



Aberfoyle Park High School

2022 annual report to the community

Aberfoyle Park High School Number: 1673

Partnership: South Valley

Signature

School principal:

Ms Marion Coady

Governing council chair:

Ms Wendy Looi-Penhall

Date of endorsement:

15 February 2023



Government
of South Australia
Department for Education

Context and highlights

Aberfoyle Park High School is located in the southern suburbs of Adelaide. The school offers a comprehensive education program catering for year 7 to 12 students. The year saw over 400 students commence year 7 and 8. 2022 saw the school offer the first year of the International Baccalaureate Diploma Programme (IBDP) alongside the SACE. Several students elected to study one IBDP subject as part of their SACE. Our students have a diversity of learning and wellbeing needs aspiring to a range of post school options. Many students progress to tertiary studies, the trades through apprenticeships/traineeships and other skilled employment. For the senior school students, we offer the Innovative Pathways Program (IPP) supporting young people to move to employment through gaining a range of certificates and skills. 2022 saw many of the IPP students enrolled in TAFE SA furthering their career pathway. The newly developed IGNITE model was delivered to year 7 students, including elements of design thinking and for year 10 IGNITE students the delivery of the Big History, an integrated history and science semester course. Connections with Flinders University and The University of Adelaide continued within the constraints of COVID. Our IBDP students had a whole day workshop at Flinders University setting the foundations for students in undertaking the IBDP core requirements. The year 7 to 12 Wellbeing for Learning program supported through working with Headspace. Staff commencing the first two days of the Berry Street Education Model (BSEM) training. The Career Expo for year 10 to 12 students and the community. Linking to year 7 to 9 students will occur in 2023. Year 7 to 9 students had a learning conversation at the end of the year involving their families and teachers. As COVID restrictions were lifted, more co-curriculum opportunities were offered in sport and debating. A year 7 debating team reached the grand finals debate finishing runners up. The Middle School Ethics Olympiad saw two teams win medals. The students competed against 28 other schools across SA and the NT. The year 8 won the silver medal closely followed by the Year 9 team who won the bronze medal. The year 8 team will compete in the Australasian final being held in 2023. The Senior School SACE results showed improvements with eight Merits awarded as well as 100% of students gaining their SACE and the top ATAR of 99.35 was achieved by two students. 15.79% of year 12 students achieved an ATAR above 90 and 15.79% of achieved between 80 and 89.99. 79 students achieved at least a grade in the A band with 29 students getting between two and five. One student won a Governor of South Australia Commendation – Excellence Award. Support for learning occurred through the Senior School Learning Hub for year 10 to 12 students three after school afternoons and for year 7 to 9 students one after school afternoon tutoring session. Additionally, work completion occurred with leaders working with students one-to-one supporting completion of assessment tasks. The Capital Works program continued for the first half of the year seeing the completion of the administration and performing arts centre. In term 3 some performing arts classes used the new stage and theatre for their performances. The redevelopment provided the opportunity to establish a working party of the Governing Council with students, parents/caregivers, governing council members and staff starting the process to discuss the renaming of the 19 buildings of the school. This work will continue into 2023. This initiative followed the very successful student and staff involvement in the renaming of the houses which saw a reduction from six to four. The theme of houses is The Elements. Consultation with Aboriginal Elders resulted in the names of the four houses as Tirmtu (Sun) and yellow, Yarlur (Sea) and blue, Karla (Fire) and red and Yarta (Earth) and green. The new houses debuted at the sports day in term 3.

Governing council report

2022 is my final year as Chairperson of the Governing Council at Aberfoyle Park High School. I would like to take this opportunity to express my sincere thanks to all my fellow Governing Council members both past and present who have volunteered their time being on the council, staff and support staff at the school for supporting our students, student leaders representing their fellow students but last but not least Ms Marion Coady for working tirelessly as the Principal of our school. It's been my absolute pleasure for the last five years working with this group of dedicated people whose goal is to assist our students achieve excellence.

