

The Heights School and The Heights Preschool

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

The Heights School Number: 1430

The Heights Child Parent Centre Number: 1600

Partnership: Golden Way

Name of School Principal:

Nigel Gill

Name of Governing Council Chair:

Jim Rouse

Date of Endorsement:

Site Context and Highlights

The Heights school is a P-12 school. Since 2013 the school has also supported the DECD to deliver the Autism Intervention Program from middle primary to upper middle school. The school is a diverse community with ICSEA score of 1002 and a distribution of 16% in the top quarter, and 55% in the lower half. In 2016 2.26% of students were ATSI and 10.33% SWD, and approximately 20+% EALD. The school enrolment is on a three year increasing trend with 1152 students in 2016 and approximately 1247 P-12 at the start of 2017.

Highlights for 2016 were the best SACE results since new SACE for the school with 9 students achieving ATARs above 90 and 96.92% completing their SACE, higher than the DECD average for the first time.

Results in NAPLAN are on a 3 year improving trend in year 7 and 9. At year 9 the Heights school ranked 66 out of 147 secondary schools across South Australia including public and private schools. Higher Band retention in 2016 for year 9 was significantly higher than the DECD average and in reading 38% were in the upper progress group compared to 25% DECD.

Governing Council Report

The parent members of the Governing Council were elected at the AGM in term one. The Governing Council is constituted of 23 members: the principal, three school staff members (representing the junior, middle and senior school), 2 students (elected by the SRC), community members, and 13 parents. Nomination of Office Bearers proceeded as per the Constitution.

The following subcommittees were established:

- Financial Advisory Committee (FAC)
- o Uniform and OSHC committees reporting to FAC
- Grounds and Facilities
- Monitoring and Review

Governing Council meetings were convened twice per term. The following significant events occurred during the year:

- Our new Principal Mr Nigel Gill was welcomed to the school.
- The OSHC continues to provide an excellent service for our families and remains self-funding.
- The school had a successful polling process for the complete school (Primary and High), which will allow the school leadership to fund better curriculum outcomes for our children.
- Data collection and measurement of student academic performance continues. These processes will allow supervising teachers to identify students who are not reaching their potential and put intervention mechanisms into place to get them back on track before they fall too far behind.
- SACE results for 2016 at the A and B level were outstanding.

Overall 2016 was a very good year for The Heights School. Infrastructure continues to be improved. The business and financial processes are robust and well managed. The successful polling process underwrites the confidence of the parents in the school leadership. IT funding and management and the increasing utility costs will continue to be a budgetary challenge into the future.

Our Preschool community shared many wonderful experiences throughout 2016. Staff enjoyed educating and being with the unique and vibrant cohort of children who spent the year at our preschool.

Building a strong sense of identity and connection is integral to children's learning journey so we embraced lots of opportunities to engage with The Heights environment. Our learning around recycling was supported by visits to the Kitchen Garden, where we recycled our food scraps by feeding the chickens and investigating the changing cycles of growth in the garden.

Quality Improvement Planning (Preschool)

2016 funding spent to improve literacy and numeracy included Partnership professional learning specifically for the Preschool Literacy and Numeracy Indicators. All teachers attended these and other Primary Math Association workshops so that we could implement new learning in the preschool program.

Children with a diagnosed disability or other non-diagnosed learning difficulties were supported by all preschool staff. Children with allocated DECD funding were supported with an NEP and a specific Early Childhood Worker (SSO) to work with them for all of the time allocated to them.

Any children who were observed by staff with additional language needs or were told by families on enrollment were given time with a bi-lingual assistance who supported the teachers and the children. All DECD Bi-lingual funds were spent to employ a Korean and Punjabi speakers with specific experience working with young children.

Improvement priorities for 2017:

Quality Area 1: Educational program and practice

Now there are 4 teachers who are highly experienced we will continue refining and developing documentation strategies involving all staff and target manageable processes within our daily time constraints to support the children's learning. Encouraging children to explore project based learning to further their personal learning journey and to support educators professional learning. Work with partnership colleagues to share best practice to ensure intentional teaching is reaching all children. Development of a learning data sharing process to link with the school for Numeracy and literacy indicators.

Quality Area 2: Children's health and safety

Ensuring hazard checklists are completed each morning.

Quality Area 3: Physical environment

Encourage children to explore ways of being environmentally responsible in the broader community. Children do not have a current understanding of water conservation, recycling, composting or energy saving practices. The development of a new mud kitchen will enhance the children's outdoor role play. Sand pit is currently too shallow and is unable to be covered during play. Investigate alternatives to create a more inviting play space.

Quality Area 4:

Staff need to develop sharing and collaboration strategies for sharing professional learning and development that each staff member attends.

Quality Area 5: Relationships with children

We would like to work more collaboratively with the school, building relationships between the Reception teachers and students as well as other staff in the school such as librarians, PE, administration staff and kitchen garden staff.

Quality Area 6: Collaborative partnerships with families and communities

We wish to engage parents in their children's learning by encouraging them to talk to the children about preschool, talk to staff about learning they see at home and talk to staff about extending, participating in and responding to children's learning. Our current 'library' is out of date and families are unaware and unable to access information from it. Embed the use of ISS support services and wellbeing support worker.



