the college and is growing in numbers on a daily basis and during vacation periods.

Many fundraising opportunities took place across the college in 2022 which were all extremely well supported by our college community including events such as Father/Mothers' Day stalls, Junior School Discos, whole of college Book Week, Book Swap and the extremely successful Junior School Colour Run and Secondary School Bingo Night. The Fundraising Committee is now working through a process to allocate funds raised around student needs and beautification of college grounds.

One of the tasks undertaken by the council was the review and update of our Constitution as was required by the Department for Education. This was endorsed and approved by the Department for Education in Term 4.

Another subsidiary committee is the Gawler and District College Foundation Inc. which supports students by providing a range of scholarship opportunities generously donated by a broad range of community sponsors. Students from Years 7 to 12 apply for scholarships within a range of areas of their interest and are supported through this process to further support their educational endeavours.

I would like to as Chairperson thanks all members of our committee for their contributions and commitment throughout the year including college staff who attend meetings and the principal Angie Michael for her support and guidance throughout the year.

Kind regards,

Leanne Conway.

Quality improvement planning

Leaders and teachers across the college regularly work collaboratively to review and evaluate performance. Learning teams use action plans to contribute to the Site Improvement Plan (SIP) goals. All staff have Performance and Development Plan goals which are aligned to the SIP.

Improvement planning at Gawler and District College B-12 has continued to strengthen through a narrow and deep focus around Reading across the site. We have realigned, refocused and reshaped the College's learning and improvement planning culture to create learning opportunities for all students based on high level research-based practices. Executive leaders, driving a common narrative around reading improvement has helped build the cohesion and consistency across the school in relation to improving student achievement in Reading. Much of this work is being driven by the good work undertaken already in the Junior School, where there is a clear pedagogical focus and use of evidenced based best practice. Monitoring across each of the sub schools has enabled leaders to be more aware of the high impact actions and to plan carefully for the next steps. The Junior School developed a rigorous systematic synthetic approach to teaching and assessing student knowledge of phonics and oral language as part of their focus on the Big 6 and noted an increase in student achievement in Reading in years 4-6. The explicit teaching of systematic synthetic phonics including visible learning intentions and success criteria has occurred in the teaching of reading. The Middle School developed a common evidence-based approach to teaching reading comprehension utilising the John Munro High Impact Reading Strategies (JMHIRS) through the use of Before, During and After and the DfE's Guide Books and saw increases in student achievement in reading in years 7-9. Leaders and teachers participated in lesson study observations based on the JMHIRS. Students were able to articulate the reading strategies that they were using which was evident in observations during learning walks.. Senior Years teachers explicitly taught subject specific vocabulary and used differentiated texts increasing reading comprehension in all learning areas. Teachers communicated learning intentions and success criteria to all students and provided comprehension checks for understanding for all students. Students were able to articulate the reading strategies that they utilised and targeted groups demonstrated improvements in 2022 PAT reading results, year 10 level. Quality School Improvement Planning was a major focus for the Senior Executive Team in collaboration with all in our educational community. Leaders, Teachers, School Services Officers and the Governing Council embarked on a process of pedagogical review and renewal. A range of data sets were the catalyst for much discussion utilising the Department's School Performance Report as well as the range of electronic options available to us including the Power BI and Data Warehouse. Previous targets were reviewed and set in our updated SIP utilising the current data available for 2022. Whilst there is always room for improvement, there are some pleasing highlights across the board with most recent data received. As we review our targets we have found in some instances that they have been met. The college continues to explore the common pedagogical approach in relation to Explicit Direct Instruction particularly in the Secondary School. Across the entire site we continue our focus on Reading Instruction and delve deeply within the concept of differentiating our curriculum across the whole of college.