2022 started off with some challenges but as a team, we were able to achieve several projects. Some of them are listed below:

- We welcomed our Year 7s into our school and our staff assisted them to navigate through their first year of high school
- We opened our new Performing Art Centre and the Administration Building
- We commenced delivering the International Baccalaureate Diploma Program
- We farewelled our Year 12 students at the Adelaide Town Hall in the same year unlike the previous two years where Graduation had to be rescheduled due to COVID19

The Council was presented with information relating to student achievement mapping the improvements in outcomes. One issue that was extensively discussed and planned was the potential to introduce the phone pouches from 2023. We had presentations and looked at the draft policy to be implemented. Parents/caregivers had the opportunity to provide their views to the school that assisted in shaping the policy.

I would also personally like to thank the Finance Committee for managing our school finances well, our School Uniform Committee for continuing to work with the students and school staff in order to keep our policy and practices up to date and the Student Leaders who attend our Governing Council meetings to provide us with all the activities that occur around the school and we are glad to see our student voices being represented at the Governing Council level.

2022 saw many of our school's popular events returning such as the Dance Showcase, Band Nights, St Augustine's Music Night and the Elder Hall Music Showcase, giving students and their families the opportunity to showcase their commitment, perseverance and talents.

I wish the incoming Chairperson and Governing Council members all the best for 2023.

Quality improvement planning

Curriculum teachers continued to focus on the four key questions relating to student learning and achievement. The questions include:

1. What do we want students to learn?
2. How will we know if they learnt it?
3. How will we support students who have not learnt it?
4. How will we challenge students who know it?

2022 saw the incorporation of aspects of the literacy continuum into unit planning and assessment tasks. The literacy coach worked with a team of health and PE and science teachers on close reading. This involved professional learning, modelling of the practice, identifying appropriate texts, delivery including observation and feedback. The focus on close reading is the identification of required literacy demands including vocabulary and structured questioning drawing on both explicit detail as well as making logical inferences. The practice is to ensure students have a deep comprehension of the texts they engage with, and which is necessary for students to be successful as they progress through their learning. PAT-R data was analysed to identify further aspects of literacy that need a focus in year 7 and 8. The school had the expertise of a Speech Pathologist for the year. This saw observations in classes in relation to teaching instruction and task design. Individual meetings with each of the year 7 and 8 teachers observed occurred with suggested strategies to support student language needs and development. Two workshops were run for the teaching staff focussing on Development Language Disorder (DLD) and assessable task design. The workshops complemented to work being done with individual teachers about supporting students to express their ideas, vocabulary demands, paying attention and instruction giving. Quicksmart literacy intervention and MultiLit were introduced in the latter half of the year as COVID restrictions were lifted. Work completion conducted by leaders saw the need to look at assessment task design. This complemented the professional development work with teachers and curriculum leaders looking at assessment task design with their teams.

Both academic achievement data and the on-track data was used to identify students who needed intervention. This saw plans being established for identified students in conjunction with their families and regular monitoring and review. The Headstart Program occurred supporting students moving from year 11 to 12 following the completion of their SACE Stage 1 courses. Additional support for year 7 to 9 students was provided through a tutor available after school on Tuesday afternoons and for year 10 to 12 students with the After School Learning Hub three afternoons a week with volunteer teaching staff. Connections with primary schools to support transition saw additional visits to the transition day held in term 4. Curriculum teams looked at assessment task design and incorporated aspects of the literacy continuum into their unit plans.

Data was used in informing some of the support and intervention that occurred for specific groups of students as well as individual students. Both academic achievement and traffic light data were provided to parents and caregivers to ensure they were informed of the progress of their children. The school trialled the new SACE Stage 2 Activating Identities and Futures (AIF). This saw two classes involved. 2023 will see continuation of the trial with all year 11 students undertaking the new course. Student were able to follow their passion with the new course and the diversity of student work. One student involved in the trial has a posting on the SACE Board website about his exploration of neural networks and his preference for autodidactic path of learning.

