



Gawler and District College B-12

2021 Annual Report to the Community

Gawler and District College B-12 Number: 0774

Partnership: Greater Gawler

Signature

School principal:

Ms Angela Michael

Governing council chair:

Ms Leanne Conway

Date of endorsement:

23 March 2022



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 2021 of 1312. This includes 7% of students identifying as Aboriginal Torres Straight Islanders and 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). 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 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. Once again, we have faced many challenges throughout 2021 with the continuing impact of COVID, despite this however, Gawler and District College B-12 has been steadfast and agile in dealing with the pandemic experiencing a range of highlights across the site. Increasing the number of students achieving the Standard of Educational Achievement (SEA) in Reading across the site is an absolute focus across each sub-school ensuring improved reading outcomes within a culture of high expectations. The Junior School is committed to teaching and learning excellence with a 'no excuse' mandate by ensuring our pedagogical practices are based on current and informed research. Students were observed stretching their proficiency in decoding, interacting and comprehending texts as fluent independent readers. Year 3 students demonstrated an increase in NAPLAN reading from 24.3% in 2019 to 30.2% in 2021 in the High Achievement Bands. Teachers developed 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. Achievements in the Middle School include growth in NAPLAN Reading where students achieving the SEA in 2019 39.9% to 51.4% in 2021. 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. Year 12 students achieved 91% C- and above grades in 2020 to 98% in 2021. SACE completion in 2021 saw the largest shift to 99.07% from 90.99% in 2020 including all ATSI students achieving their SACE.

Governing Council Report

Despite the impact of COVID in 2021, the Gawler and District College B-12 Governing Council continued to meet regularly throughout the year. Our Governing Council has significant representation from a broad spectrum of the Gawler community including members from Tony Piccolo's Office, Local Council representing the Mayor of Gawler, 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. 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 and Uniform committees. The year began with Governing Council representatives engaged in the school's highly successful External School Review through the parent conversations further supporting the site's focus on reading improvement for all students. Pupil Free Days were ratified enabling further work around forwarding the site's Site Improvement Plan and associated goals and actions around reading. The council actively engaged in and supported a range of policies that were implemented throughout the year including the Junior School Mobile Phone Policy, Secondary School Mobile Phone Policy and updated Uniform additions in the secondary school including puffer jackets and a school hoodie which have proven immensely popular by many students. OSHC welcomed a new provider Happy Haven and has now seen an increase in students utilising this service. Governing Council endorsed the change from year level Home Care to a vertical Home Care approach supporting the importance for students to connect with others from a range of different year levels. Governing Council was equally supportive of the shift of Houses to Villages with a change to the Village names incorporating local Aboriginal titles based on significant local environment names. 2021 included many fundraising opportunities including events such as Father/Mothers' Day stalls, Junior School Disco, Book Swap and extremely successful Junior School Colour Run and Secondary School Quiz Night. The Fundraising Committee is now working through a process to allocate funds raised around student needs.

