



# Mount Barker High School

## 2021 annual report to the community

Mount Barker High School Number: 0783

Partnership: Heysen

Signature

School principal:

Mrs Jenni Cook

Governing council chair:

Mr Tim Milne

Date of endorsement:

9 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Mount Barker High School is a comprehensive secondary school located in the Adelaide Hills. Opened in 1908, it is arguably the first Public High School in South Australia. We have a strong community orientation and a longstanding culture of caring and learning support for every student. The school is one of the leading schools in Australia for implementing Positive Education.

The school offers a diverse range of support services that promote optimum student and staff wellbeing, including the regional special education class, Disability Unit and the Adelaide Hills Vocational College (AHVC), an alternative re-engagement campus co-located at Mount Barker TAFE. The AHVC offers a SACE program for about 90 at-risk students.

Specific Populations

- Enrolment: 752
- Aboriginal Students: 30 = 4%
- NESB students: 21 = 3%
- Students with Disabilities in mainstream curriculum: 86 = 11%
- School Card: 200 = 27%
- FLO Students: 17 = 2%

2021 continued to be another like no other! From managing life in a pandemic to managing the complexities of large building projects and strategic work in preparation for our school's 40% increase in enrolment in 2022, MtBHS experienced many challenges and emerged stronger for it! During this time, our primary focus was to minimise disruption and provide our students with reassurance and a sense of normality through positive connections and the continuity of learning. The staff ensured the qualities of innovation, adaptability and optimism to provide new and unique opportunities for students to engage fully in their formal and informal learning. Staff and students continued to embrace new technologies and virtual learning, online exams and competitions, teams meetings instead of face-face interaction, the continued management of complexities of social distancing and the restrictions imposed by our new building projects. Our \$6 million Capital works program was completed, and students accessed the new facilities at the start of Term 4. This building project resulted in the redevelopment of 12 classrooms, including two science laboratories with four additional classrooms interconnected with the existing gym.

The central focus for the school was to prepare for the enrolment of Year 7's in 2022, and this preparation included implementing a whole school Vertical House Structure, development of curriculum material, including standalone units focusing on Problem Based learning.

## Governing council report

After another extremely challenging year, Mount Barker High School (MtBHS) continues to provide a balanced, high-quality education with a wide variety of study pathways for our students, whilst also maintaining a safe and harmonious environment. It was really pleasing to see that 96% of year 12 student completed the requirements for the SACE or equivalent VET qualification. The local community is becoming increasingly aware of the great results being achieved at MtBHS, in both student wellbeing and happiness, as well as academic outcomes.

It has been fantastic to see the completion of the Capital Building Works, with the new classrooms and science laboratories providing a fantastic environment for learning. It is a really big change for the school to welcome year 7 students in 2022, and these facilities will really help with the significant expansion in enrolments in the school.

The Student Representative Council (SRC) have played an active role in the school, and Governing Council would like to thank all members, especially the outgoing Presidents Kimberly Jamieson and Cal Lee. The SRC is an important interface for students with the principal, staff and Governing Council, with key activities this year including the school Quiz Night, fundraising activities, and school casual days.

I would also like to thank all members of Governing Council for their help across the year, especially Simon Horne, who served for fourteen years as Treasurer on Governing Council. Key areas of focus for Governing Council this year have been building expansion and improvement, traffic management, improved student learning at home, school uniform and school external review, along with standard items such as the Site Improvement Plan and annual budgeting.

And it would be remiss of me not to mention the outgoing Principal, Warren Symonds, who has accepted a position as Principal of Reynella East College for 2022 onwards. It is difficult to summarise how much Warren has achieved in his time at MtBHS, but the improvements in student wellbeing, academic outcomes, school facilities, and overall standing of the school in the community are remarkable. Warren will be leaving the school in a very good place.

# Quality improvement planning

In 2019 the Department for Education launched a renewed three-year approach to state-wide improvement to achieve a world-class education system in South Australia. Mount Barker High School's Improvement Plan continues to focus on improving student achievement. MtBHS has implemented whole-school professional development (Positive Psychology, Implementation of high Impact Teaching strategies, Australian Curriculum, Literacy and Numeracy approaches and collaborative practices) has also been targeted to support staff confidence, knowledge and expertise in implementing these goals. Whole-school improvement is recognised as each staff member's core business, and collective and individual contributions are documented on Learning Area Action Plans and staff performance development plans aligned to these priorities.