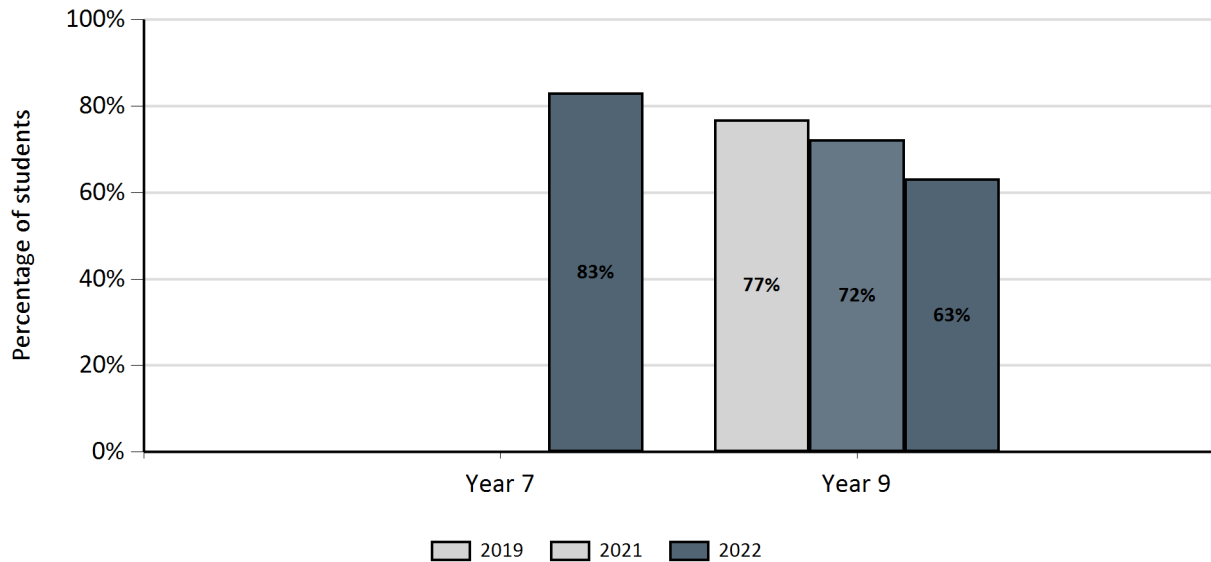
Our involvement in the Growing Global Citizens project saw teachers and students of year 8 HASS provide their views of what it means to be a global citizen. Work was done in relation to one history unit to reflect the views of being a global citizen with assessment task changes linking identify and include comparisons of the similarities and differences between cultures and how a sense of one's identity is established.

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

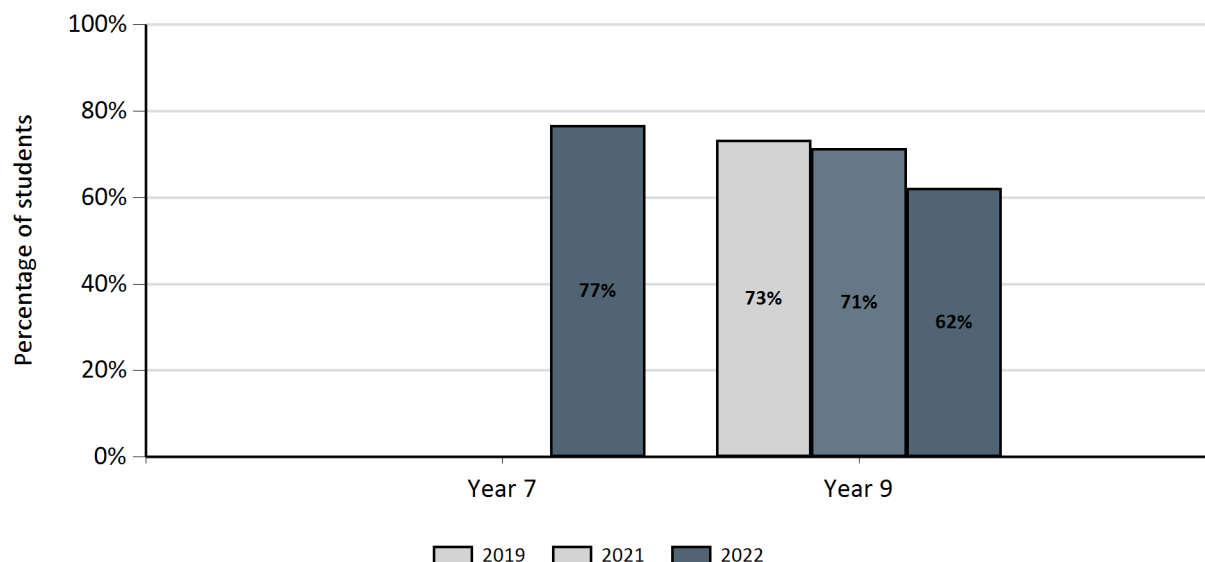


*NOTE: No NAPLAN testing was conducted in 2020.

