



Renmark High School

2022 annual report to the community

Renmark High School Number: 794

Partnership: Renmark Loxton

Signature

School principal:

Mr Mat Evans

Governing council chair:

Darren Bussenschutt

Date of endorsement:

18 April 2023



Government
of South Australia
Department for Education

Context and highlights

Catering for students from year 7 to 12, an enrolment of 538 students included 11% of Aboriginal students, 7% of students identified for category 1-9 of IESP support, 32% of students eligible for school card assistance, and 7% NESB background.

Category 3 with an ICSEA score of 937, 53% of students are in the bottom quartile and 82% in the bottom and lower middle quartiles.

The local DfE partnership is Renmark Loxton. The school leadership team consists of Principal, 3 Assistant Principals, 3 Senior Leaders, 4 Leaders, Business Manager and a Social Worker.

Our students have had another successful year taking advantage of opportunities in a range of academic and extra-curricular activities. A successful swimming carnival saw a win for Chaffey who then also won our Sports Day championship shield. COVID-19 unfortunately caused the cancellation of the Riverland interschool swimming and athletics events however we were champions in Adelaide at the School Sports SA C grade Swimming Championships. We were champions in the Interschool Cross Country, plenty of participation in the Riverland high school sport carnivals (cricket, football, soccer), 11 teams participated in the volleyball SA smash carnival (bringing home a few medallions!), two students received the prestigious Dame Roma Mitchell Award, we were world champions in the Language Perfect World Championship and received the most improved award in the Royal Adelaide Show wether competition. We also held an online student exchange with Hachioji School in Japan, Open Day, Australian Business Week, student debate competitions, 9 a-side football, Australian Computational and Linguistics Olympiad (OzClo), SA Cross Country, Cows Create Careers, Outdoor Education and Advanced PE camps and excursions, NAIDOC week, Harmony Day, careers expos, Prom, French quiz nights, Maths quiz nights, Agriculture Innovation boot camp, song writing workshops, an illustrator visit, music performances, university pathways camps and the Flinders University mentoring program. We also hosted the Flinders University Regional Open Day, students took sheep to the Adelaide Show, and a range of other camps and excursions (including surfing, kayaking, bushwalking, mountain biking, volleyball camp and French trip) ... there is way too much to list it all!

We have also had year 7 students join us in secondary school for the first time this year. This has been a great success due to the preparation work we have undertaken collaboratively with primary school staff, students and parents in the last couple of years.

Our school improvement journey in literacy, numeracy, culture and school facilities themselves has continued this year. Students and staff have had time this year to enjoy our renovated learning spaces, furniture and the air conditioning without working in a building site!

Staff have been busy this year, including professional development in curriculum, culture, moderation, reading, Students with Disabilities, and Wellbeing for learning. Our work continued in developing teacher's skillsets in teaching reading and vocabulary.

Our student leaders for 2022 demonstrated strong leadership and school representation in a challenging year. Our Governing Council has also been very supportive of the school in its journey of improvement, and we look forward to continuing that journey together in 2023.

Governing council report

Another school year has drawn to a close and once again, the year has presented plenty of challenges for the staff, students, families and the wider community of our school. With the ongoing presence of COVID-19 in the community, to the most recent threat of the rising flood waters, we certainly have endured our fair share of hardship. What was so pleasing to see was the enduring spirit of all who have persevered despite these difficult conditions and in doing so, showing great resilience and determination to succeed and achieve despite the hurdles we are faced with. The staff have toiled away, taking on additional responsibilities and classes to fill gaps caused by absences due to COVID-19 isolation rules. It was a mammoth undertaking to balance and manage these absences yet still deliver the curriculum and for that, as parents, we thank you for your efforts this year.

There have been some notable achievements by our students. A huge congratulations to Sakina Qambari on winning the Australian School Based Apprentice or Trainee award. Sakina has undertaken a Certificate III in Hospitality whilst working and concurrently studying year 11, displaying a great work ethic.