The 2019- 2021 improvement Plan was amended in late 2020 and is underpinned by the following two strategic goals for 2021:

1. Increase students' skills and achievement in literacy with a focus on writing.

STEM used QR codes in Agriculture to lead to the written piece about the vegetable gardens. Students printed their QR codes for displaying at the farm by their vegetable gardens. Science used low stakes writing tasks.

Creative Lifestyles incorporated glossaries to support tier 3 language development and developed scaffolded templates to support students to engage with higher-order thinking.

English focused on low stakes writing to explicitly teach literacy skills in Years 8-10, including Poetry PD with Dr Rosie Kerin. Targeted planning and explicit teaching was based on Brightpath Data and students completed two written narratives to measure progress with a greater focus on providing students with shorter texts, meaning access to more texts, including classical and multimodal texts.

Brightpath data highlighted an improvement in writing (both Year 8 and Year 9) between when students wrote their first and second narrative following targeted teaching based on Tabled Teaching Points.

- Year 8: Term 1 - 401 mean and Term 3 - 434 mean

- Year 9: Term 1 - 395 mean and Term 3 - 412 mean

2021 NAPLAN results highlight an improvement in Punctuation and Grammar.

Healthy Lifestyles continued their focus on Tier 3 language, including using entry/exit cards and incorporating the "Freya" method to create student developed 'Word Walls'.

2. Increase student understanding of and achievement in numeracy.

The STEM team ran a year-long whole school Numeracy Puzzle challenge. These puzzles were pinned up around the school with QR codes to provide additional challenges for students.

Creative Lifestyles incorporated numeracy approaches in drama and dance, focusing on timing, sequencing, and spatial awareness. Music expanded the use of ICT programs whilst Art implemented patterning through artistic creation.

Students have explored techniques that accentuate patterns in their pieces.

Healthy Lifestyles redeveloped the numeracy tasks from years 7-10 for 2022. This included incorporating a more robust and consistent data collection framework, including relevant tools, and was trailed in semester 2 in 2021.

Mathematics used year 9 classes to determine the impact of the literacy resources developed over the past two years on students' Mathematical communication in Investigations, resulting in an average effect size across the classes of 1.3.

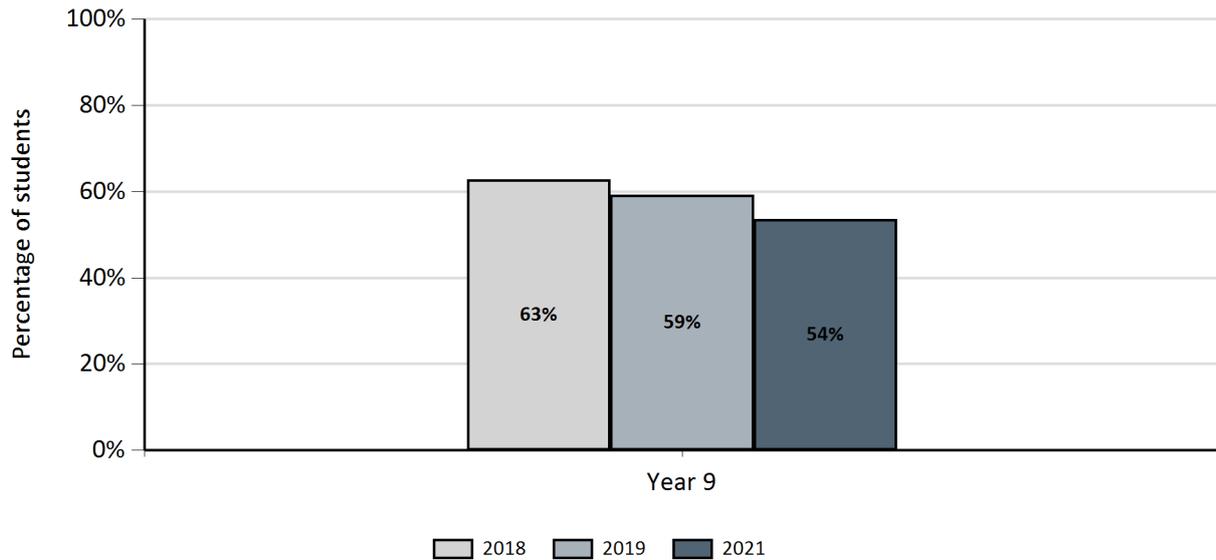
All Year 8 students completed a pre-test for either Multiplicative thinking skills or problem-solving skills.

