Glossop High School

2021 annual report to the community

Glossop High School Number: 0776

Partnership: Berri & Barmera

	Signature
School principal:	Mrs Emily Griggs
Governing council chair:	Amy Goodman
Date of endorsement:	**17 March 2022**

Government of South Australia

Department for Education

Context and highlights

Glossop High School (GHS) is a Secondary School with a rich history dating back 80 years. We pride ourselves on our student centered learning, academic success, sporting involvement, student wellbeing and our connection with our community.

Our School's Vision Statement
Our school's pride, innovation and excellence will lead to learning, independence and success for all of our students.

Number of students 606
category 3
number of staff 80
Aboriginal Students 81
School Card 212

We also host a number of regional initiatives to support Educational outcomes across the Riverland, these include: the host school for the Regional Vocational Education Training Program, hosting 2 Regional Special Options Classes and hosting the Riverland South Australian Aboriginal Secondary Training Academy (SAASTA)

At GHS we promote and deliver education of excellence in which initiative, creativity, growth and efficiency are not only valued but also celebrated. One priority for GHS is to foster best practice in the areas of teaching and learning and wellbeing. It is our schools vision that all students are successful in their learning, supported by expert teachers, positive wellbeing practices and clear connections to community and positive post school pathways.

Although 2021 continued to provide us challenging situations, the united resilience of our schooling community is just one example of our strong community spirit. Our school continues to thrive, with students excelling in all facets of learning, including academics, sporting, public speaking, The Arts, Languages, Vocational Learning and transitioning successfully into positive post school pathways.
Another key focus area this year has been to continue to build the range of wellbeing, engagement and intervention opportunities and services on offer to our students, including doctors on campus, volunteering, Berri Our Town initiative and the Australian School Based Apprenticeships and Traineeships. This is only possible through strong community connections with external providers, community groups, local primary schools and local employers. With this deepening relationship we have strengthened the connection that our young people have with our community, while also providing unique and personalised services and opportunities to extend and support student achievement.

In 2021 we continued to prioritise our 2019-2021 Site Improvement Plan with our key focus on our 3 goals
GOAL 1 - Increase Student Achievement in Reading Comprehension
GOAL 2 - Increase Student Achievement in Numeracy
GOAL 3 - Increase the percentage of students who complete SACE or are on a positive post school pathway

Governing council report

2021 has proven to be another challenging year for us. COVID continued to impact our lives, and school life was not immune. The staff, students, carers and parents adapted again to rapidly changing arrangements. During the lock-down in July the school was able to quickly adjust to at-home learning. The whole school community did an incredible job during this time and deserves a big thank you.

This year we celebrated 80 years since the establishment of Glossop High School. Many activities were planned to celebrate this milestone. Unfortunately some of the scheduled activities were cancelled due to COVID restrictions. But in true Glossop style, both the school and wider community have taken the time to mark the milestone. Reflecting on the 80 years of Glossop High School reminds us of the many amazing community members, principals, staff and students who have contributed to the rich history of Glossop High School.

They say the only constant in life is change, and that is certainly true for our school. At the beginning of the school year, we implemented a 'campus swap'. This saw the year 8's and 9's commence the school year at the Berri campus and the year 10's, 11's and 12's start the year at the Glossop campus. Staff and students took this change in their stride.

Of course site consolidation work has been in full-swing throughout the year and has been a major focus for the Governing Council. The capital works program has been ongoing at the Berri campus, with the new facilities coming together. There have also been many related matters for the Governing Council to work through, from finalising the new school name, to branding, uniforms, house names and names for the buildings at the new site.

The students of Glossop High School have continued to shine in their academic pursuits, in their community volunteering, producing great social media coverage, and giving their all in sporting competitions. Watching the growth of our young people as they demonstrate our school values of determination, safety, respect and learning is a privilege. As always we wish our students all the best in their chosen pathways including gaining employment, undertaking apprenticeships and traineeships or going to university.

As 2021 draws to an end we close the final chapter of Glossop High School and reflect on all the contributions from past and current principals, staff, students and the wider community who have made the story of Glossop High School. We now look to 2022 and sharpen our pencils to start the next story of the Berri Regional Secondary College. I bet the story will be a real page-turner.

Amy Goodman

Quality improvement planning

2021 witnessed the continuation and conclusion of our 2019-2021 Site Improvement Plan (SIP).

