



Clare High School

2022 annual report to the community

Clare High School Number: 773

Partnership: Mid North Clare

Signature

School principal:

Mrs Sharryn Daly

Governing council chair:

Matt Schultz

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

Clare High School is a leading academic Year 7-12 secondary school located in the Clare and Gilbert Valley, with approximately 510 students who live in Clare and its surrounding district. The school has 10 feeder schools, both public and private. Many students transition to the school from the broader district to access the wide choice of mainstream curriculum options, and our Special Education Class and Disability Unit. Clare High School enjoys strong community support, and many links are made between the two to build a strong sense of community spirit which is vital to the success of Clare High School.

Clare High School offers a Resource Centre, STEM facility, Music suite, Gymnasium, Science laboratories and Practical Technical workspaces, a dedicated Home Economics Centre, a Visual Arts and Media hub, a Hall, an Agricultural Centre, and a "healthy schools" canteen facility.

Clare High School is inclusive of the Aboriginal Education Strategy with an AET and ACEO available on site. In 2022, our Student Wellbeing Team continued to support students with a Team Around the Child team which includes utilising external agencies and supports as required.

Student Leadership opportunities are through our inclusive Student Representative Council (SRC) with strong student representation on vital decision-making committees such as the Governing Council, Fundraising, Grounds and Facilities and our Ag Science Committee.

Clare High School's Year 7 to 12 Curriculum caters for many interests and strengths of our young people and ensures that everyone can achieve success in their chosen pathway. The support of the community is vital in delivering a holistic and engaging curriculum and student access to real-life experiences. Our Agricultural Program and the Adelaide Show Team, Music program and local performances, Physical Education and Specialist Sport and our Year 9 Rite Journey and Year 10 Youth Opportunities programs are opportunities for students to engage in a broad range of experiences.

Clare High School's motto is 'To Seek a Worthy Goal', and this idea underpins our school ethos. In conjunction with this are our School Values: Respect, Inclusion, Growth.

Clare High School has a clearly defined performance and improvement agenda. There is a strong emphasis on curriculum development, student engagement and the pursuit of quality teaching and learning. We encourage strong links between parents and the school, and we use a range of communications to further enhance this partnership.

Governing Council Report

CHS, like all schools, is many things to many people but at its heart our school is broadly characterised by a diverse student body, passionate and dedicated teachers and staff, a mix of older and modern innovative building and facilities, beautiful and spacious school grounds, unique and expansive Agriculture and Viticulture facilities, wide-ranging curriculum with specialist teachers, well equipped Arts, Health & PE, Technology and STEM programs, a purposeful range of co-curricular activities and of course a supportive and energetic parent body led by the GC!

However, to achieve CHS's vision of "being a learning community that inspires, supports and challenges every learner to engage in achieving success, through fostering education, social development and wellbeing" we cannot simply admire our grounds or sprout our subject range, we must continue to work together to improve on what we have and how we educate and care for our children.

This year GC effectively targeted a number of strategic immediate and longer-term areas of improvement of the schools' facilities and learning and caring environment in conjunction with Principal Kerry Williams. The education, care and wellbeing of our children has been improved through the installation of the Blyth School Road crossing, due for final completion and signage in early 2023, overseeing the review of multiple school policies including our smart and modern new school uniform, approving and committing to the long-term financing of the new student wellbeing centre development and developing and signing off on the first ever CHS Strategic plan, that will guide how we educate and care for our children over the next three years.

Communication and promotion of the schools' activities has been improved through the approval of our new modern school logo and instalment of the schools striking new electronic sign, part funded by the profits from the school canteen, which the GC employs, oversees and sincerely thanks the staff for their hard work and dedication. The running of working bees, fund raising and promotional BBQ's, providing support at new parents' nights, attending school assemblies and being an effective conduit between parents and the school for ideas, improvements and concerns have also all been other areas where the GC has supported parents and the school in 2022.