# 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

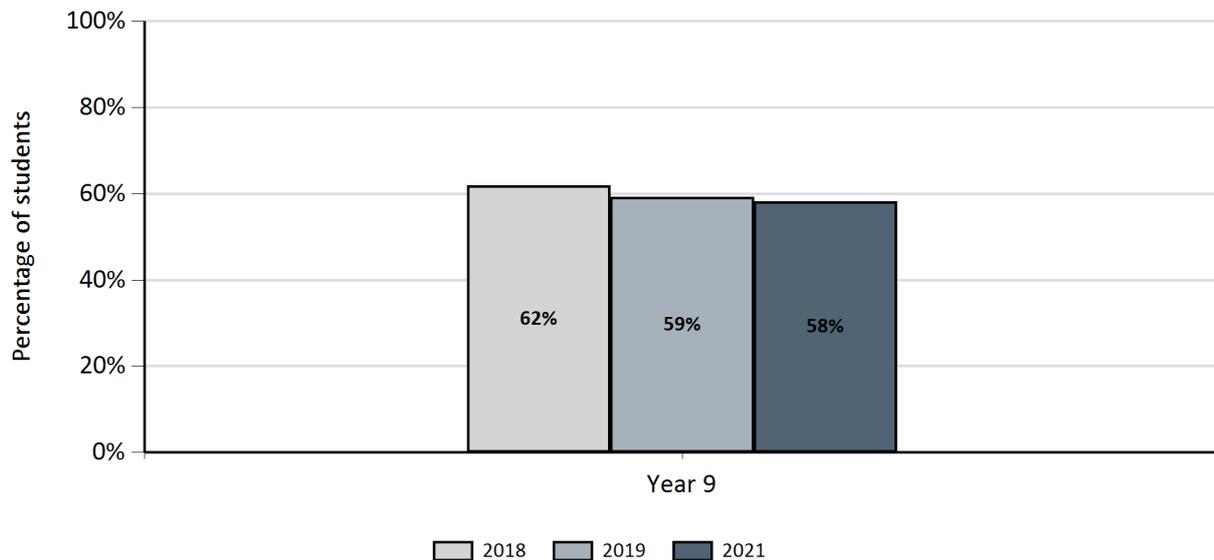


\*NOTE: No NAPLAN testing was conducted in 2020.

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	32%	35%
Middle progress group	48%	48%
Lower progress group	20%	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	50%	48%
Lower progress group	23%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	151	151	18	15	12%	10%
Year 9 2019-2021 Average	129.5	129.5	17.0	13.0	13%	10%

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

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

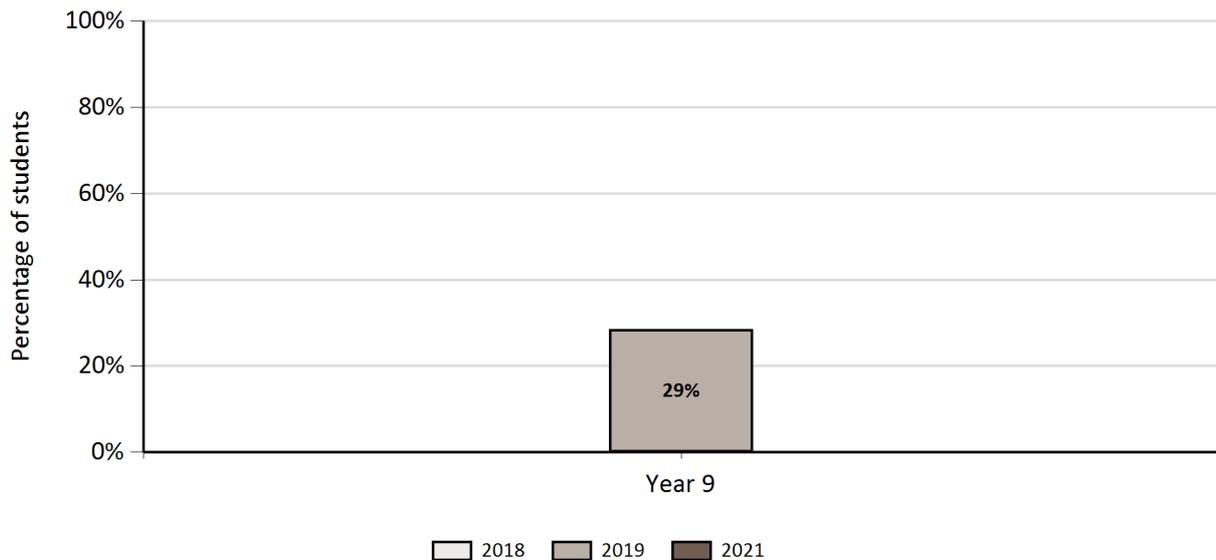
<sup>^</sup>includes absent and withdrawn students.