From a sporting perspective, our school swimming team took out the School Sport SA years 7 to 12 swimming championship. The team placed first overall, first in the boy's division and second in the girl's division. We also celebrate our Interscholar Debating team who took out the senior round hosted at Loxton High School.

In November, the Minister for Education, Training and Skills, Mr Blair Boyer visited our school and met with Mat Evans, Brenton Chapman and our SRC representatives to discuss the potential impact of the rising flood waters on our school. We also celebrated the work of the Reconciliation Action Plan committee under the guidance of ASETO, Daniel Giles. The plan has been formally launched and there has been some exciting work already completed. The commission of our fire pit and the commencement of building a dictionary of the Ngarrindjeri language evidence of significant progress by the committee.

At the NAIDOC awards in July, our staff received the following awards: Daniel Giles, Person of the Year award and Artist of the Year award; Lindsay Howard "Uncle Barney", Male Elder of the Year award and Martine Turnbull, the Non ATSI Person of the Year award.

Another notable achievement in this area was by Winnie Singh-Abdulla, who was acknowledged for her dedication to populating the Education Perfect platform with the Ngarrindjeri language. In all, the school has shown itself to be leaders in this space.

This year saw the commencement of year 7 students at our school. The school and staff did a tremendous job of facilitating the transition for what was really, unknown territory. As a parent of one of those year 7 students, I was impressed by the planning that went into this and the structure that was established to support their integration into Renmark High School.

Congratulations to all of our award winners in the academic and sporting spheres. Good luck to all of our year 12 students and we look forward to sharing in your success following the publishing of academic results.

A big thank you to my fellow Governing Council members this year including; Deanne Flaherty, Andrea Logos, Karen DiCerbo, Kerry Thompson, Megan Petersen, Sally Kroemer, Scerina Rasheed, Laura Strout, Sean Leesue and Kimberly Wegner; along with Renmark Paringa Local Council representative, David Sims, to staff representatives, Lauren Schiller and Jasmine Sotiroulis, and to our principal, Mat Evans.

To our school leavers, we wish you all the very best for your future endeavours. It is an achievement to complete year 12 and we hope you remember your time fondly as you can be proud to now call yourselves alumni of the Renmark High School.

Quality improvement planning

Goal 1 – Numeracy: the most effective action has been the LAF work with students moving up on average 1.7 levels. This has been an effective tracking system with most students demonstrating growth in this, as well as demonstrating improvement in their PAT data. Whilst this has been an effective tracking tool, an area for development is to use this student data to plan for differentiated support.

Next steps are to transfer the language from the zone work into the classroom to support a transference of skills. This can be done through supporting metacognition and linking it back to strategies taught in zone lessons. Staff in the learning area will be provided with a review/training on multiplicative thinking and conceptual understanding. This will be done through a review of evidence that can be seen at zone 1-8, as well as through the Van Der Waal text (adjustments in the Professional Learning schedule will be made to support this).

Student Free Day analysis of the data in NAPLAN and High Impact Teaching Strategies (HITS) practices resulted in staff identifying specific HITS strategies as foci for lesson observation. Support will also be provided to enable staff to make better use of the Learning Hub for students to develop their targeted skills.

Numeracy across the school has not been a current focus. Whilst some staff in other learning areas are taking the opportunity to explicitly teach numeracy skills and include them in assessment tasks, this is not consistent across the school.

Enhancements for 2023 include:

- Communicate PAT results to parents with an explanation of what the data means.
- Learning Hub Meetings to be attended by N&SI Leader. Conversations around skills, questioning and purpose. Having Maths teachers where possible to be timetabled to LAF times.
- To develop a whole school PL calendar which focuses whole school development and explicit teaching of Numeracy concepts in units and assessment tasks. Time provided in learning area meeting rotations to support development of conceptual understanding in Mathematics. PL scheduled to include an 'expert' Numeracy support for all curriculum areas to develop Numeracy concepts across each learning area.