The GC is unique in its make up compared to many school boards, in that it includes student representatives who have a vote on all motions passed through the council. I often imagine it is a daunting task for our school captains to present reports, suggest changes and work through new policies. However, I am constantly amazed and impressed at how competently and confidently they perform this role. Our SRC Captains, Amber Douglass and Alex Head lifted this involvement to a new level in 2022 by not only providing insightful feedback but leading the SRC and the school under the guidance of AP Katie Liebelt, in generating the new uniform policy and subsequent new uniform in record time – a wonderful legacy to leave the school with. The GC thanks you for your time and commitment in 2022 and wish you both, along with the graduating class of 2022 the very best in your future endeavours.

The GC has had a very close and supportive working relationship with Principal Kerry Williams in 2022 during Kerry's 12 month stint at our school. This relationship, coupled with Kerry's drive, enthusiasm and expertise has been responsible for the completion of the aforementioned improvements and upgrades this year. The GC feels very fortunate that we have had an interim principal with the dedication and commitment that Kerry brought to the school and we thank her sincerely for her leadership. We wish Kerry the very best in her future leadership ambitions and roles.

I also sincerely thank all members of the GC for their hard work and commitment to CHS in 2022. In particular I acknowledge the tireless support and efficient organisational skills from Trish Byerlee as secretary and the high level of professionalism, accountability and due diligence that Matt Schultz has provided as Treasurer. Parent representatives Lucy Stringer, Ingrid Smith, Mandy Drew, Carlee Daley and community representative Sarah Stoddart all represented the GC on various sub-committees and policy reviews and are gratefully acknowledged for their support and input along with teacher representatives Jacob Hayes and Belinda Stringer.

As we move into 2023, with increased competition for high school enrolments in Clare, we look back positively on our achievements of 2022 knowing that they have laid a solid foundation for future success, but also knowing that we must keep on improving what we have and how we do it, to ensure CHS remains at the forefront of progressive and modern education and care of our children.

We look forward to working with all staff, students and parents again in 2023 to help achieve this.

Thankyou

Larn McMurray

CHS GC Chairperson

Quality improvement planning

2022 – 2024 School Improvement Plan for Clare High School

In 2022 there was a decrease in Year 7 Reading outcomes with 14% of Year 7s achieving in the higher band and 13% of Year 9s achieving in the higher band. In Year 7, 72% of students met the SEA and in Year 9, 63% of students met the SEA. Due to the declines in reading achievement; CHS will be changing its school improvement plan in 2023, to a focus on reading, to improve the reading outcomes for students.

In 2022 there was a decrease in Year 7 Numeracy with 63% achieving SEA and in Year 9 Numeracy 75% achieved SEA. The school improvement plan in 2023 will be refined to ensure a narrow and deep focus with the mathematics teachers reviewing data and implementing explicit teaching strategies.

Retention of both year 7 and year 9 students in the High Bands is a priority and a whole school focus on Quality Pedagogy and explicit teaching of Literacy and Numeracy skills for years 7 to 12 remains a priority at Clare High School in 2023.

In 2022 there were 24 students who participated in VET programs, 14 of these students were enrolled in a Student Based Apprenticeship, 10 Students used their training to help complete their SACE. Many used these courses to obtain Stage 2 Credits to achieve their SACE. Three Year 12's failed to obtain their SACE in 2022.

Certificate courses undertaken by our students include:

Cert II in: Hairdressing, Construction Pathways and Automotive Servicing Technology.

Cert III in: Agriculture, Rural Operations, Carpentry and Joinery, Heavy Commercial Mechanical Technology, Light Vehicle Mechanical Technology, Engineering, Dental Assisting, Commercial Cookery, Early Childhood Education, Education Support (SSO), and Digital Media and Technology.

NTO's that have provided these courses include: TAFE, MADEC, RST, PEER, CEG, Australian Childcare and Career Options, Institute of Food Processing and the Academy of Interactive Entertainment P/L.