GOAL 1 - Increase Student Achievement in Reading Comprehension
Significant work has continued with Professor Rosie Kerin around reading progression and growth for students. Staff have worked on tracking and monitoring literacy data sets to plan, implement and measure responsive literacy interventions for all year 8 and 9 students. Although we did not meet our 2021 target we have made significant progress with student growth and achievement and will continue this important work within our next SIP cycle.

GOAL 2 - Increase Student Achievement in Numeracy
Significant work has occurred with the junior secondary numeracy team to track and monitor numeracy data sets to plan, implement and measure responsive numeracy interventions for all year 8 and 9 students. Teachers worked on explicit instruction around important developmental stages of the big ideas in number to support student numeracy progression and promoting positive numeracy mindsets. Although we did not meet our 2021 target we have made significant progress with student growth and achievement and will continue this important work within our next SIP cycle.

GOAL 3 - Increase the percentage of students who complete SACE or are on a positive post school pathway
Through the utilisation of the Campus Action Team, individual student intervention and the significant growth in outcomes from our Flexible Learning Centre we have continued to maintain and improve student's individual successful pathways. In 2022 our next steps are to strengthen the emphasis on whole school career education and the development of class stratification tools in SACE to support individual student engagement and intervention strategies. Through our consistent approach to senior secondary education and pathways we have met our 2021 target and will continue to develop this further in our next SIP cycle.

Through the use of the school improvement planning cycle, specifically analyse and prioritise, determine challenge of practice and plan actions for improvement steps the school has developed our key goals for the 2022-2024 School Improvement Plan as:

*Increase Student Achievement in Reading Comprehension with the 2022 target of "Increase the number of Junior Secondary students (Years 7-9) achieving C grade of higher from Term 1 – Term 4 in English"

*Increase Student Achievement in Numeracy with the 2022 target of "Increase the number of Junior Secondary students (Years 7-9) achieving C grade of higher from Term 1 – Term 4 in Maths"

*Increase students' achievement in SACE with the 2022 target of "Improve the number of students in High Bands in Senior School (10-12) using A-E grades (B to A)."

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
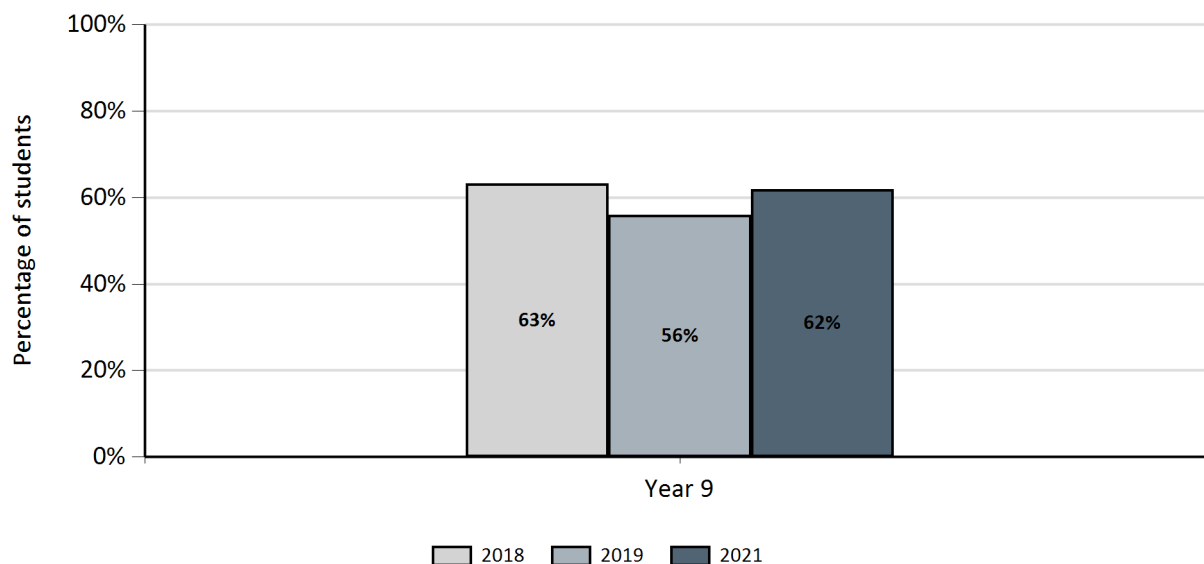
*NOTE: No NAPLAN testing was conducted in 2020.