Goal 2 – Reading: as a result of review processes, 'Zoned' reading was stopped at the end of semester 1 2022 with the aim of this moving back into faculties with each subject teacher completing a Before, During and After (BDA) learning activity once per term with their classes. Data currently shows that the majority of teachers have implemented a BDA. An increase in consistency is required around each layer (the before, during and after) and frequency.

A survey was developed to assess student perception around the challenges of practice. Results indicated that most staff were implementing BDAs and VTLS. Most students however were unable to identify specific strategies that they use to support their reading of a new text. Half of the students said that their teachers did not share the results of the VTLS with them.

A PL plan was established with the aim to build teacher knowledge sequentially and lead to clear teacher actions in the classroom to create accountability. Each session also now includes a review of previous learning. The reviews will provide time (and processes will be structured to facilitate this) for staff to:

- identify and share processes and practices that are proving effective.
- collaboratively identify and respond to challenges.
- plan for next steps.

A review of our PL process will be completed prior to the 2023 school year to consider how learning area meetings can shift to a PLC approach to meet the curriculum needs whilst providing structures for the co-planning, differentiation and review of BDAs. This will include the review and modification of the indicators of success. This will involve the Literacy and Numeracy Assessment and Improvement Teams to further analyse our data and plan the next course of action.

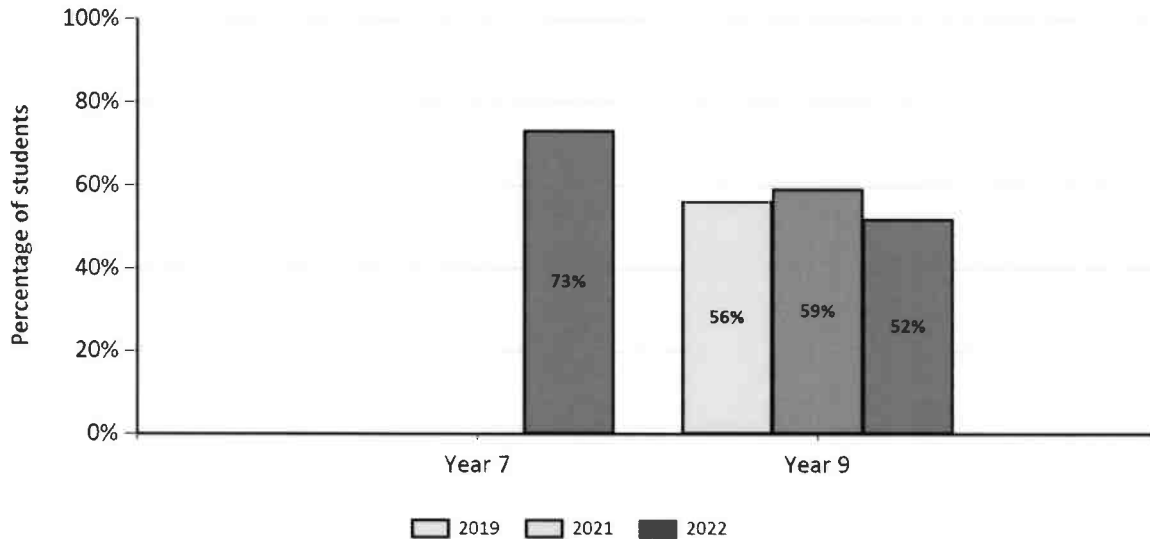
Goal 3 – Writing: Professional learning was provided to all staff on HITS. Staff worked in PLCs to identify a HIT to work on and developed an impact cycle against this. All staff participated in PL and focused on the teaching and learning cycle and applied this to writing. Staff again worked in a PLC to develop a T&LC for a chosen text type (or element of) in a unit of their choice. The PLC round was then extended to using goal setting to improve student writing. This was done with variable levels of success. The first PLC was done well, with many staff being able to reflect using data sets collected. The focus of a pre and post data collection with time for reflection will be a focus for change next year and will be part of the consideration in the PL cycle being adjusted to incorporate this. Success for all staff will be the use of tier 2 and 3 languages, using a high impact strategy around feedback or goal setting to achieve the shift.