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.
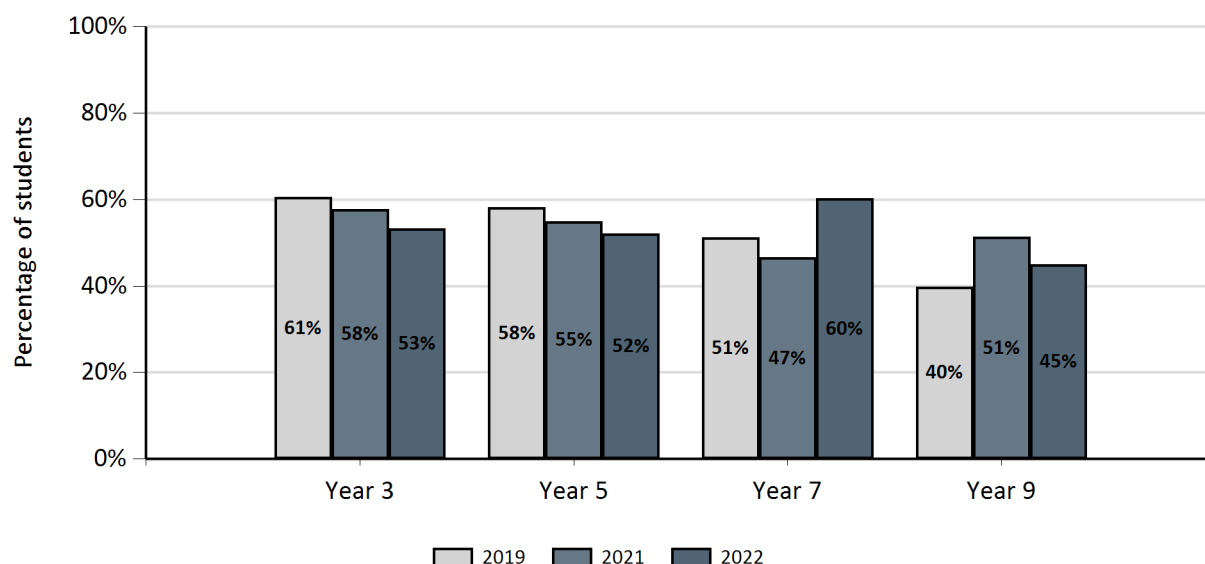
Reading
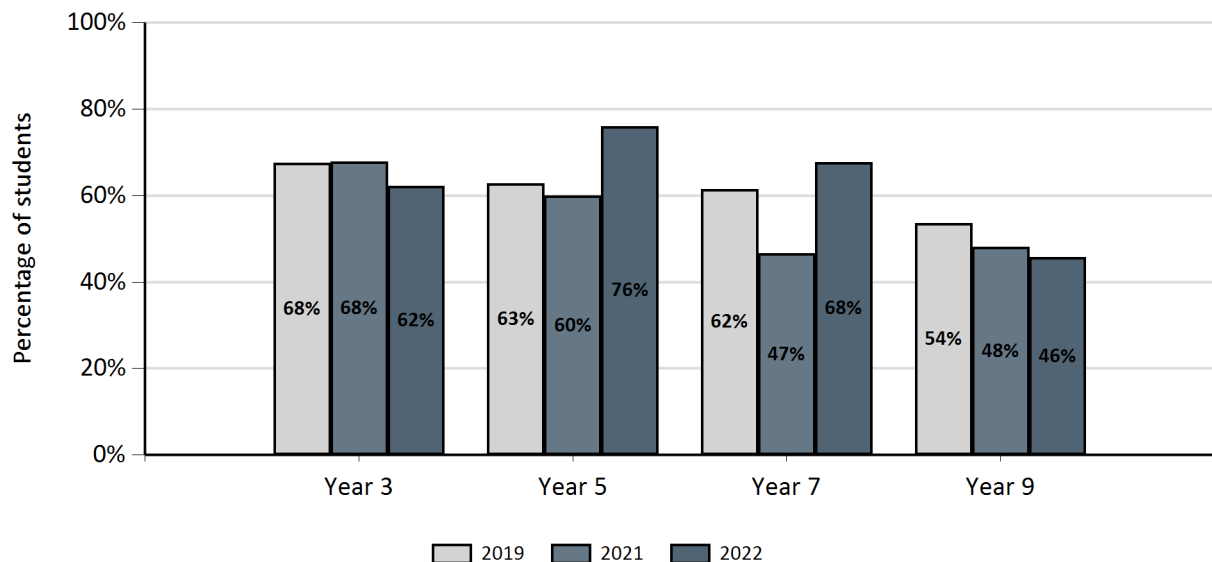
*NOTE: No NAPLAN testing was conducted in 2020.