There are increasing numbers of Stage 1 and Stage 2 students who are looking for Trade Training and Employment Pathways rather than the traditional University Pathway. The Clare community is fortunate in the range and increasing number of trade opportunities available to our students. This shift in student interest and skill sets is influencing curriculum development and innovation at Clare High School at a whole school and curriculum level.

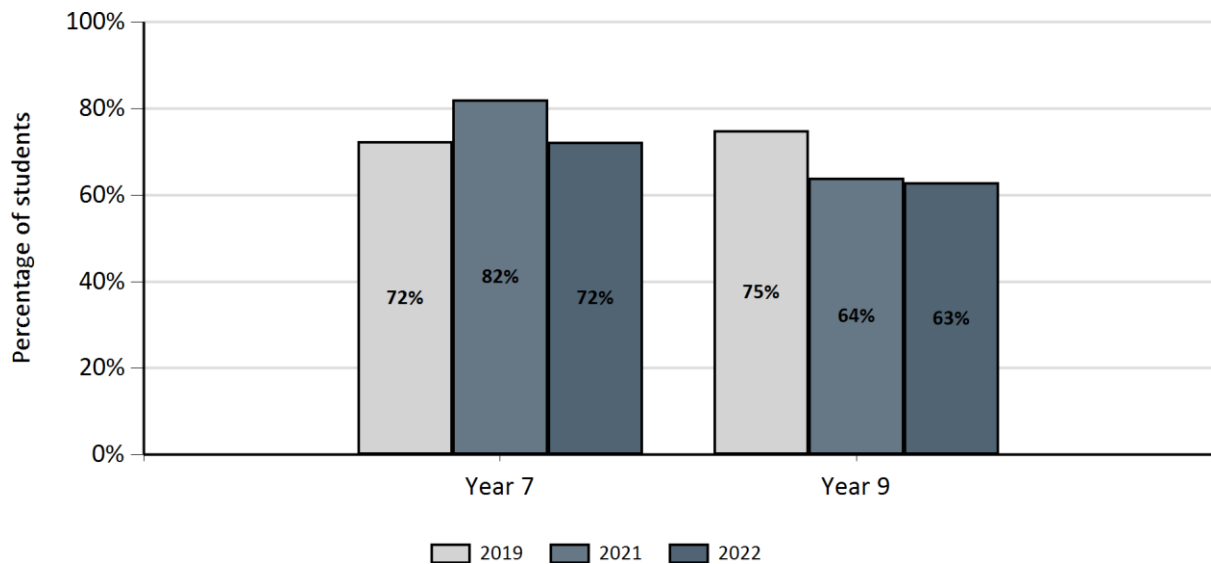
So far this year meetings between various NGO's (RST, TAFE, MADEC), alliance leaders and local businesses (WSB Distributors, Kirribilly Viticulture, The Uppside, and various wineries and local mechanical businesses) have taken place with the intention of creating new courses and employment opportunities for our young people.