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

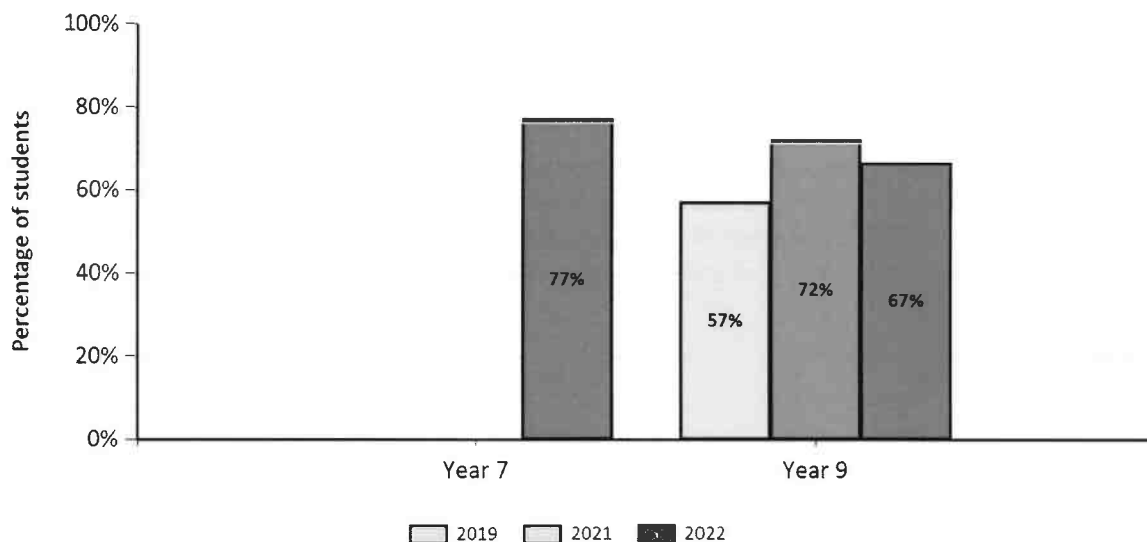


*NOTE: No NAPLAN testing was conducted in 2020.

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	79	79	8	10	10%	13%
Year 07 2021-2022 Average	79.0	79.0	8.0	10.0	10%	13%
Year 09 2022	102	102	10	9	10%	9%
Year 09 2021-2022 Average	94.0	94.0	9.0	6.5	10%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

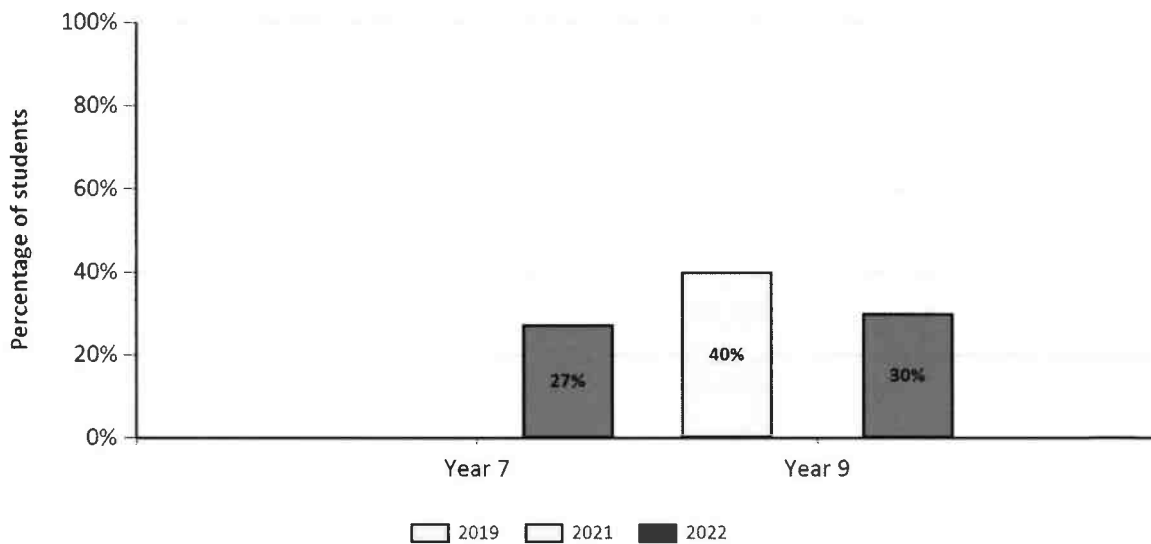
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