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.
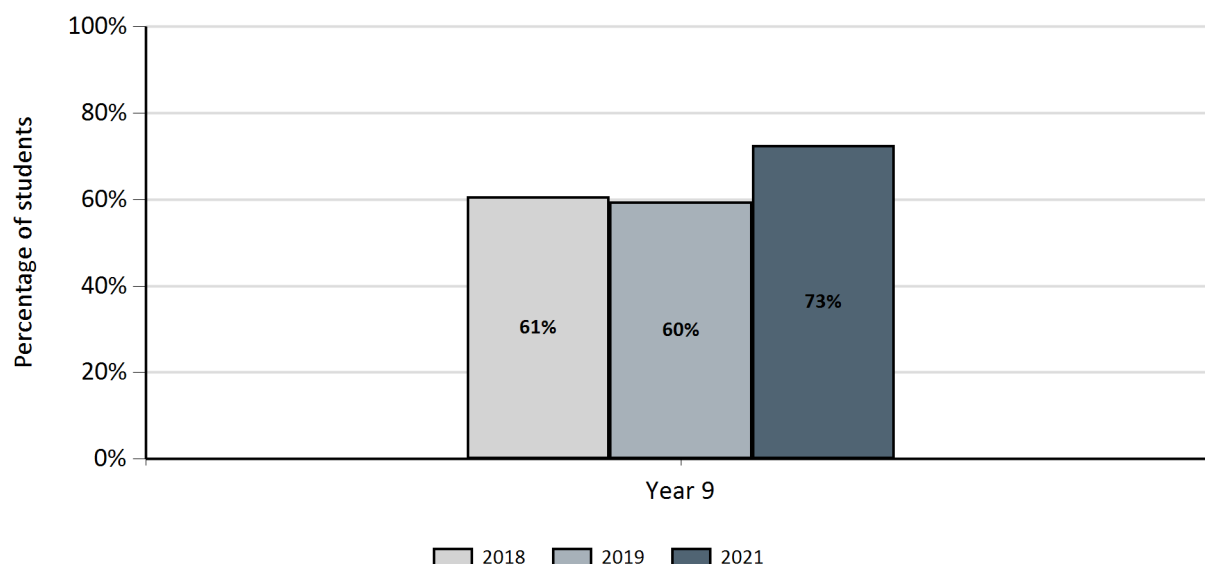
Numeracy

*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 7-9	State (average)
Upper progress group	29%	35%
Middle progress group	50%	48%
Lower progress group	21%	17%

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 7-9	State (average)
Upper progress group	27%	34%
Middle progress group	59%	48%
Lower progress group	14%	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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	113	113	14	9	12%	8%
Year 9 2019-2021 Average	127.0	127.0	9.0	8.5	7%	7%