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

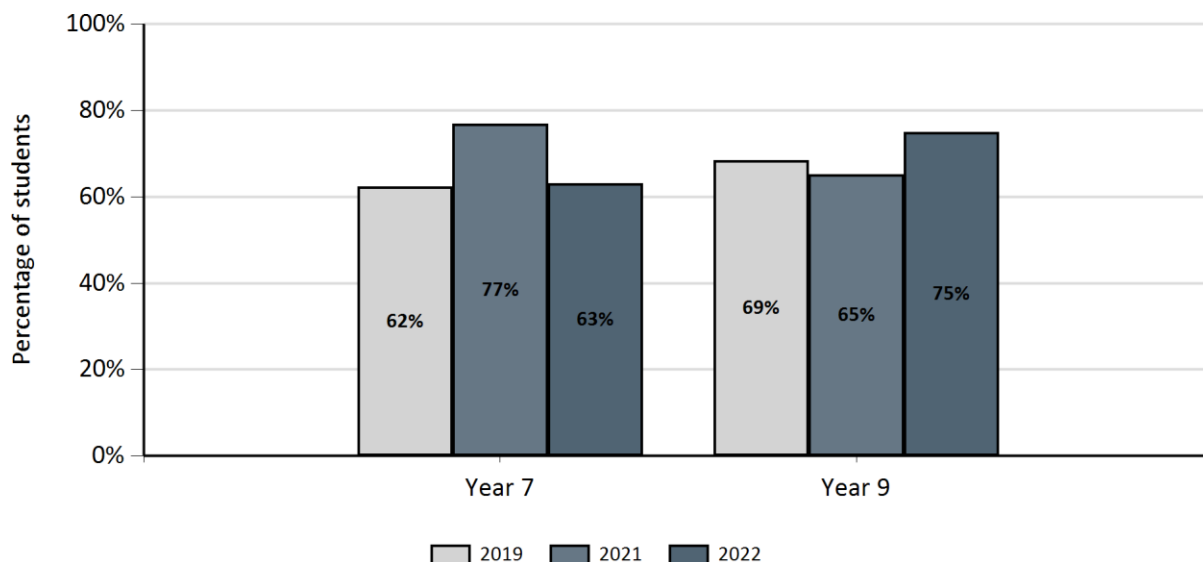


*NOTE: No NAPLAN testing was conducted in 2020.

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	65	65	9	14	14%	22%
Year 07 2021-2022 Average	71.5	71.5	16.0	13.5	22%	19%
Year 09 2022	108	108	14	16	13%	15%
Year 09 2021-2022 Average	98.5	98.5	15.0	15.5	15%	16%

*NOTE: No NAPLAN testing was conducted in 2020.

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

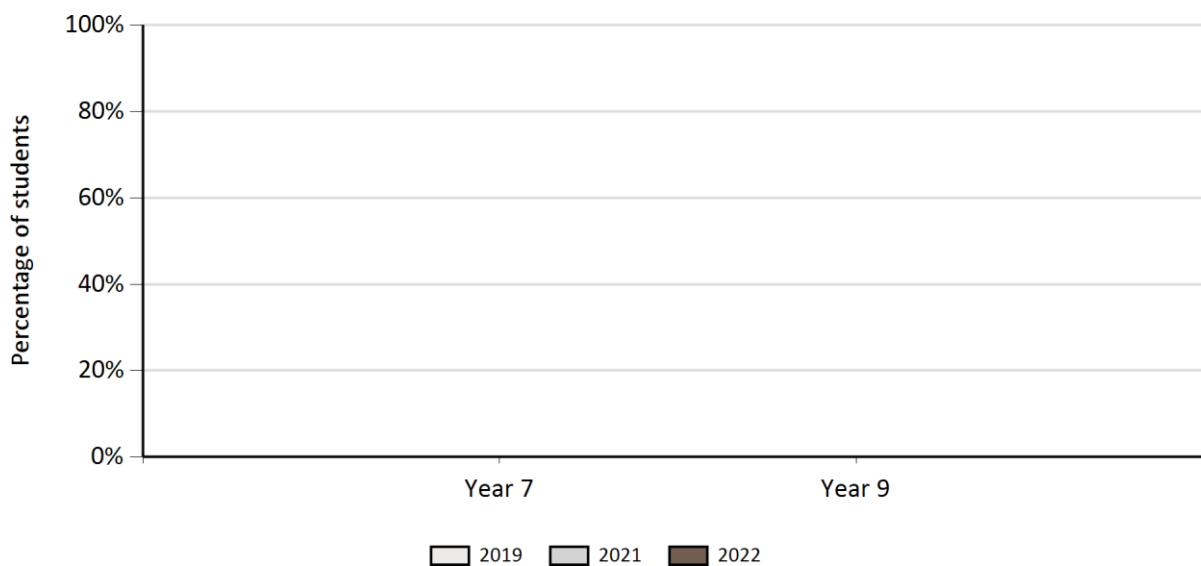
[^]includes absent and withdrawn students.