Quality Improvement Planning

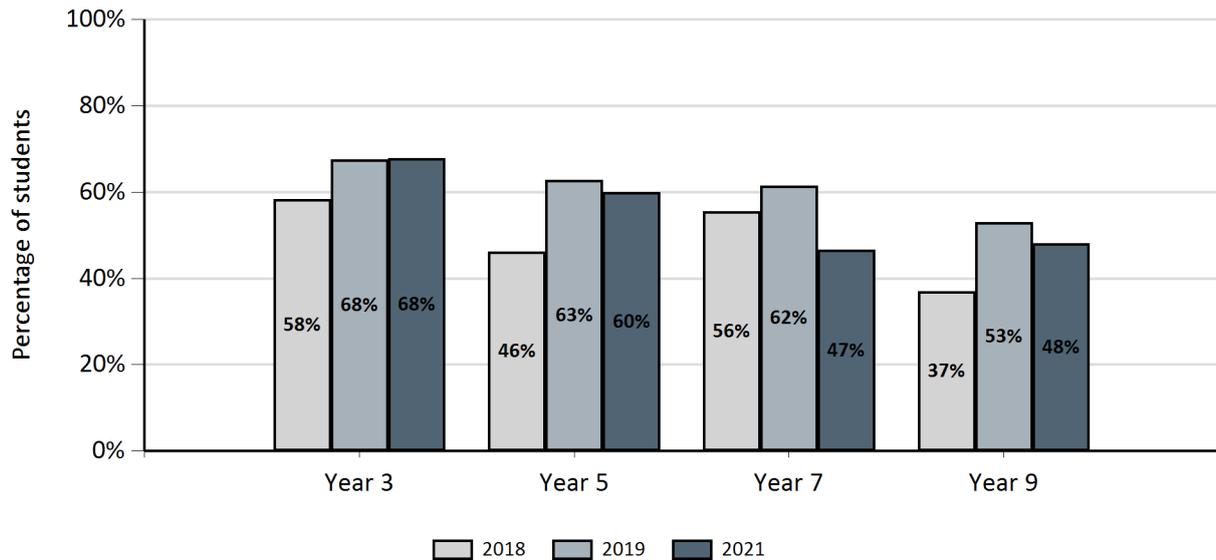
Improvement planning at Gawler and District College B-12 has continued to strengthen through a narrow and deep focus around Reading across the site. We have realigned, refocused and reshaped the College's learning and improvement planning culture to create learning opportunities for all students based 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. 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 2021 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 2021. 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 – PAT 78% Yr. 6 are at SEA Reading and Yr. 8 78% met PAT Reading SEA. An area for investigation is to begin exploring common pedagogies in relation to Explicit Direct Instruction particularly in the Secondary School. Across the entire site we will continue our focus on Reading Instruction and delve more deeply within the concept of differentiating our curriculum across the whole of college. On the 11th June, staff were involved in an exciting learning opportunity conducted by world renowned presenter, Lyn Stone. The PFD focused on supporting staff to further explore Spelling for Life, a program developed by Lyn Stone, unpacking rules around spelling and vocabulary building for students in the primary years as well as secondary aged students. The workshop linked directly to a number of reading goals outlined in our Site Improvement Plan across Junior School, Middle School and the Senior School and will build on further professional development opportunities for staff across the site.

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

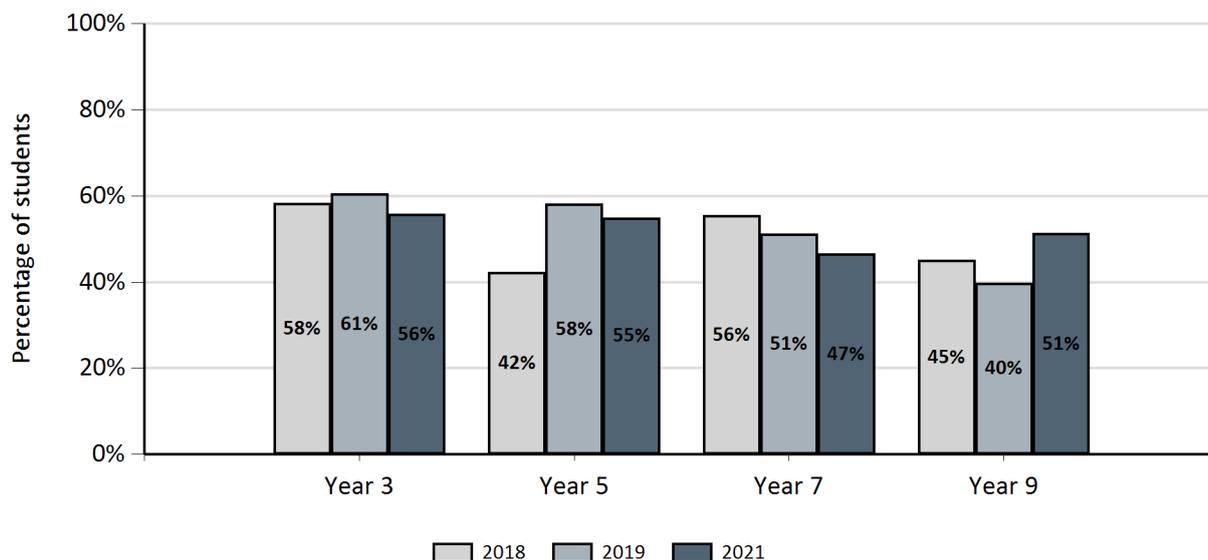


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 Progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	39%	20%	29%	34%
Middle progress group	42%	44%	48%	48%
Lower progress group	19%	36%	24%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	32%	19%	27%	34%
Middle progress group	45%	49%	44%	48%
Lower progress group	23%	32%	29%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021	53	52	16	5	30%	10%
Year 3 2019-2021 Average	45.0	45.0	12.5	5.5	28%	12%
Year 5 2021	40	40	6	2	15%	5%
Year 5 2019-2021 Average	41.5	41.5	5.5	2.0	13%	5%
Year 7 2021	73	73	5	4	7%	5%
Year 7 2019-2021 Average	56.0	56.0	4.0	3.5	7%	6%
Year 9 2021	185	185	9	11	5%	6%
Year 9 2019-2021 Average	169.0	169.0	11.0	9.5	7%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