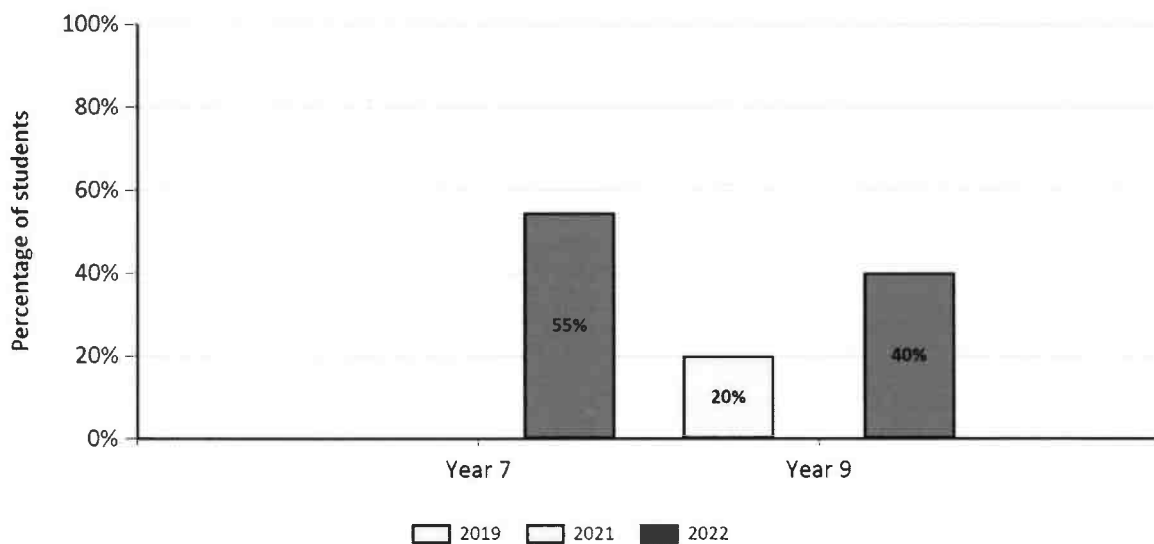
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	11	11	0	0	0%	0%
Year 07 2021-2022 Average	11.0	11.0	0.0	0.0	0%	0%
Year 09 2022	10	10	0	0	0%	0%
Year 09 2021-2022 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 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: Data Informed Planning

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

Weekly team meetings of Aboriginal Education Team with special focus on greater student engagement, development of staff and greater parent involvement.
 Greater focus on KPIs for SAASTA Connect and SAASTA to increase student engagement and learning achievements.
 Learning Hub, greater focus on student learning not just wellbeing.
 Reading, new strategies – SSO2 support in targeted reading interventions.
 Triangulation discussions at two staff meetings, staff discussed modifications needed in numeracy and literacy and recorded in DAYMAP.
 Collaborative planning has occurred for more cultural learning for all year 7 students in 2023

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

Establishment of an Aboriginal Languages and Culture class
 Improvements made with learning area leaders working with staff to ensure Aboriginal Perspectives covered across all year levels.
 Staff more accountable and precise when setting SMARTER goals.