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	207	207	74	62	36%	30%
Year 07 2021-2022 Average	207.0	207.0	74.0	62.0	36%	30%
Year 09 2022	193	193	37	37	19%	19%
Year 09 2021-2022 Average	201.5	201.5	43.0	38.0	21%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

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

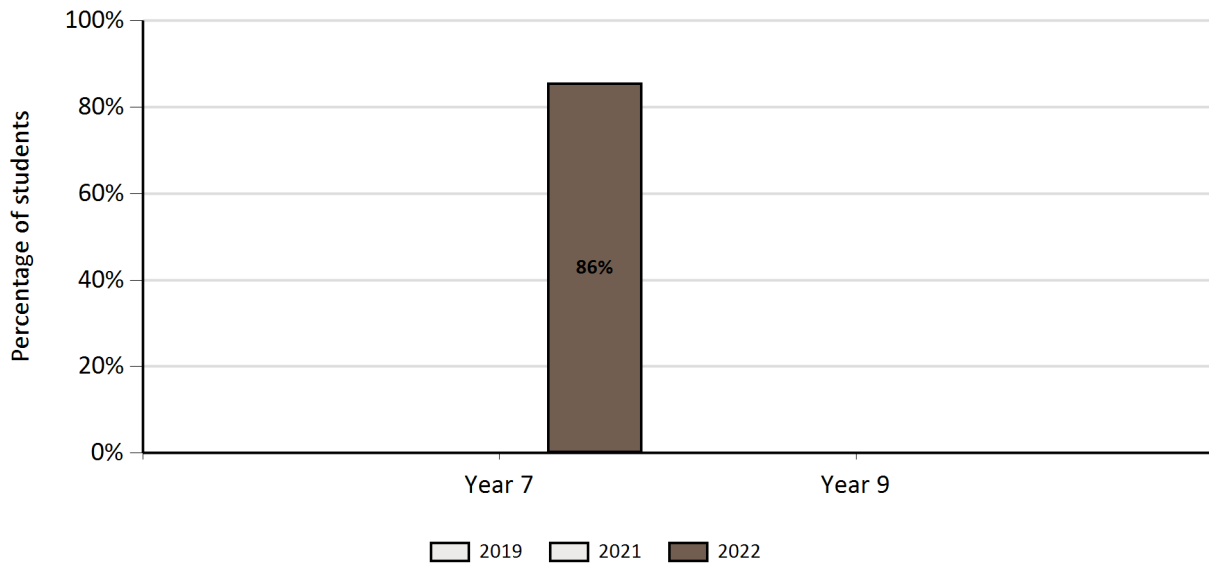
[^]includes absent and withdrawn students.

*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



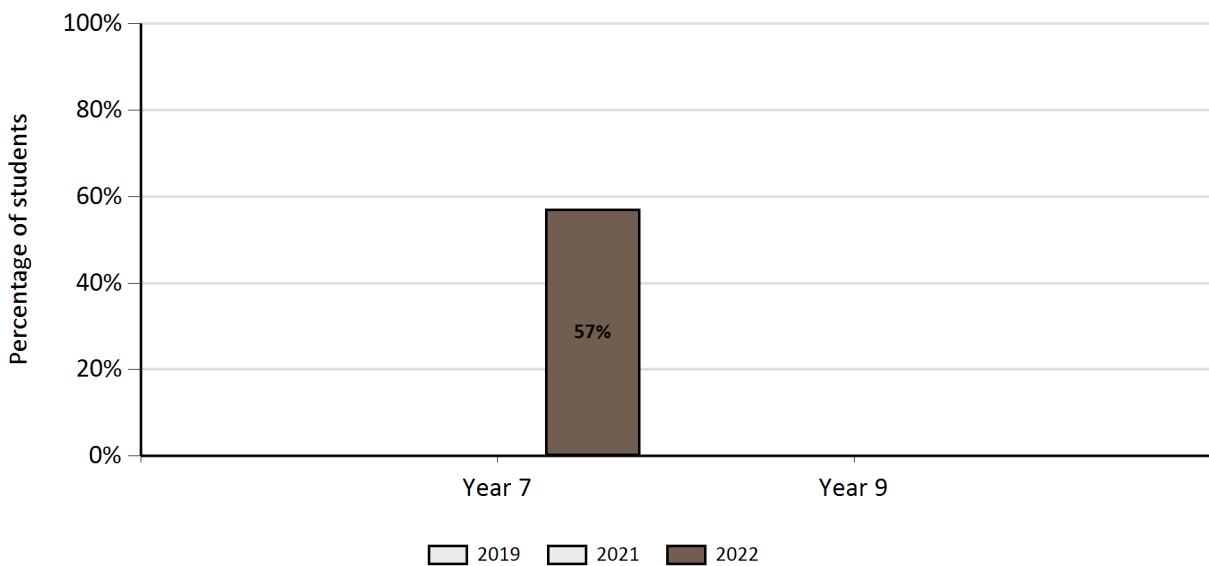
*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	3	1	43%	14%
Year 07 2021-2022 Average	7.0	7.0	3.0	1.0	43%	14%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