*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.
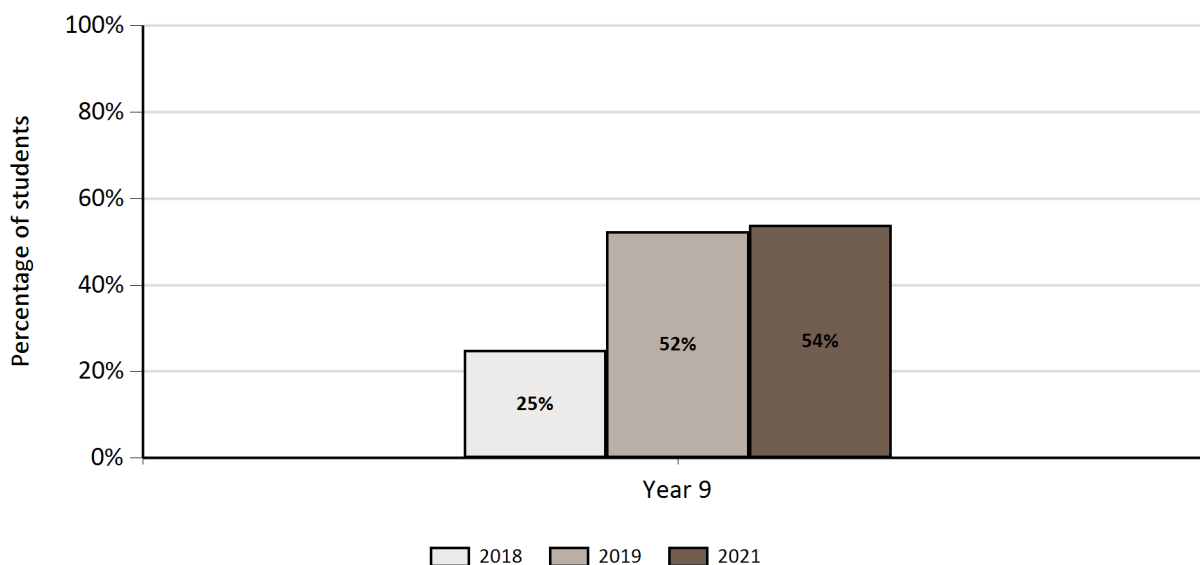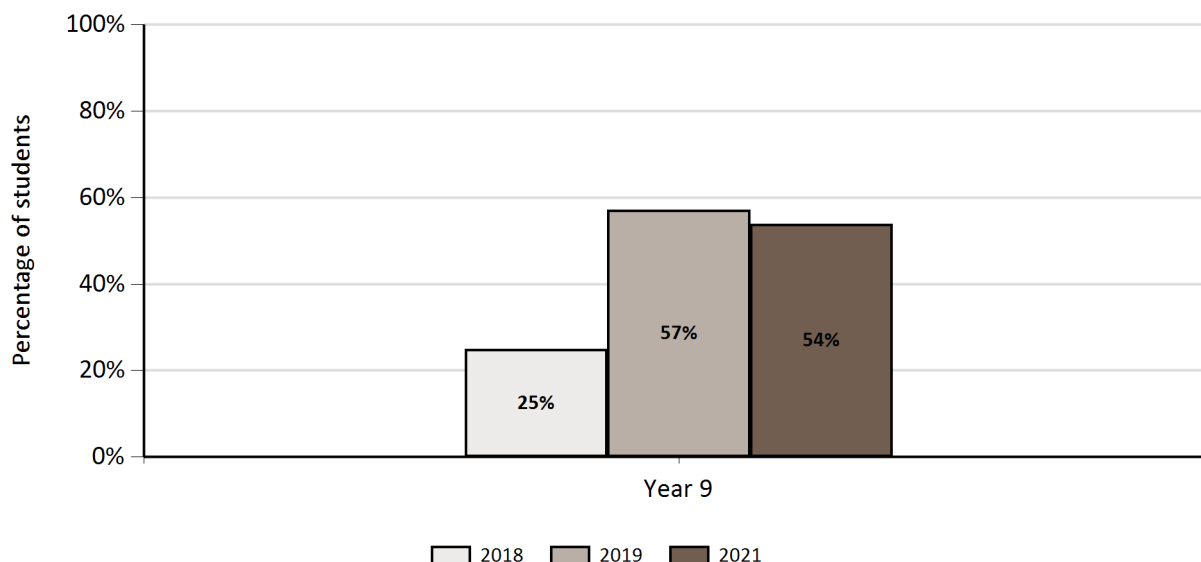Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

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 7-9	State (average)
Upper progress group	*	30%
Middle progress group	78%	46%
Lower progress group	*	23%

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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	13	13	1	1	8%	8%
Year 9 2019-2021 Average	17.0	17.0	1.0	2.0	6%	12%

*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: Engaging Families

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

Our Aboriginal Education teachers focused on data-informed planning. This involved developing a stratification document so learning data for Aboriginal students is understood. This is used by the team to collect information and make relevant interventions to improve literacy & numeracy and has been shared with teachers to inform practice and for effective tracking & monitoring. ASETOs have focused on engaging Aboriginal families as partners in literacy & numeracy learning. This has been done in, by establishing respectful & trusting relationships with families, mutual communication & engaging as many parents/carers as possible. ASETO's focus on formal & informal conversations with families, through phone calls, face to face meetings, home visits & morning teas. We have built staff cultural awareness through professional learning & incorporating Aboriginal perspectives in the curriculum.
In 2021 our Ab Ed team worked closely with DfE to develop Aboriginal Learner Profiles for all Year 7/8 students transitioning to BRSC. Consultation occurred with primary and secondary AET's, ACEO's, teachers & leaders. Individual learner profiles were developed for Aboriginal students in Year 7/8, to support engagement & transition.