High expectations of teachers – structured professional learning (including cultural awareness) each term for staff
 Two Year 12 completers. One student gained an ATAR in English, Maths, SAASTA and digital media and has deferred until 2024 a Social Work degree. Another student was accepted into a foundation course Flinders University and starts a teaching degree in semester 2 of 2023.
 Two Dame Roma recipients, a STEM award winner, students are planning on university in 2024.
 DATA wall planned and ready to go, will show reading and LAF levels and growth over the year, clearly visible to all staff
 Reading focus - all Year 7-9 Aboriginal and Torres Strait Islander students are assessed against the reading progressions twice a year.
 Term 2, linked with Flinders University for students to attend workshop led by Aboriginal Education team at the University.
 RAP committee actions, including greater commitment to stamp out racism.

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
91%	93%	96%	96%

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%	0%	2%	1%
A	5%	12%	6%	13%
A-	14%	15%	16%	14%
B+	10%	19%	11%	12%
B	15%	8%	15%	13%
B-	14%	9%	13%	15%
C+	10%	11%	18%	14%
C	16%	17%	11%	11%
C-	6%	3%	5%	3%
D+	4%	3%	3%	2%
D	3%	3%	0%	1%
D-	1%	1%	0%	1%
E+	2%	0%	0%	0%
E	1%	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%	89%	95%	92%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2020	2019	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	63%	58%	74%	62%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	92%	96%	100%

2021	2022
63%	44%
100%	94%

School performance comment

The following average growth was made in Numeracy LAF zones (zone 7 and 8 were not included as they can only achieve a 1 or 0 growth)

Year 7: 1.7 zones, year 8: 1.7 zones, year 9: 1.6 zones

Meeting the SEA for PAT Numeracy: year 7- 68%, year 8- 82%, year 9- 80%, year 10- 78%

Meeting the SEA for NAPLAN Reading: year 7: 73%, year 9: 48%

Meeting the SEA for PAT Reading: year 7: 69%, year 8: 75%, year 9: 70%, year 10: 73%

Meeting the SEA for NAPLAN Reading: year 7: 77%, year 9: 62%

SACE:

94% of 2022 students completed their SACE, with 96% of Stage 2 students achieving at least a C- grade in their subjects.

27.5% of students received an A (A-, A or A) in subjects studied (up from 23% last year), with 12 students achieving 2 or more A grades across their subjects.

85.2% of Stage 1 students achieved a C grade or above in their subjects. This has increased from 78.6% in 2017.

From analysis of the 2018 – 2022 SACE Indicators, the following points were noted:

There has been an increase in the number of results at A- and above.

Our results between C- to B have also decreased along with results in the D and below category.

Of the 223 student grades submitted there was only a moderation effect of 0%, teachers were perfectly on the standards.

From analysis of the 2022 VET Results, the following points were noted:

44% of students who completed SACE in 2022 also completed VET qualifications, this is down from our average at 63%.

24% of students completed their SACE as a result of VET participation. This has decreased over the years (less students are relying on VET to achieve their SACE)

There has been an increase in the number of students accessing VET as part of their SACE completion pathway.

From analysis of the 2022 SACE Schools Data, the following points were noted:

The overall Stage 1 results show some continued work to be done in 2023 regarding grades that aren't C or better. RHS has 14.8% D and E grades which, while lower than the 18% last year, remains higher compared to the state average.

We also have more students achieving in the C grades compared to state, so need to continue pushing these into B and A grades, this is across all learning areas. For Stage 2 results the number of higher grades has increased between the B and A grades. As for Stage 1, the area for improvement is to further minimise any grades which are not C or better.