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	45	45	12	3	27%	7%
Year 03 2021-2022 Average	49.0	48.5	14.0	4.0	29%	8%
Year 05 2022	46	46	7	2	15%	4%
Year 05 2021-2022 Average	43.0	43.0	6.5	2.0	15%	5%
Year 07 2022	121	121	10	15	8%	12%
Year 07 2021-2022 Average	97.0	97.0	7.5	9.5	8%	10%
Year 09 2022	190	191	7	5	4%	3%
Year 09 2021-2022 Average	187.5	188.0	8.0	8.0	4%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
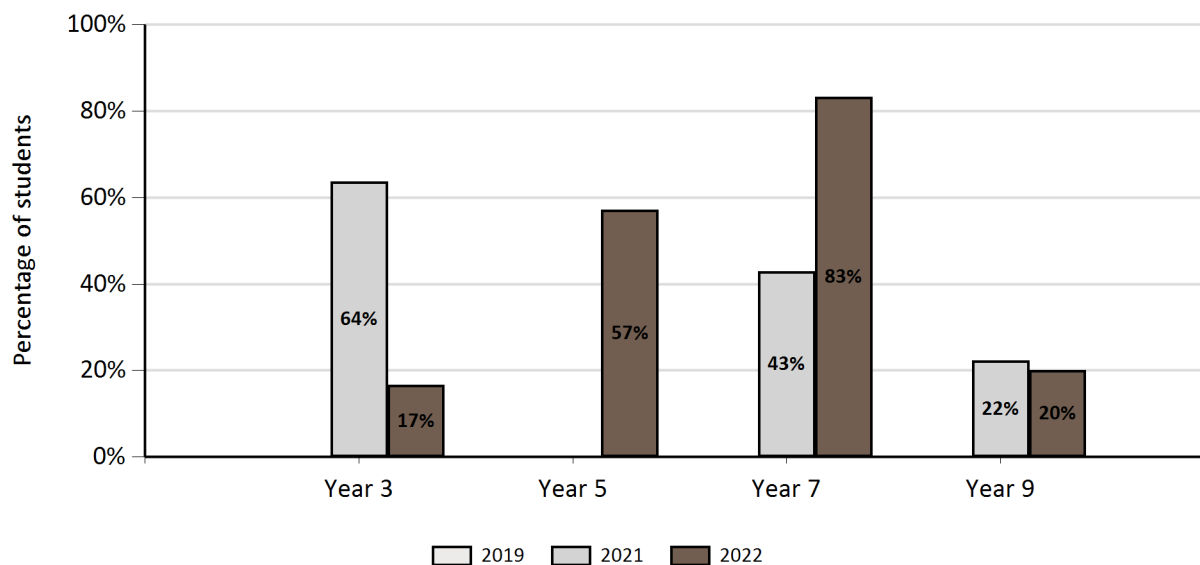^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

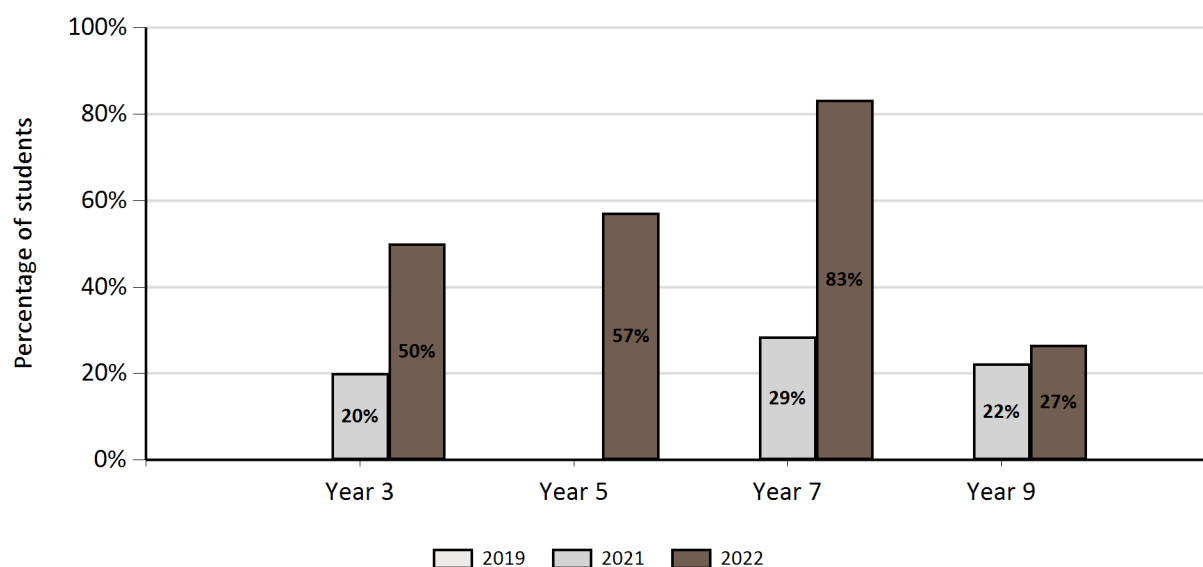# NAPLAN proficiency - Aboriginal learners