\*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



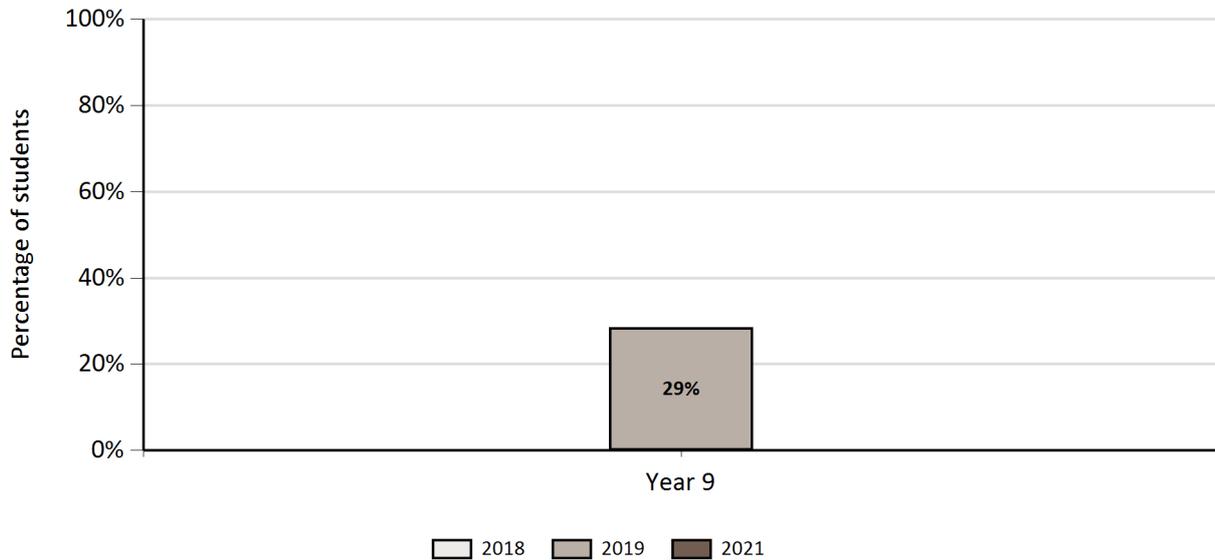
\*NOTE: No NAPLAN testing was conducted in 2020.

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	*	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	6	6	0	0	0%	0%
Year 9 2019-2021 Average	6.5	6.5	0.5	0.0	8%	0%

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

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

<sup>^</sup>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: Tracking & Monitoring

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

The school has continued with a holistic approach implementing the Aboriginal Learner Action template in 2021. Aboriginal education staff have continued to develop the 'Learning review cycle', which incorporates the following key elements: 1: Data informed planning, 2: Tracking and monitoring growth and achievement, 4: Applying evidence-based, learning interventions and 5: Engaging Aboriginal families as partners in literacy and numeracy learning. The following actions have been implemented in 2021. 1. Aboriginal students are actively involved in determining their Literacy and Numeracy learning goals. Staff meet all students and their families each term to determine learning goals. 2. Learning profiles are shared with subject teachers. 3. Aboriginal education staff meet with the Student Learning Support coordinator to access more support for Aboriginal students in the classroom 4. Effective learning strategies and interventions are identified and strengthened. Learner growth is identified and shared regularly with family. 5. Run SAASTA Connect program covering the following topics: Healthy living, Cultural identity, Aboriginal language, Traditional sports and Respectful relationships.