The Aboriginal Education teacher (AET) had a lesson as week for each year level to focus on literacy and numeracy. This saw year 7 and 8, year 9 and 10 and year 11 and 12 students come together for teaching specifically related to the literacy and numeracy demands of the curriculum. In addition, a program to support cultural identify was developed and delivered and saw students undertake workshops outside of the school.

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

Two students were awarded Department for Education STEM scholarships for 2023/24. Two students attended the University of Sydney Summer School Gadalung Program from 5 - 9 December 2022. One year 11 student undertook the first year of the International Baccalaureate Diploma Programme. For year 7 students 80% achieved at the SEA and above in English and 100% in mathematics. For year 8 students 100% achieved at the SEA and above in English and 75% in mathematics. For year 9 students 50% achieved at the SEA and above in English and 75% in mathematics. For year 10 students 50% achieved at the SEA and above in English and 75% in mathematics. All SACE Stage 1 and 2 students achieved at or above the SEA for the compulsory literacy and numeracy requirements.

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
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	1%	1%	3%
A	7%	9%	8%	9%
A-	10%	15%	14%	10%
B+	12%	13%	15%	11%
B	17%	15%	15%	17%
B-	18%	14%	13%	14%
C+	16%	13%	15%	17%
C	14%	17%	15%	14%
C-	4%	3%	2%	3%
D+	1%	1%	1%	1%
D	0%	0%	0%	0%
D-	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
99%	98%	99%	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.

	2019	2020	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	41%	47%	22%	23%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	100%	98%	98%

2021	2022
48%	44%
99%	100%

School performance comment

100% SACE completion for 2022 continuing the trend over the last three years. SACE Stage 2 achievement continued to show an improvement in both grades at C- and above as well as the spread of the ATAR was reduced with the highest ATAR of 99.35. There was an increase in the number of merits from four in 2021 to eight in 2022 across seven subjects. 99.52% of all Stage 2 grades were at a C- or higher an increase of 1% from 2021. 15.79% of the students with an ATAR above 90 and similarly for students with an ATAR between 80 and 89.99. 15 Students achieved three or more grades in the A band with a total of 79 students achieving at least one A. 68 students undertook Vocational Education and Training (VET) as part of their SACE with 56 students needing VET to get their SACE.

The use of achievement indicator data assisted the middle and senior school teams to identify students at risk in their learning. This saw development of plans particularly for SACE Stage 2 students with intervention and support to ensure they were on track to complete their SACE. The Innovative Pathways Program (IPP) continued a case management approach with support from a youth worker for students in years 11 and 12 to get credentials to support them into employment and further training. 2022 saw more students in the IPP chose to go onto TAFE courses than in previous years. Further options were provided to students to undertake courses to increase their options for employment either part-time or full time with courses in the Responsible Service of Alcohol, White Card and driver's license.