Some areas to investigate and develop if required in 2023 include external assessments, improving course counselling processes, parent communications and partnerships to support students at risk, the use of SACE flexibilities (e.g. Community Studies B), and reviewing how appropriate interventions for students identified at risk in stoplight reports and end of term reports are implemented.

ATAR Scores and Information

In 2022, 34 (74%) students achieved an ATAR from the cohort of 46 SACE completers. Seven students achieved an ATAR of above 90, a further 13 students achieved in the 70-90 ATAR score levels.

Attendance

Year level	2019	2020	2021	2022
Year 7	96.4%	15.4%	85.3%	86.2%
Year 8	90.9%	88.9%	85.9%	81.7%
Year 9	85.8%	87.0%	88.9%	84.2%
Year 10	86.0%	78.2%	86.2%	86.0%
Year 11	87.3%	81.3%	85.8%	89.6%
Year 12	86.9%	81.9%	91.4%	84.7%
Secondary Other	N/A	91.8%	N/A	77.6%
Total	87.4%	83.4%	87.5%	85.4%

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

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

Attendance comment

Daily attendance is monitored electronically through DAYMAP, caregivers are notified of unexplained absence by SMS. If unauthorised absence for three consecutive days, contact is made by Care Group teacher. Lesson absence is monitored by subject teachers and unapproved absences are followed up as truancy. Continued absence is referred to our Student Review Team, for ongoing attendance issues a referral is made to Student Support Services. Our Wellbeing Leader closely tracks and monitors attendance data and enacts multilayered actions at an individual, family, year or school level as needed. The last six years has a positive trend: 84.9%, 84.9%, 86.2%, 2020 COVID-19 saw a slight drop to 85.5% and, despite COVID-19, 2021 achieved 87.9%. In 2022, even as we were negatively affected by COVID-19 more than previous years, only a slight decrease to 87.3%. 2022 at 87.3% is the third year we are above the state secondary schools average (82.1) and we have now achieved above the whole state average (84.5%) for the first time. We are also the fourth year in a row higher than the state average for Aboriginal student attendance, with us being a significant 11% ahead of state average in 2022.

Behaviour support comment

Suspensions and exclusions are managed within DfE SEE policy and school guidelines. In 2016 there were 193 reported behaviour incidents, through improved site processes over 5 years this reduced by 78% to only 42 reportable incidents in 2021. In 2021 only 5 students were reported for 7 incidents of violence compared to 33 students for 44 incidents in 2016. In 2022 only 3% of 525 students in that year had a recordable behavior (this is a reduction of 7% in five years from 10% of students in 2016). 2022 saw an increase to 9% (16 incidents related to violence), with some students with multiple frequency. Wellbeing Leader undertakes a site wide bully audit twice yearly, highlighting any concerns that are promptly followed up individually and informs school wide actions as required. Reports are given at Governing Council during the year, outlining the nature of concerns and processes used to resolve issues of bullying and harassment. There has been a significant reduction in cyberbullying with our mobile phone bans since 2020. In 2023 we are implementing the Positive Behaviour for Learning program with the aim to reduce incidents of behaviour that do not support learning.

Parent opinion survey summary

The Department for Education conducted a new, centrally coordinated, school parent engagement survey in 2020 and subsequent years. The new set of questions were different to the previous ones, so we are unable to compare the results to previous years. We have however included the last three years results. We increased from 63 responses in 2020 to 109 responses in 2021 and 107 in 2022 to the Parent Opinion Survey. The percentage of responses below refer to those returned as "agree" and/or "strongly agree":