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

Aboriginal students have experienced a range of successes & improvements in 2021. There was a 55% improvement in literacy grades and a 65% improvement in numeracy from 2020 – 2021. Aboriginal education staff have collaborated with learning area leaders and families to implement learning strategies and interventions to support learner growth, Eg. a yr 12 student who was determined to study part-time and/or drop out completed her SACE and achieved an ATAR. Staff supported this student to continue full-time study by: providing flexible learning arrangements e.g. study outside of classroom, programming subject intensives, facilitating family meetings with subject teachers and having regular progress meetings with family. Within the AHVC there has been significant improvement in student attendance and achievement. 1 student achieved their SACE certificate and is enrolled in university to complete a teaching degree. Another student completed a Certificate 3 in Fitness and is now completing his Certificate 4 in Fitness. One student is successfully completing a traineeship at Bridgewater Primary School.

# 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
96%	98%	99%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	2%	1%	0%	1%
A	5%	6%	6%	5%
A-	8%	10%	11%	8%
B+	16%	8%	14%	0%
B	16%	12%	20%	9%
B-	12%	13%	13%	17%
C+	12%	17%	12%	0%
C	17%	25%	19%	18%
C-	8%	5%	4%	7%
D+	1%	1%	0%	0%
D	1%	1%	1%	1%
D-	1%	0%	0%	0%
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
96%	100%	100%	96%

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	96%	96%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	56%	54%	54%	62%

2021
96%
37%

# School performance comment

Stage 2 SACE results were slightly down on 2020 with some A band to C band movement. Although A band results decreased by 2.7% overall we did see an increase in A results and held our B band to within 1.3% of the State average. Of the 37 students who achieved an ATAR, 10.8% scored results in the 90's with our Year 12 Dux achieving an ATAR of 96.3. Our review processes have identified a number of administrative and timetable issues that as a school we believe contributed to the decline in results from 2020 which have been rectified for 2022 and will be supported by a targeted curriculum improvement plan focusing on school wide SACE improvement.

The Arts and Business, Enterprise and Technology Learning Areas showed improvement through the increase of A band results as a faculty. In the Science Learning Area, we saw an increase in the B band to exceed the State average as a whole and individually in most Science subjects. More specifically we acknowledge the achievement of Stage 2 English where all students were resulted in the A and B Bands, maintaining better than State average results in the B band.

General Maths saw a 13% growth in the A band which exceeded State average of 30.4%.

Due to the absence of 2020 NAPLAN data we have reflected on the Year 8-11 A-E Achievement data. This internal data has been collected and used for comparison for the last 3 years to develop standards for each Year level. The analysis of this data saw all cohorts performing much better than previous years to consistently reduce the numbers of students below C in every year level. The 2021 Year 11 cohort consistently performed 3% - 8% better in the A band than previous cohorts so we are looking forward to increased Stage 2 results in 2022.

# Attendance

Year level	2018	2019	2020	2021
Year 8	89.6%	89.3%	86.7%	89.0%
Year 9	87.2%	85.8%	84.8%	83.4%
Year 10	83.4%	86.7%	83.6%	81.2%
Year 11	80.7%	83.7%	83.5%	77.0%
Year 12	83.4%	84.8%	87.1%	83.6%
Secondary Other	78.8%	81.5%	85.9%	91.5%
Total	84.4%	85.7%	85.1%	83.1%

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

## Attendance comment

The school continued to use a range of strategies for improved attendance, including:

- Individual case management of students
- Increased use of the DfE Student review team through regular meetings
- Text messages, emails, letters, phone calls and parent meetings are used to follow-up non-attendance
- DayMap is used to closely monitor students' attendance, not only daily, but on a lesson by lesson basis

The Wellbeing Team increased the number of home visits to families that resulted in improved attendance of our chronic non-attenders, using a range of alternative approaches and flexible timetables.

## Behaviour support comment

Our students are actively engaged in their learning and are supported by our Wellbeing Team that uses a range of growth coaching and positive education approaches. The school has clear policies in relation to our Positive Behaviour for Learning (PB4L) approach, supported by our whole school community. Our bullying and harassment data is below the state average and is supported by our Anti Bullying approaches.

# Parent opinion survey summary

In 2021 169 families engaged with this survey compared to 162 families in 2020.