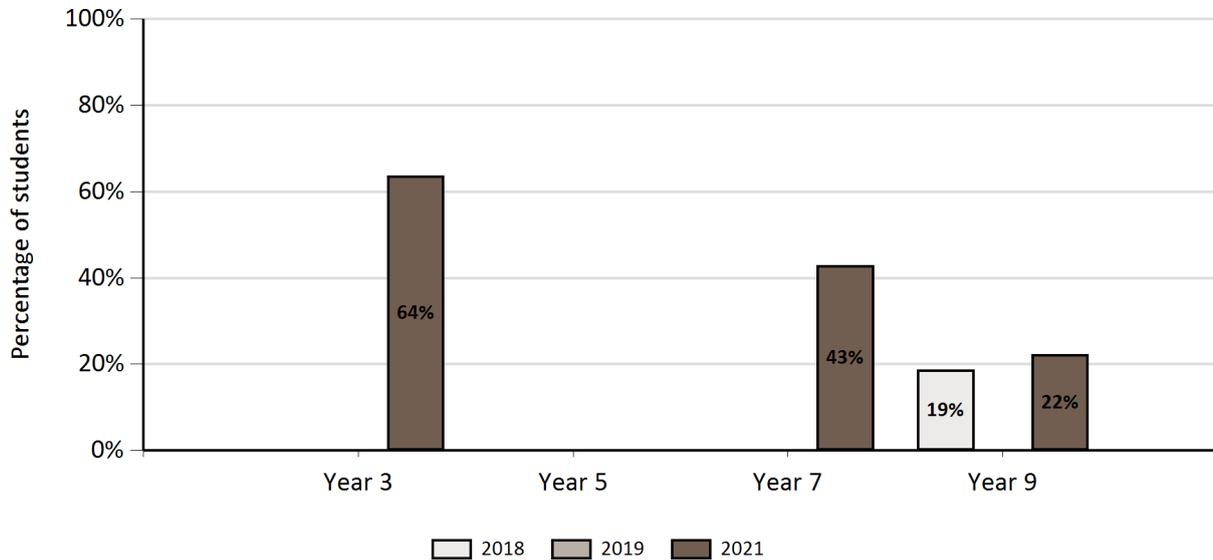
[^]includes absent and withdrawn students.

*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



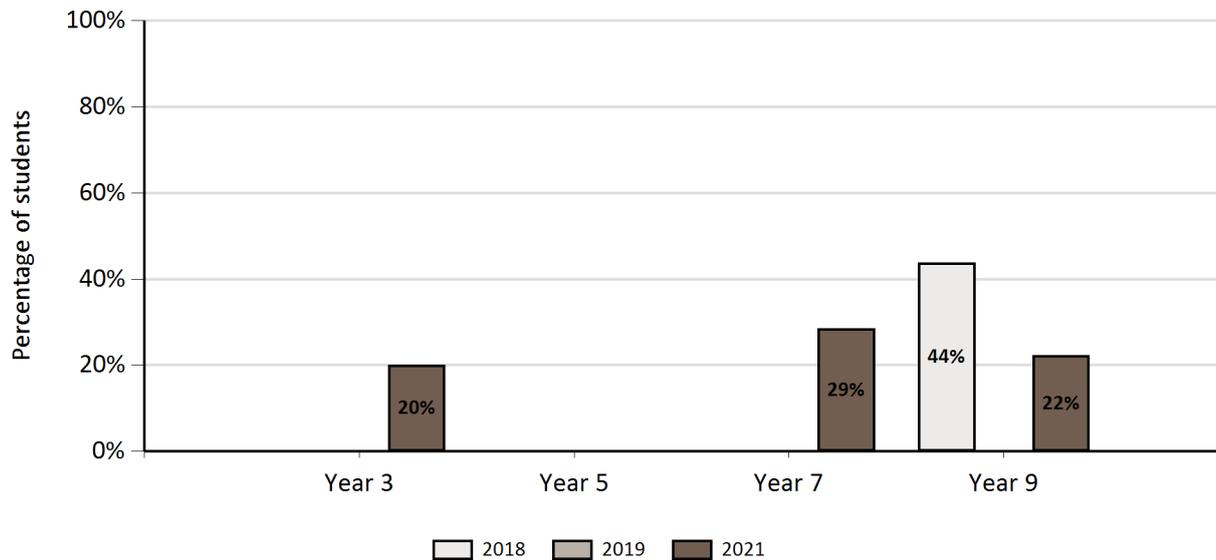
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 Progress - Aboriginal Learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