A key area of development was the incorporation of appropriate literacy continuum into unit plans and assessment tasks building on previous work of the vocabulary specific requirements of subjects. Whole staff professional learning occurred in increasing the accessibility of assessment tasks. This training was complemented by work undertaken within curriculum teams and with teachers of EALD students. Other work was relating to data analysis with curriculum leaders of ensuring assessment task demand matched the learning capabilities of students, particularly those who had identified learning needs.

The changed program for the IGNITE students was implemented in its entirety across years 7 to 10. This saw almost 100% of the IGNITE students achieving in the higher bands of A and B across all subjects. There was an increase in the number of IGNITE students who achieved an ATAR above 80 from 2021. 75% of the IGNITE Stage 2 were in the A band and increase of 26% from 2021. 33% of the grades were A. One contributing factor that improved achievement not only for IGNITE students, was the focus on examination preparation.

Comparative data was created each semester for year 7 to 11 students. This has enabled identification of where there are strengths within year cohorts as where there are emerging issues.

The employment of more learning support staff enabled some additional intervention strategies to be employed. This particularly was on student organizational skills and task completion.

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	87.3%
Primary Other	N/A	N/A	N/A	N/A
Year 8	91.3%	87.8%	90.1%	85.1%
Year 9	89.7%	82.7%	85.1%	84.2%
Year 10	89.9%	82.8%	86.0%	84.3%
Year 11	90.4%	81.5%	86.7%	82.5%
Year 12	89.4%	79.2%	84.8%	86.2%
Total	90.2%	82.9%	86.5%	84.9%

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

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

Attendance comment

Fortnightly attendance reports were provided to Care Group teachers in order to account of student non-attendance. The year was impacted by COVID with some students continuing to elect to learn from home using the resources provided through DayMap by subject teachers. Attendance was monitored through middle and senior school case management with contact made with families, including home visits as well as referral to Department's Support Services. In term 3 a trial of SMS messaging for year 11 students occurred using the facility in DayMap. This elicited a good response initially. Partial exemptions were higher due to students continuing to manage the demands of the COVID environment as well as identified health and wellbeing student issues.

Behaviour support comment

2022 proved to be a challenging year in relation to behavior issues. The year saw an increase in the suspension and exclusion of students. This was primarily relating to conflict between students through physical altercations. Case management focused on a pro-active approach to work with students and their families, where appropriate, to reduce the need to use the responses in the Department's Suspension, Exclusion and Expulsion guidelines. Take home giving students the opportunity to restart the next day was one of the strategies used to support student identification of what the school expectations and acceptable behaviors in interactions and in relating with others. There was increased reporting of inappropriate online postings which were followed up with students and their families. Restorative practices consistent with the school values of respect, care and compassion underpinned approaches to behaviour support.

Parent opinion survey summary

282 parent responses were provided. The data identified the following as areas of strength:

- Education is important
- Encouraged to help child learn
- Talks with my child

With respect to areas that will need to be addressed, wants more help and receives learning tips are the areas identified as needing a focus for 2023.

In 2023 continuance of the Berry Street Education Model (BSEM), closer analysis of assessment tasks for accessibility and setting up classes for success will be a focus. Assessment of year 7 and 8 reading skills will be a focus to ensure there are approaches that support reading growth for all students, identified groups of students as individual students. This is in order to continue building the foundation for students to be successful through their middle and senior year.

Intended destination

Leave Reason	Number	%
AC - LEFT SA FOR ACT	1	1.1%
AT - ATTENDING UNIVERSITY IN SA	1	1.1%
IL - ILLNESS	2	2.2%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	9.9%
NS - LEFT SA FOR NSW	1	1.1%
OV - LEFT SA FOR OVERSEAS	11	12.1%
PE - PAID EMPLOYMENT IN SA	11	12.1%
QL - LEFT SA FOR QLD	2	2.2%
SM - SEEKING EMPLOYMENT IN SA	7	7.7%
TA - LEFT SA FOR TAS	2	2.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	38	41.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.1%
VI - LEFT SA FOR VIC	5	5.5%

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

All staff and volunteers including Governing Council members, external providers and pre-service teachers have the relevant up-to-date child protection screening Working with Children Check. For our international students, all child protection requirements relating to home stays are in place. For students undertaking work placements in schools and pre-schools we support students to get the necessary clearances. Records of relevant documents are maintained in the school. Induction occurs for staff moving into the school and for pre-service teachers to ensure they are aware of their responsibilities in relation to child protection.