- I think that education at school is important to my child's future – 98-97-94%
- I talk with my child about what happens at school (response = often) – 88-84-88%
- Teachers and students treat each other with respect at the school – 59-57-50%
- People respect each other at this school – 57-57-50%
- I receive enough communication from the school – 63-73-68%
- I feel like my child is important to the school – 71-63-66%
- The school communicates effectively with me – 60-66-62%
- Overall, my child has a good routine around reading, studying and learning at home – 71-73-69%
- I feel equipped to help my child plan what they will do after they leave school – 77-76-84%
- I know what standard of work the school expects of my child – 76-69-66%
- Teachers at this school provide my child with useful feedback about their schoolwork – 58-56-52%
- The school encourages parents to help students to learn – 43-42-41%
- I would like more help with my child's learning- 46-48-43%
- I have useful discussions with the school about my child's learning – 58-54-49%
- The school provides an opportunity for me to have input about my child's learning – 47-46-38%
- The school provides me with useful tips on how to help students learn at home – 26-21-20%

The results above show many areas either static or a slight decline. We have used this feedback to refine strategies within the school to support students and families with learning at school and at home. Some of these strategies include the availability of Studiosity (an online assistance program for senior students), parent information sessions available online, and staff development in formative assessment and feedback.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	7.5%
NS - LEFT SA FOR NSW	1	1.5%
OV - LEFT SA FOR OVERSEAS	1	1.5%
PE - PAID EMPLOYMENT IN SA	23	34.3%
QL - LEFT SA FOR QLD	1	1.5%
SM - SEEKING EMPLOYMENT IN SA	5	7.5%
TA - LEFT SA FOR TAS	1	1.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	26.9%
U - UNKNOWN	7	10.4%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	3.0%
VI - LEFT SA FOR VIC	3	4.5%

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

To work with young people in SA Government educational sites you must have a current working with children check (WWCC) that is updated every five years. Renmark High staff currency is monitored through our Human Resource Management program and alerts are raised if WWCC expire. Some volunteers also require a current WWCC as per DfE policy. Administration staff maintain on-site records (including a register of volunteers and third-party service providers) ensuring WWCCs are held and are current as required. For more details on the DfE policy visit <https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>

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	62
Post Graduate Qualifications	17

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	36.4	1.0	15.2
Persons	0	38	2	19

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

Financial statement

Funding Source	Amount
Grants: State	\$7,728,707
Grants: Commonwealth	\$2,500
Parent Contributions	\$209,514
Fund Raising	\$2,810
Other	\$77,948

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	FLO Program delivering programs and case management support, also some mainstream program students that are internally case managed by our Social Worker (2 Flo students)	Increased retention of students in schooling. Students completing SACE units.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	Teacher support for EALD students by specialised language teacher in the learning hub, in class support by teachers and SSOs	Successful completion of compulsory literacy SACE unit; successes in other subject work.
Program funding for all students	Inclusive Education Support Program	Employs SSOs to work with identified students to engage as documented in the One Plans. 54 students individually supported through 160 SSO show support purchase of specific learning aids, some funding into learning hub for student support by teachers	Successful progress in one plan goals, Literacy & Numeracy skill development to meet SEA.
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	Rural and isolated funds are used to support travel for students to access learning that is not available because of relative geographic isolation, including a 35% subsidy for all trips to Adelaide. It is also used to fund open access delivery of curriculum to increase the range of subject available to students. Aboriginal funding was used to employ a teacher 0.6 FTE, 0.2FTE in a culturally focused strong future program for Aboriginal students and 0.4 Aboriginal Education Teacher, ASETO time for 5 days per week plus 3hpw for an Aboriginal Elder to support indigenous students.	More equitable access to the curriculum, Successful progress in one plan goals, Literacy & Numeracy skill development to meet SEA.
Program funding for all students	Australian Curriculum	Used to fund classes across the 8 learning areas year 8 to year 12.	Progress to SEA goals.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Funding an extra class at year 10 this year to reduce class sizes and allow more intensive teacher contact. Contribution to staffing learning hub for teacher intervention support. Support lower year 7 class numbers.	Increased teacher ability to differentiate, task design, integrate skill development.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
Other discretionary funding	Improved outcomes for gifted students	N/A	N/A