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 3 2021	11	10	3	0	27%	0%
Year 3 2019-2021 Average	7.0	6.5	1.5	0.0	21%	0%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	7	7	1	0	14%	0%
Year 7 2019-2021 Average	6.0	6.0	0.5	0.0	8%	0%
Year 9 2021	9	9	0	0	0%	0%
Year 9 2019-2021 Average	7.0	7.0	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 2021.

[^]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 2021: Data Informed Planning

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

In 2021, there was a focus on 'Data informed planning' and 'Assuring consistent, high quality classroom practice'. Staff from R-12 undertook training and development in the area of data analysis and using this data to inform practice. Each teacher chose an Aboriginal child that they would focus on, known 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):

In 2021, we saw some definite improvements in outcomes for our Aboriginal Learners. 88% of our Year 8 Aboriginal Students (7/8) met the SEA in PATR, this was a 33% increase compared to the results of this cohort as Year 7's in 2020 where 50% reached the SEA. Overall, 58% of Aboriginal students across Years 7-10 met the SEA for reading, an increase of 12% from 2019. 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. 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 3 cohort, where 64% of the Aboriginal Learners in Year 3 met the SEA in NAPLAN reading, up from 33% in 2019.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
94%	92%	92%	98%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	0%	0%	0%
A	3%	1%	2%	4%
A-	5%	5%	7%	5%
B+	5%	7%	10%	7%
B	13%	13%	14%	15%
B-	12%	13%	14%	17%
C+	17%	15%	17%	17%
C	29%	30%	22%	26%
C-	10%	8%	5%	6%
D+	3%	3%	4%	2%
D	2%	2%	2%	0%
D-	1%	0%	1%	0%
E+	0%	1%	1%	0%
E	0%	1%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
87%	88%	91%	99%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	92%	87%	88%	90%	99%
Percentage of year 12 students undertaking vocational training or trade training	58%	49%	71%	58%	63%

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.

As a result we have noted significant increases in the Higher Bands in Junior School NAPLAN Reading results for years 3 demonstrating an upward trajectory over time from 2017 of 13% of students in the Higher Bands in Reading through to 30% of students in the Higher Bands for Reading in 2021. The increase from 2019 from 50% to 55.6% in 2021 is significant.

Year 5 students achieving in the Higher Bands in NAPLAN Reading has significantly increased from 11.6% in 2019 to 15% in 2021. 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 slow however steady increase with Year 9 students' NAPLAN Numeracy results over the last 3 years 0% in 2016 and now 9% in 2021. Significant improvement in Year 9 students achieving the Standard of Educational Achievement (SEA) in NAPLAN Numeracy 2019 39.9% and in 2021 51.4% with Year 9 students achieving in the Higher Bands increasing from 5.2% in 2019 to 5.9% in 2021. We continue to see a see-saw effect over time with Year 7 and Year 9 NAPLAN results in students achieving the SEA in Reading.

SACE results in 2021 were extremely pleasing with the highest ever results attained on a range of levels. SACE completion for 2021 was 99.07%, the highest ever for the college, an increase from 90.99% in 2020 of almost 10% in one year. This included all ATSI students achieving their SACE. This coupled with an increased retention rate from 66% in 2020 to 75% in 2021 was cause for much celebration. 100% of students enrolled in the Disability Unit achieved their Modified SACE. 99.6 as an aggregated score is the highest ever ATAR achieved at Gawler and District with the raw score of 92.8. Year 12 results saw increases within the A grade band from 1.98% in 2020 to 4.20% in 2021. Year 12 students achieved 91% C- and above grades in 2020 to 98% in 2021.

The number of results at A- and above have also improved significantly from 5.8% in 2019 to 9.6% in 2021. Similarly, the number of results at B to C- have also improved from 82.5% in 2020 to 88.4% in 2021.

Stage 1 Personal Learning Plan attainment significantly improved in 2021 with 100% of year 10 students achieving their PLP in Year 10.