*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



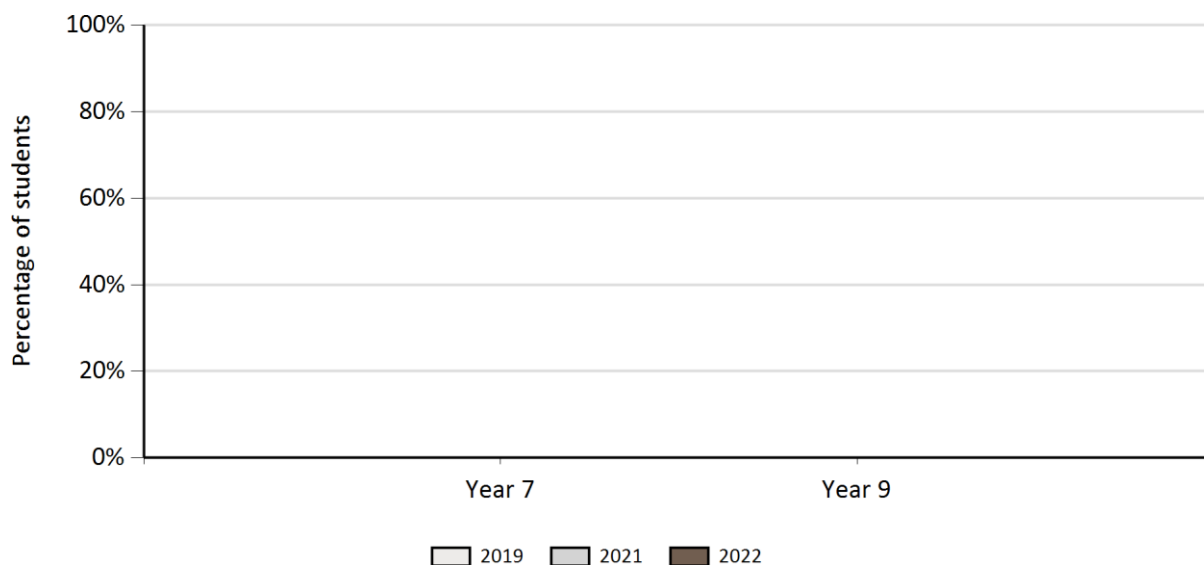
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

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

- AET established breakout groups with Year 7, 8, 9 and 10 students to work on improving literacy and achieving a higher-grade band.
- Reviewing and embedding One Plans with literacy and numeracy goals for each student.
 - Aboriginal Learners identified how they learn best which was documented and shared with teachers to better know their students and improve pedagogical practice.
 - At SACE level, teacher intervention support was provided with targeted literacy and numeracy and work completion goals in place to ensure Aboriginal Learners achieved maximum outcomes.

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

- Increased confidence and understanding in literacy and numeracy concepts being taught for individual students.
- Achievement of higher-grade bands in literacy and numeracy for individual students.
- Improved tracking of SACE students with SACE pattern and career pathway monitored and reassessed.
- All students provided access to devices which led to their ability to use ICT strategies to improve their literacy and numeracy.
- Students developed their learner profiles which provided teachers which an improved understanding of how they learn best.
- SACE achievement and traineeship for individual students.

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
92%	93%	94%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	1%	2%	1%
A	3%	4%	11%	9%
A-	10%	14%	9%	13%
B+	15%	16%	12%	11%
B	17%	14%	15%	16%
B-	15%	14%	16%	10%
C+	15%	8%	9%	13%
C	9%	16%	10%	14%
C-	6%	5%	10%	5%
D+	4%	1%	2%	3%
D	1%	3%	2%	1%
D-	1%	0%	0%	2%
E+	0%	0%	1%	1%
E	1%	1%	0%	0%
E-	0%	2%	0%	1%
SACE Not Completed (Modified SACE)	1%	1%	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
91%	98%	89%	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.