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	117
Post Graduate Qualifications	53

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	66.2	1.0	21.0
Persons	0	72	1	27

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

Financial statement

Funding Source	Amount
Grants: State	\$14,700,946
Grants: Commonwealth	\$2,750
Parent Contributions	\$608,594
Fund Raising	\$753
Other	\$223,360

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	A number of programs have been delivered to support the 7-12 Wellbeing for Learning program. 2022 saw the employment of an artist working with a group of students in the IPP developing a mural underneath the senior floor. As well, Wellbeing Leaders ran some specific programs in conjunction with outside agencies.	Identified students and groups of students were identified to undertake additional programs related to relationship building, resilience and self-regulation. These were effective for varying degrees for individual students. This resulted in improved attendance and/or engagement for some students.
	Improved outcomes for students with an additional language or dialect	Funding was used to deliver some small group sessions with identified students and for the EALD teacher to work with teachers. This saw advice and feedback on how assessment tasks could be more accessible for EALD learners. This complemented the work of the speech pathologist who had provided whole staff training on making tasks more accessible.	The students who received small group lessons with the EALD teacher improved their English language communication as they worked on the literacy demands of assessment tasks in a range of their subjects. The achievements in 2022 have laid the path for further work in 2023.
	Inclusive Education Support Program	The funding was used to employ a speech pathologist and in class support. An SSO3 was able to ensure that deployment of staff was effective in relation to the level of support required. An additional lesson was established to support senior school students with their organizational skills to complete SACE requirements. Teachers were supported in developing modified SACE courses for identified students. Alos, there was the dieivery of MultiLit and Quicsmar numeracy in the latter part of the year.	All students undertaking modified SACE courses achieved at the SEA. Students who undertook the MultiLit and Quicksmart intervention programs, improved their literacy and numeracy to varying degrees. Tracking of the impact of the interventions will be a priority for 2023.
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 Students taking alternative pathways IESP support</p>	Work was done with curriculum leaders at looking at assessment tasks. This complemented the work of the speech pathologist in ways to increase the accessibility of assessment tasks. Teachers shared their redesigned tasks in their teams. with respect to NAPLAN and PAT data analysis identified some specific aspects of literacy and numeracy that have been incorporated into the Site Learning Plan for 2023 particularly from years 7 to 10. Students involved in the Innovative Pathways Program (IPP) are supported with a case management approach through a youth worker employed at the school.	Specific students were able to achieve at year levels consistent with their learning capabilities. Students who were supported through MiltiLit and Quicksmart showed growth in their skills and mastery. Increased IPP students undertaking a range of training including micro-credentialling and moving into certificate courses in TAFE.
Program funding for all students	Australian Curriculum	Work was done with curriculum leaders at looking at assessment tasks. This complemented the work of the speech pathologist in ways to increase the accessibility of assessment tasks. Teachers shared their redesigned tasks in their teams. Literacy demands were more prominent both in unit planning for the Australian Curriculum and assessment tasks.	There was an increased number of students who were able to complete assessment tasks due to the significant changes that some staff implemented.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable

Other discretionary funding	Better schools funding	Funding was used to employ an additional wellbeing leader in order to support increased enrolments with year 7 students moving into high school and ongoing health and wellbeing issues of COVID.	There were some intervention groups established to support student sexual identity, self-regulations and more appropriate interactions with peers. These groups had varying degrees of success for individual students.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Funding was used to provide additional leadership time to support the development and delivery of the new IGNITE program for gifted students. It was also used to support specific co-curricular learning including the Philosophy Club and team entry into the Ethics Olympiad.	For year 7 students 100% of students achieved the SEA and 83% achieved in the higher bands. For year 8 students 96% of students achieved the SEA and 78% achieved in the higher bands. For year 9 students 98% of students achieved the SEA and 88% achieved in the higher bands. For year 10 students 98% of students achieved the SEA and 75% achieved in the higher bands. Four IGNITE students achieved SACE merits in psychology, chemistry, physics, activating identities and futures, Japanese and Biology. One student received the Governor's Commendation Award. 30 IGNITE students completed Year 12. 67% of IGNITE students achieved an ATAR above 80.