Reading

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

Numeracy

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

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	0	1	0%	17%
Year 03 2021-2022 Average	8.5	8.0	1.5	0.5	18%	6%
Year 05 2022	7	7	1	0	14%	0%
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	6	6	2	2	33%	33%
Year 07 2021-2022 Average	6.5	6.5	1.5	1.0	23%	15%
Year 09 2022	15	15	0	0	0%	0%
Year 09 2021-2022 Average	12.0	12.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

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

Throughout 2022, there was a continued focus on data informed planning ensuring consistent high quality classroom practice. Every teacher worked with an Aboriginal child and or student and supported them throughout the year, known collectively as their Focus Child. They collected data related to this child including: PATR, PATM, Reading Levels, NAPLAN, SACE patterns, grade band data, attendance levels and family/school background. Armed with this information, teachers took time to get to know their focus child, identify their strengths and adapted their teaching practice to suit the needs of the individual child. This process was linked to their Performance and Development Plan and teachers discussed the outcomes of their focused practice with their line managers and at check in points during the year.

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

Quality, differentiated teaching practices and a focus on explicit direct instruction in Years R-6 saw our Aboriginal students in these grades make improvements in their reading levels. This was particularly evident in our Year 5 cohort, where 57% of the Aboriginal Learners in Year 5 met the SEA in NAPLAN reading, an increase from 25% in 2021. Year 3 Aboriginal students improved their Numeracy achievement from 20% achieving the SEA in 2021 to 50% achieving the SEA in 2022.
In 2022, we saw some definite improvements in outcomes for our Aboriginal Learners. 83% of our Year 7 Aboriginal students met the SEA in Reading compared to 43% in 2021. 83% of our Aboriginal students met the SEA in Numeracy compared to 29% in 2021, an astronomical improvement from one year to the next.
Our SACE results were also improved, with all of our Year 12 Aboriginal Students achieving their SACE certificate and all of our continuing Year 11 students successfully completing their compulsory subjects in preparation for Year 12, 2022.

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
92%	92%	98%	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+	0%	0%	0%	0%
A	1%	2%	4%	2%
A-	5%	7%	5%	8%
B+	7%	10%	7%	13%
B	13%	14%	16%	20%
B-	13%	14%	17%	16%
C+	15%	17%	17%	22%
C	30%	22%	26%	14%
C-	8%	5%	6%	4%
D+	3%	4%	2%	1%
D	2%	2%	0%	0%
D-	0%	1%	0%	0%
E+	1%	1%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	0%

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

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

2019	2020	2021	2022
84%	90%	95%	95%

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	92%	87%	88%	90%

2021	2022
99%	100%

Percentage of year 12 students undertaking vocational training or trade training	58%	49%	71%	58%

School performance comment

The Senior Executive Team (SET) has modelled themselves as lifelong learners, setting high expectations and the strong belief that we can make a difference for our students. What started as the work of just SET has now grown throughout the broader leadership team and now reaching the teaching staff. This is where we are now observing the impact of high-quality teaching and learning practice which is embedded in all Areas of Study and across the entire college.

As a result we have noted increases in the college's overall school performance score increasing steadily from 0.31 in 2019 to 0.36 in 2021. Higher Bands in Junior School NAPLAN Reading results for years 3 demonstrating an upward trajectory over time from 2017 of 15% of students in the Higher Bands in Reading through to 31% of students in the Higher Bands for Reading in 2022.