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	30%	23%	20%	28%
Percentage of year 12 students undertaking vocational training or trade training	13%	11%	4%	6%

School performance comment

In 2022 there was a decrease in Year 7 Reading outcomes with 14% of Year 7s achieving in the higher band and 13% of Year 9s achieving in the higher band. In Year 7, 72% of students met the SEA and in Year 9, 63% of students met the SEA. Due to the declines in reading achievement; CHS will be changing its school improvement plan in 2023, to a focus on reading, to improve the reading outcomes for students.

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Retention of both year 7 and year 9 students in the High Bands is a priority and a whole school focus on Quality Pedagogy and explicit teaching of Literacy and Numeracy skills for years 7 to 12 remains a priority at Clare High School in 2023.

The percentage of potential SACE completers from the October enrolments is 96% and February enrolments is 94% in 2022. There were 23% A Grades and 37% B Grades achieved at Stage 2. There were 2% fail grades.

In 2022 there were 24 students who participated in VET programs, 14 of these students were enrolled in a Student Based Apprenticeship, 10 Students used their training to help complete their SACE, with 14 of these students being a Year 12 student who successfully completed a Certificate 2 or 3 course.

Certificate courses undertaken by our students include:

Cert II in: Hairdressing, Construction Pathways, Kitchen Operations, Automotive Servicing Technology and Retail.
 Cert III in: Rural Operations, Plumbing, Carpentry and Joinery, Heavy Commercial Mechanical Technology, Engineering, Agriculture, Dental Assisting, Commercial Cookery, Early Childhood Education, Education Support (SSO), Plumbing, Electrotech, Irrigation Technology, Meat Processing (Butcher), Equine Horsemanship and Digital Media and Technology. NTO's that have provided these courses include: TAFE, MADEC, RST, PEER, CEG, Australian Childcare and Career Options, Institute of Food Processing, Irrigation Australia, Academy of Interactive Entertainment P/L and the Australian Equine Institute.

There are increasing numbers of stage 2 students who are looking for Trade Training and Employment Pathways rather than the traditional University Pathway. The Clare community is fortunate in the range and increasing number of trade opportunities available to our students. This shift in student interest and skill sets is influencing curriculum development and innovation in 2023.

So far this year meetings between various NGO's (RST, TAFE, MADEC), alliance leaders and local businesses (WSB Distributors, Kirribilly Viticulture, The Uppside, and various wineries and local mechanical businesses) have taken place with the intention of creating new courses and employment opportunities for our young people.

Clare High School had 3 young people successfully complete their Modified SACE. That is 100% completion rate.

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	94.1%	95.9%	90.3%	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	80.9%	72.2%	54.5%	N/A
Year 7	87.7%	88.1%	91.8%	84.3%
Primary Other	82.1%	N/A	60.2%	N/A
Year 8	90.9%	84.2%	88.7%	82.3%
Year 9	89.9%	84.7%	84.2%	82.5%
Year 10	91.0%	84.0%	85.0%	72.6%
Year 11	89.8%	84.3%	82.5%	82.3%
Year 12	86.5%	87.3%	86.6%	83.0%
Secondary Other	88.5%	81.1%	76.5%	69.9%
Total	89.4%	85.2%	86.1%	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 attendance policy at Clare High School was being reviewed in 2022, to align with the DfE Attendance Policy. Over the past few years' attendance levels have decreased and there have been a number of students disengaged with their learning and increased wellbeing issues which has impacted on attendance. The school has supported students to access their education by providing opportunity for part time programs and access to wellbeing support. In 2022 Chronic non-attendance has risen from 15% to 25% and Habitual non-attendance from 22% to 37%. There are clear, consistent processes in place ensuring that all teachers are responsible for following up student absence. Daymap is used to mark class rolls and contact is made if a student is absent. This is done via SMS message, email and/or phone call. Our Wellbeing leader follows up habitual and chronic non-attendance and year level coordinators and senior leadership support a range of engagement strategies.