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

Our Aboriginal Education team has supported three Aboriginal students to complete their SACE last year and most importantly all three of these students have positive post-school pathways. These pathways include Early Childhood, Hair and Beauty and Retail, all have traineeships and certificates attached to their work. Two students who did not successfully complete SACE yet they are on positive pathways, one is completing further study at TAFE and one is in part-time employment in local retail. Literacy and numeracy achievement in Year 11 included 94% of Aboriginal students complete their compulsory literacy and numeracy subjects successfully.
Our SAASTA and SAASTA Connect programs engaged 50 young people throughout the year and are continuing to provide learning opportunities in cultural identity, education, employment, healthy living and sport. Additionally, our Aboriginal Education team has been engaging with the community, through the cultural garden project and getting ideas for the new space in Berri. Furthermore, our team has been building cultural identity of young people through one to one conversations and linking with community members to foster their cultural knowledge.

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
99%	99%	99%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	2%	0%	3%	7%
A	10%	6%	10%	14%
A-	11%	10%	10%	19%
B+	13%	11%	12%	0%
B	16%	15%	12%	8%
B-	13%	17%	16%	8%
C+	14%	17%	14%	0%
C	16%	15%	17%	16%
C-	5%	7%	6%	6%
D+	1%	1%	1%	0%
D	1%	0%	0%	0%
D-	0%	0%	0%	1%
E+	0%	0%	0%	0%
E	0%	0%	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
99%	100%	100%	97%

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
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	99%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	#Error	78%	74%	76%

2021
99%
74%

School performance comment

Glossop High School is delighted with their 2021 SACE results and are very proud of their students and their success overall.
The 2021 DUX is Erin Wood with an Australian Tertiary Admission Rank of 98.65
Congratulations to our additional students who have achieved an ATAR above 95:
Jake Wade   98.05
Lana Gregoric   98.05
Cameron Dixon   98.00
Deepkiran Kaur   97.15
Chelsea Thompson   96.30
Tia Efthimiou   96.20
Bianca Feher   95.50
Madison Martin 95.20

Merits
Students can gain a Subject Merit in a Stage 2 Board-accredited subject, if they meet the following two criteria:
1. gain an overall subject grade of A for that subject, and
2. be selected by a panel, appointed by the SACE Board, as demonstrating exceptional achievement in the subject.
Typically, fewer than 2% of the subject cohort would meet this criterion.

Congratulations to Cameron Dixon for receiving a Merit within Business and Innovation
Congratulations to Bianca Feher for receiving a Merit within Health
Congratulations to Madison Martin for receiving a Merit within Child Studies
Congratulations to Chelsea Thompson for receiving a Merit within English
Congratulations to Jake Wade for receiving a Merit within English
Congratulations to Erin Wood for receiving a Merit within Child Studies and English

Further outstanding outcomes include:
• 98% of Stage 2 students either achieved their SACE or exited on a positive post-school pathway
• In 2021, 23 students achieved an ATAR over 80% with 12 above 90%
• Over 66% of all Stage 2 Grades were in the A and B band, with 39% of total grades within the A band
• 25 Glossop High School students have undertaken an Australian School Based Apprenticeship or Traineeship.
• 27 completed a Certificate III in Vocational Education and Training

NAPLAN RESULTS
With the return of NAPLAN in 2021 a clear focus was on achieving authentic data to use in whole school planning, to achieve this, emphasis was placed on attendance and individual student growth. Significant improvement was recorded with 98% overall attendance of student participating in NAPLAN.
Within NAPLAN reading we recorded an increase of 6% for students who received Standard Educational Achievement (SEA) to 62% and an increase of 9% of students demonstrated high achievement to 13%.
Within NAPLAN Numeracy we recorded an increase of 13% for students who received Standard Educational Achievement (SEA) to 73% and an increase of 2% of students demonstrated high achievement to 8%.
We will continue to focus on the supplementary planning information to seek other leverage points for individual student growth.

Attendance

Year level	2018	2019	2020	2021
Year 8	87.9%	87.5%	85.9%	84.2%
Year 9	86.2%	86.7%	85.4%	82.9%
Year 10	88.1%	80.3%	87.1%	80.7%
Year 11	88.0%	79.0%	85.3%	77.4%
Year 12	87.7%	86.4%	86.7%	77.0%
Secondary Other	86.7%	77.2%	82.8%	81.1%
Total	87.6%	83.8%	86.0%	80.6%

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

Attendance comment

The 2021 attendance data shows a significant decline in GHS attendance to below 80%. This has data has been impacted by COVID-19 statewide guidelines and school closures. Throughout this time we focused on supporting the wellbeing and engagement needs of students and staff to stay connected to the school.
As a school we continue to use a range of strategies to support attendance at school, including:
> Attendance plan meetings - family meetings
> Student part time timetables
> Providing education to students and parents/carers on the importance of school attendance
> Home visits and welfare checks