Attendance

Year level	2018	2019	2020	2021
Reception	86.7%	86.5%	88.1%	91.4%
Year 1	88.8%	87.3%	85.9%	93.5%
Year 2	89.3%	89.4%	85.6%	90.0%
Year 3	87.3%	86.5%	88.0%	88.8%
Year 4	88.1%	89.3%	86.2%	89.5%
Year 5	76.6%	86.1%	88.8%	87.5%
Year 6	86.9%	81.8%	84.6%	92.2%
Year 7	84.8%	88.2%	85.7%	84.2%
Primary Other	92.0%	82.6%	80.1%	86.8%
Year 8	87.8%	83.5%	84.0%	84.4%
Year 9	83.7%	84.8%	81.9%	83.4%
Year 10	84.2%	80.4%	82.6%	84.9%
Year 11	83.8%	81.6%	80.2%	84.0%
Year 12	84.6%	87.8%	82.2%	80.7%
Secondary Other	92.8%	82.9%	86.7%	89.3%
Total	85.4%	84.2%	83.3%	85.2%

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. Our whole of college attendance rate for 2021 was 85.4% which has increased from our 2020 attendance rate of 83.2%

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 continues to utilise the Focus 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

Parent opinion summary The Parent Opinion Survey reflected favourable results indicating families were happy with the overall service from Gawler and District College B-12. We received 173 parent responses and 92% agree or strongly agree that education is important for their child's future. 64% of families agree or strongly agree that they are equipped to plan their children's pathways whilst 57% of families agree or strongly agree that they receive enough communication. 57% of families agree or strongly agree that the school communicates effectively with them.

School Climate: 'Appreciate ongoing support for my son and his education, due to quarantine and lockdowns I was concerned as I personally have struggled to assist him at his level, so I contacted the yr8 coordinator and within days had a summary email informing me of how he was going in all classes, which to me was a blessing and reduced my anxiety and also my sons, who was so proud of the awesome comments from his teachers. Thank you all'

Student Learning: The teachers that provide support via email and phone calls are so wonderful

Home Learning Environment: very satisfied with everyone's efforts

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	1	0.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	5.5%
NS - LEFT SA FOR NSW	3	1.2%
OV - LEFT SA FOR OVERSEAS	1	0.4%
PA - PARENTING/CARER	1	0.4%
PE - PAID EMPLOYMENT IN SA	12	4.7%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	4	1.6%
QL - LEFT SA FOR QLD	5	2.0%
SM - SEEKING EMPLOYMENT IN SA	15	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	52	20.4%
U - UNKNOWN	139	54.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	1.6%
VI - LEFT SA FOR VIC	2	0.8%
WA - LEFT SA FOR WA	2	0.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. 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.

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 2021 .

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 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$19,222,927
Grants: Commonwealth	\$24,000
Parent Contributions	\$483,370
Fund Raising	\$15,442
Other	\$104,837

Data Source: Education Department School Administration System (EDSAS).

2021 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 2021 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 now employs 3 Youth Workers and 2 Student Wellbeing leaders all working across the college as well as additional release time for Year Level Coordinators and Heads of Schools.	Professional development for staff unpacking the Behaviour Support Toolkit
	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 EALD teacher.	Individual support for EALD students through targeted levelling process.
	Inclusive Education Support Program	SSO2s were employed for implementing, tracking, and monitoring of Multi-Lit and Quicksmart intervention programs for targeted students in Years 7 -9.	100% completion of PLP & Research Project, increases in Stg1 Numeracy completion
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	Leadership position at a B1 level was created with a focus on ATSI students across the site. 4 Aboriginal Education Teachers appointed to support students across each of the 3 sub-schools. ATSI students were supported through the SAASTA program in the Senior Years. SSO1 was appointed through APAS 2 days per week to support individual student literacy and numeracy via one to one intervention.	All year 12 ATSI students achieved their SACE. Students supported and experienced a sense of belonging in the Nunga room with SSOs, AETs and leaders.
Program funding for all students	Australian Curriculum	Appointment of a B2 Literacy Leader and a B2 Numeracy Leader across the college to ensure consistency of practice across every Area of Study. Focus around Explicit Direct Instruction and High Impact Reading Strategies.	Learner engagement increases in the Junior School and 99.07% SACE completion.
Other discretionary funding	Aboriginal languages programs Initiatives	ATSI students were supported through targeted literacy intervention. Reading strategies implemented for all ATSI students focusing on John Munro HIRS strategies. Individual ATSI learner meetings for senior students.	Improved learning results and attendance for a range of ATSI students.
	Better schools funding	Funds have been utilised to further enhance curriculum priorities with a focus on literacy and reading strategies across the site. Reduction in class sizes in the Junior School enabling teachers to provide better support	High Impact Reading Strategies implemented across the site.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