Year 5 students achieving the SEA in NAPLAN Reading has significantly increased from 64% in 2021 to 79% in 2022. This is once again an impressive achievement demonstrating the focus on the three pillar of reading improvement the Junior School is embracing. They are: Reading, Phonics and Oral Language. Bringing the SIP to life in the classroom in the Junior School has continued to be a focus for all class teachers building on the Junior School Operational Plan which has allowed staff to reflect deeply against each of the actions identified within the SIP goals. Utilising 'Explicit Direct Instruction' pedagogical practice, combined with a deep understanding of the 'Science of Reading' has been the catalyst for much reflection, understanding and intentional planning which has resulted in effective implementation focusing on differentiated practice.

There has also been a steady increase with Year 7 students' NAPLAN Numeracy results with 48% of students attaining the SEA in Numeracy in 2021 and 58% achieving the SEA in Numeracy in 2022. Year 7 students attaining in the Higher Bands in Numeracy increased from 6% in 2021 to 11% in 2022.   Year 7 Reading results also improved from 2021 where 47% of Year 7 students achieved the SEA compared to 66% of students achieving the SEA in Reading in 2022, a significant improvement and from 6% of students in the Higher Bands in Reading in 2021 to 7% in 2022..

SACE results in 2022 were extremely pleasing with the highest ever results attained on a range of levels. SACE completion for 2022 was 100% the highest ever for the college with an increase from 99.07% in 2021. This included all ATSI students achieving their SACE as well as 100% of students enrolled in the Disability Unit achieving their Modified SACE. Year 12 results saw increases within the A grade band from 1.98% in 2020 to 4.20% in 2021. Number of results at A- and above have increased from 9.4% in 202, to 9.6% in 2021 to 10.3% in 2022.

Stage 1 Literacy results at c and above have improved from 87.5% in 2021 to 99.6% in 2022. Research Project remained at 100% in terms of numbers of results at c- and above.

63%	59%

Attendance

Year level	2019	2020	2021	2022
Reception	86.5%	88.1%	91.4%	82.2%
Year 1	87.1%	86.3%	93.5%	87.2%
Year 2	89.4%	85.8%	90.0%	83.8%
Year 3	86.5%	88.2%	88.9%	91.4%
Year 4	89.3%	86.5%	89.5%	86.1%
Year 5	85.9%	88.8%	87.5%	83.7%
Year 6	80.3%	84.1%	91.3%	83.2%
Year 7	88.2%	86.0%	84.7%	80.1%
Primary Other	83.9%	80.8%	86.8%	79.8%
Year 8	83.4%	83.9%	84.2%	77.1%
Year 9	84.9%	81.8%	83.5%	78.2%
Year 10	80.3%	82.8%	84.8%	78.5%
Year 11	81.6%	79.8%	84.0%	80.7%
Year 12	87.7%	82.3%	80.9%	79.8%
Secondary Other	82.9%	86.7%	89.1%	88.1%
Total	84.1%	83.3%	85.3%	80.7%

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

Attendance comment

Gawler and District College B-12 staff work tirelessly to create engaging and differentiated curriculum that supports student attendance across the college. Student attendance is monitored individually with particular focus for students demonstrating poor attendance. Attendance strategies across the site include close tracking and monitoring of absences with immediate follow up and referrals as required. Student Wellbeing Leaders, Subject Teachers and Home Care Teachers monitor attendance and follow up on unexplained absences by calling parents and care givers who provide reasons for individual absences. COVID impacts may help to explain some absences during 2022. Despite these significant impacts, attendance has been supported through regular tracking and monitoring and effective case management. Our whole of college attendance rate for 2022 was 80.7%.

Behaviour support comment

Since the introduction of Explicit Direct Instruction strategies in the Junior School, behaviour issues have significantly decreased allowing staff to engage students in their learning at entry points at an individual level. The secondary school has implemented the Positive Behaviour Support referral system with most calls required for low level behaviour issues. Whilst there are a number of significant behaviour issues at Gawler and District College B-12, students are supported through a range of intervention support systems led by the Wellbeing team. Significant work understanding the Behaviour Support Toolkit has been undertaken throughout the year which has supported secondary staff to understand behaviours which are developmentally age appropriate. Rock and Water and What's the Buzz programs continue to be delivered to a range of students in the secondary school, improving social and emotional skills, resilience and stamina.