Behaviour support comment

In 2021 we allocated Youth Workers at each campus to encourage wellbeing & connection. Alternative options were provided for students at risk.
31 internal suspensions, 117 take-homes, 14 suspensions, and 8 exclusions.
Students discussed bullying & harassment through 'Discover Home Group Program' & reported bullying via Daymap & our Bullying and Harassment survey. Findings included:
75% students had not been bullied
88% had not missed school due to bullying & 8% missed 1 or 2 times/month due to bullying
Most bullying occurred via the internet or outside of lessons.
Students discussed survey results and recommendations went to Leadership. Results guided timetabling, yard duty & support.
44 Daymap Harassment Reports were reported & actioned. 92% of students advised issues were resolved.
The 8 students (on the DfE Behaviour Case list) engaged in regular case management meetings.

Parent opinion survey summary

In 2021 we received a return of 156 parent surveys.
Key areas identified as strengths within our school from the school parent engagement survey included:
*I receive enough communication from the school
*I know what standard of work the school expects of my child
* I feel like my child is important to the school

Areas identified for future focus and growth were within
*The school provides me with useful tips on how to help students learn at home
*The school provides an opportunity for me to have input about my child's learning
*I have useful discussions with the school about my child's learning

As a school we continue to review, evaluate and grow our connection with families and the wider community. We have a strong, passionate Governing Council, who supports, drives and challenges our school and community to continue to grow and improve.

In 2022 Berri Regional Secondary College will see the continued development and implementation of a range of community connection strategies that will support students, families and wider community to connect together. This work has been initially driven through the Fay Fuller, Berri Our Town initiative, focusing on strong mental health wellbeing within the community.
Work in this area is also being supported through the new VET in schools policy through our work to connect students to employment, this is
supported by our Regional Connections Assistant Principal and the Early Adopter Project, Broad Area Partnership.
We will continue to work with our Governing Council to improve our direct connection and communication with parents as valued partners within a student focused well rounded education.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	1.6%
NS - LEFT SA FOR NSW	1	0.8%
PE - PAID EMPLOYMENT IN SA	16	12.7%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.8%
SM - SEEKING EMPLOYMENT IN SA	6	4.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	4.0%
U - UNKNOWN	92	73.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	2.4%

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

All volunteers and staff who work with students have relevant screening and approval to working the school. We have a closely scrutinised system in place to monitor who works with our students. This has been further supported by the DfE volunteer policy and processes. Parents who host students for our student exchange programs are screened in accordance with DfE requirements.

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	81
Post Graduate Qualifications	29

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	1.0	48.9	1.6	29.2
Persons	1	52	3	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$10,898,535
Grants: Commonwealth	$37,950
Parent Contributions	$355,231
Fund Raising	$10,407
Other	$55,253

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	Whole school training and development within Trauma Informed Practice, student intervention programs were initiated and implemented.	Student Wellbeing survey showed growth within student belonging and wellbeing
	Improved outcomes for students with an additional language or dialect	Employment of an EALD teacher and SSO who tracked and monitored progress, designed and implemented intervention programs when needed.	Students successfully engaged with identified goals, students completing SACE
	Inclusive Education Support Program	Teacher implementation of individual task design, whole school training in intervention strategies and curriculum access for students with disabilities. SSO support in behaviour and learning, reduced class sizes.	Students actively engaging with identified goals, students completing SACE
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	Subsidised activities, excursions and programs to extend and enrich the learning experience of rural students and minimise isolation. Improved access to sporting and cultural activities, performances and presentations, which have promoted learning and wellbeing. ACEO and AET are employed to work with Aboriginal students and families and to develop the cultural competencies of all staff. The school hosts the Riverland SAASTA and funds a transition SAASTA Connect program. Leaders are given additional time to develop authentic learning plans with students	ATSI student attendance and SACE completion is continuing to improve Students with learning difficulties are achieving in SACE and VET.
Program funding for all students	Australian Curriculum	Subject funding for faculties to ensure learning programs are guaranteed and viable. The implementation of DfE curriculum units.	Students achievement is clearly demonstrated and recognised
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted literacy and numeracy programs to improve student achievement. Coordinated through the learning hubs.	Individual Student Progress tracked against benchmarks and SIPs.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Subject funding for faculties to ensure learning programs are engaging, rigorous and student centred.	Students achievement is clearly demonstrated and recognised