Behaviour support comment

There was a consistent whole school approach to zero tolerance of violence and bullying. There was a 14% decrease in internal suspensions, but a 8% increase in external suspensions. SMB incidents for violence have decreased dramatically in the last 3 years with minimal incidents in 2022 (1% of all SBM incidents across the year). There were 3 exclusions in 2022. Persistent and Wilful Indifference and Threatening Good order accounts for 75% of SBM incidents at CHS. All staff work together with the students, their parents/caregivers to ensure restorative practice, relevant consequences as per the SBM policy and to ensure all students feel safe and supported. Creation of a Yr. 10 Alternative RC for 2022 was implemented.

Parent opinion survey summary

Parent satisfaction with the school has seen ongoing improvement. The overall improvements in the number of agree responses are attributed to a range of initiatives including: regular communication with parents via Day Map, SMS, Facebook, and a greater focus on individual student engagement and resiliency, clear and accessible policies, clear and well publicised School directions and ongoing facilitation of our communications strategy. It was also evident via parent comments that our communication processes were further refined throughout the COVID lockdowns which have now been adopted by the school in all parent communication.

Parents again, highlighted “that respectful relationship” between staff and students were evident. Parents also possessed clarity as to what is expected of their child at school.

Our student wellbeing and engagement survey reflected students feeling strongly connected to the school particularly with their teachers as well as with their peers. It was pleasing to note that the students believed that all forms of bullying had substantially reduced in comparison to previous survey results.

Staff have been surveyed in a variety of forums as the school begins to refocus and realign itself to ensure clarity of direction as well as improving conditions for learning. The Site's perspectives survey highlighted a variety of perceived issues as it related to Leadership, decision making, communication, and change and will form part of the overall improvement agenda for the school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	15.2%
NS - LEFT SA FOR NSW	1	3.0%
PE - PAID EMPLOYMENT IN SA	6	18.2%
QL - LEFT SA FOR QLD	2	6.1%
SM - SEEKING EMPLOYMENT IN SA	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	48.5%
VI - LEFT SA FOR VIC	1	3.0%
WA - LEFT SA FOR WA	1	3.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff have the mandatory RRHAN-EC and WWCC. Volunteers working at the site are required to comply with the Department expectations to complete these mandatory requirements and documents are stored securely onsite.

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	72
Post Graduate Qualifications	26

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	41.7	0.0	13.4
Persons	0	47	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$7,576,374
Grants: Commonwealth	\$0
Parent Contributions	\$170,228
Fund Raising	\$14,067
Other	\$90,317

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	The site funded a SSO3 Youth Worker to support student wellbeing. CHS offered a range of school funded programs: Girl's groups, Art Therapy, Social & Emotional Support.	Improved student engagement with the school, student wellbeing and attendance.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Employment of 1.6 FTE teacher, 1.0FTE Band BI Coordinator, SSO support in the Special Class and Disability Unit. Employment of SSO support in the mainstream for identified IESP students. Running of QuickSmart program.	Improved literacy and numeracy skills of students, modified SACE completion.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Supports students in attending Camps and Excursions. Helps cover transport costs, entrance fees and the delivery of performances outside the city area. Employment of a 0.2 AET at CHS and an ACEO across the Partnership. Involvement of Indigenous students in cultural activities and visits. Support of Indigenous families and education of staff, students and families of CHS in developing cultural competencies. Students involved in development of Indigenous artwork on school uniform and cultural ceremonies.	Students in regional areas are not disadvantaged and are able to access high quality programs, activities and performances.
Program funding for all students	Australian Curriculum	In 2022 we released Curriculum leaders to work with the LET Curriculum Lead and to lead curriculum planning with their team. The curriculum leaders lead the curriculum SFD and implemented DfE units and developed CHS units of work across all learning areas.	Year 7-10 overview and curriculum units of work implemented across all learning areas.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Supports alternative pathway programs and curriculum that is directly related to community focus. E.g. Agriculture program, Viticulture, construction. Allows CHS curriculum to meet the needs and interests of students.	Improved student engagement and supports improved attendance.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