Areas that the school has displayed growth from 2020 results with percentage point growth indicated in brackets

- People are respectful (2)
- Teachers and students are respectful (5)
- Receives useful feedback (8)
- Has useful discussions (2)
- Equipped to plan pathways (3)
- Encouraged to help child learn (2)

Areas for improvement with percentage point decline indicated in brackets

- Knows the standard of work (-7)
- Has input into learning (-3)
- Has good home learning routine (-4)

In collaboration with Governing Council in 2022, the school will investigate further opportunities to create and compile materials for a portal on the school website that include:

- Setting routines for learning
- Providing appropriate workspaces
- Conversations around aspirations and expectations for learning
- Connectivity with school
- Direct support with homework
- Healthy eating
- Good sleep practice
- Regulating screentime

## Staff Opinion Survey

The following areas have been highlighted as a strength by staff:

- I would not hesitate to recommend this site to a friend seeking employment
- It would take a lot to get me to leave this site
- We have a shared understanding of our site's objectives
- I know what is expected of my role
- At our site, there are structures and processes in place to facilitate collaboration between colleagues
- Our site leaders are primarily focused on the quality of teaching and learning
- At our site, leaders actively seek feedback from staff
- At our site, we feel safe to speak up about ways in which we can improve

Areas for growth in 2022 are:

- Improved shared leadership
- Improved staff recognition
- Improved connectedness

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	19	9.6%
DE - DECEASED	1	0.5%
IL - ILLNESS	1	0.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	23	11.7%
NS - LEFT SA FOR NSW	1	0.5%
OV - LEFT SA FOR OVERSEAS	1	0.5%
PA - PARENTING/CARER	1	0.5%
PE - PAID EMPLOYMENT IN SA	24	12.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	4	2.0%
QL - LEFT SA FOR QLD	4	2.0%
SM - SEEKING EMPLOYMENT IN SA	17	8.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	28.9%
U - UNKNOWN	35	17.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	1.0%
VI - LEFT SA FOR VIC	4	2.0%
WA - LEFT SA FOR WA	3	1.5%

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

MtBHS receives reminder notices for staff who have Working With Children Check (WWCC) clearances about to expire. In addition, the school has a spread sheet which lists staff, volunteers, Governing Council members, Coaches, contractors and host families who are required to have up-to-date WWCC screenings. The on-line renewal process is commenced for individuals at least six months prior to the WWCC expiration. New requests are also applied via the on-line process.

The school pays volunteer costs. All applications are monitored and checked. All processes meet required regulations

# 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	80
Post Graduate Qualifications	43

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	54.8	0.7	23.6
Persons	0	57	2	32

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

## Financial statement

Funding Source	Amount
Grants: State	\$10,338,358
Grants: Commonwealth	\$19,773
Parent Contributions	\$395,375
Fund Raising	\$5,413
Other	\$63,090

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	Provision of additional hours for Youth Workers and Wellbeing Leader. Whole school approach to implementing Positive Education into curriculum, redesign of whole school Positive Education lessons	WEC results are now at state average, increased wellbeing support
	Improved outcomes for students with an additional language or dialect	Students with an additional language had access to literacy classes, as well as in class intervention support where appropriate and required.	Students demonstrated growth along the L&L continuum
	Inclusive Education Support Program	Leadership position developed to support students in mainstream classes and additional time provided to disability coordinator to provide support for mainstream teachers. Release time to complete/implement OnePlans	All students have an electronic OnePlan, targeted SSO support provided
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	SSO support was increased in both mainstream and disability classes. Training provided to all staff around differentiation of curriculum, mentoring provided to identified students and improved case management approaches introduced. Release time for curriculum development, with a focus on PBL and General Capacities of AC including cross curriculum priorities.	100% completion of Modified SACE, 100% completion of SACE compulsory subjects, culture of intervention developed throughout the school.
Program funding for all students	Australian Curriculum	Staff released in PLC's to implement DfE AC curriculum material and to focus on curriculum development of Year 7 into High School	AC curriculum material pilot, improved course scope and sequencing
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Funding was used to provide intervention classes in both Literacy and Numeracy for Years 8,9 & 10. These intervention classes comprise a trained special education teacher and support officer to provide targeted support.	Improved student outcomes in both Literacy and Numeracy, reflected in PAT/SACE
	Specialist school reporting (as required)	School provides mentoring and training in the area of Positive Education.	Additional schools completed training and MtBHS teachers trained
	Improved outcomes for gifted students	Not Applicable	Not Applicable