Parent opinion survey summary

I have been really impressed about how the school coordinator for my child's year handles problems that arise quickly and efficiently making sure that the issues are addressed and solutions are made
Student Learning:
Teachers are suitably quick to reach out when they are struggling and that is priceless.
When I do email some teachers, they always respond promptly and kindly.
We are grateful to the Year 12 faculty for the instruction and attention which our daughters receive at GDC.
Areas for improvement in 2022 include opportunities for parents to have greater input into their child's learning which will be incorporated into our site's improvement agenda and will form the basis of discussion within our Governing Council.

Intended destination

Leave Reason	Number	%
IL - ILLNESS	5	2.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	39	18.0%
OV - LEFT SA FOR OVERSEAS	1	0.5%
PE - PAID EMPLOYMENT IN SA	33	15.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	11	5.1%
QL - LEFT SA FOR QLD	2	0.9%
SM - SEEKING EMPLOYMENT IN SA	25	11.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	94	43.3%
U - UNKNOWN	2	0.9%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	1.8%
VI - LEFT SA FOR VIC	1	0.5%

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

Gawler and District College B-12 maintains all relevant history screening as per DfE requirements. A range of processes utilised by GDC B-12 includes:
Sighting and recording clearance information on EDSAS.
Verifying the identity of first time visiting DfE, CAHMS, Families SA and other support agency employees and noting verification next to their name in the site's sign in book.
Establishing shared use agreements with community groups.
Maintaining accuracy of screening information on EDSAS.
GDC B-12 receives reminders online for staff who have Working with Children Check (WWCC) clearances before they expire.

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	146
Post Graduate Qualifications	70

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	98.4	2.1	52.1
Persons	0	104	3	74

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

Financial statement

Funding Source	Amount
Grants: State	$22,346,830
Grants: Commonwealth	$114,908
Parent Contributions	$486,799
Fund Raising	$30,388
Other	$86,957

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	The site employs a B2 Wellbeing and B2 Aboriginal Education Leader as well as 4 Youth Workers all working across the college as well as additional release time for newly appointed House Leaders and assistants to House Leaders. SSO support with targeted classes and students.	Much professional development has been undertaken through the use of the Behaviour Support Toolkit and the Know Your Learner document with all teachers and curriculum SSOs. Staff feel better prepared to support students demonstrating tier 1 and 2 behaviours. Less Positive Behaviour Support phone calls for tier 1 and 2 behaviours.
	Improved outcomes for students with an additional language or dialect	Increased funding allocated for EALD students through a range of intervention processes as well as funding for staff to support the LEAP levelling process across the entire site. Appointment of an EALD teacher. Students were monitored through case management to identify needs for targeted support in Literacy where needed.	Individual support for EALD students through targeted levelling processes.
	Inclusive Education Support Program	SSOs were appointed to implement, track and monitor Multi-Lit and supported teachers throughout the Year 7-8 Numeracy blocks and Years 7-9 Literacy Blocks within mainstream classes.	Significant increases in numeracy particularly in Year 7 where 60% students achieved the SEA in numeracy in 2022 compared to 47% the previous year. In 2022 68% of Year 7 students achieved SEA in literacy compared to 47% the year before.
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	A leadership position at a B1 level was created with a focus on ATSI students across the site. 4 Aboriginal Education teachers were appointed to support students across each of the 3 sub-schools. ATSI students were supported through the SAASTA program in the Senior Years. SSO1 APAS tutor was appointed 2 days per week to support individual student literacy and numeracy via one to one intervention.	Increased improvement in achievement, attendance and engagement for students.
Program funding for all students	Australian Curriculum	Appointment of a B2 Literacy Data Pedagogy Leader and a B2 Numeracy Data Pedagogy Leader across the college to ensure consistency of practice across every year level and area of study. Focus around Explicit Direct Instruction and High Impact Reading Strategies.	Improvement of teacher capacity to provide effective and engaging learning opportunities.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Identified students received intensive 1:1 support via intervention including Literacy using a range of approaches and the implementation of Multi-Lit.	All eligible students now have a One Plan.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A