Improvement Planning and Outcomes (School)

In 2016 the newly appointed principal began his tenure at The Heights School. In term1 the school through the executive leadership team established its next 1-2 year School improvement plan. Due to the DECD external school review occurring at the end of term1 2016, the initial implementation of the SIP began with staff in term2. This provided an opportunity for collaboration and feedback by staff into the process during term1.

Following the review of 2015 and using External school reports and review, the school developed the following priorities

SIP Priorities 2016

Area	Action/Strategy	Target
Teaching and Learning	Develop a culture to continue to improve pedagogy by supporting and valuing: Professional development conversations Observations of practice Feedback Staff know students and where they are in their learning and there is evidence of: Differentiation by teachers High levels of engagement in learning by students.	90% of staff teachers are at level 3 or higher on the CPC.
Literacy and Numeracy	Incorporate the "Results Plus" Numeracy & Literacy Improvement Strategy P-12 Whole staff approach to tracking Numeracy and Literacy skill learning progress. Embedded use of the PAT resource center to overcome barriers to learning. A range of intervention programs to support Student learning needs are identified, developed and reviewed. Meet literacy and numeracy learning requirements in task design to ensure students know how to present their work at a high grade standard.	Running Records 85% at Yr1 (band 15-20) 85% at Yr2 (band 21-26) 100% at Yr3 (band 27-30) Almost all students can demonstrate a year's growth or greater for a year of instruction 80%> Retention of students in high bands across Yr3,5,7,9 NAPLAN 95% > SACE completion Increase: A Grades > 20% Yr 12 B Grades > 57% Yr12 C Grades > 95% Yr 12

In 2016 the school exceeding all SACE targets. Running records at year 2 showed improvement on the previous 2 years, attributed to the impact of intervention programs that focus on decoding and phonological awareness. Retention of HB students was above at or above DECD average for all year groups except Yr 3-5. Leadership appointments, and 2017 priorities aim to address issues in year 3 and 5 to improve literacy and numeracy outcomes.

2017 SIP

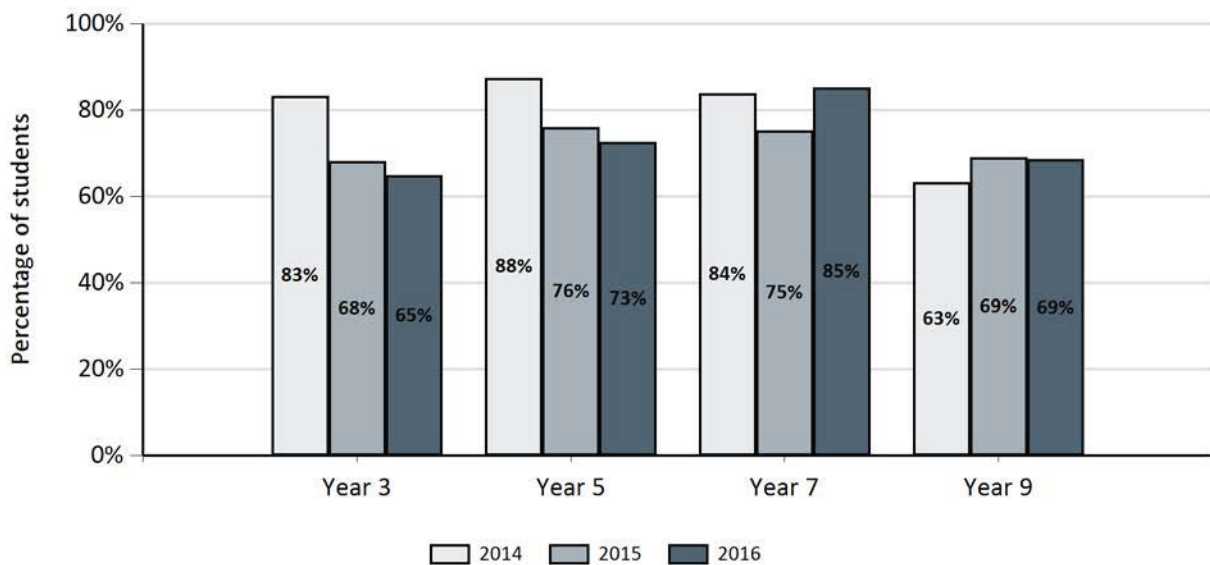
Area	Action/Strategy	Targets
Literacy And Numeracy	Embed P-12 Numeracy Focus to raise achievement. Establish an P-12 Literacy Focus with an emphasis on writing to raise achievement. Provide professional learning to equip staff with strategies and support to improve student writing.	Students at or above DECD SEA at time of testing. Retention of high band achievement Year 3 to 5 70%>. Meet state average for A+ grade and continue to increase A/B grade percentage. 100% SACE completion 97%> C grade or above
Curriculum And Pedagogy	Staff to further develop teaching and learning practices to realise learning opportunities provided by new learning spaces. Teachers to consolidate the use of learning intentions, designing tasks to enable students to achieve high grade bands and increasing the range of feedback strategies. Build capacity of staff and students to enhance relationships to secure wellbeing for achievement.	Increase in student engagement in collaborative learning. PDR focus on learning intentions and task design to move staff from developing to embedded. Curriculum areas develop common feedback approaches. Improved MDI teacher/student relationship data & implement an achievement conversation process. 95% > attendance

Performance Summary

NAPLAN Proficiency

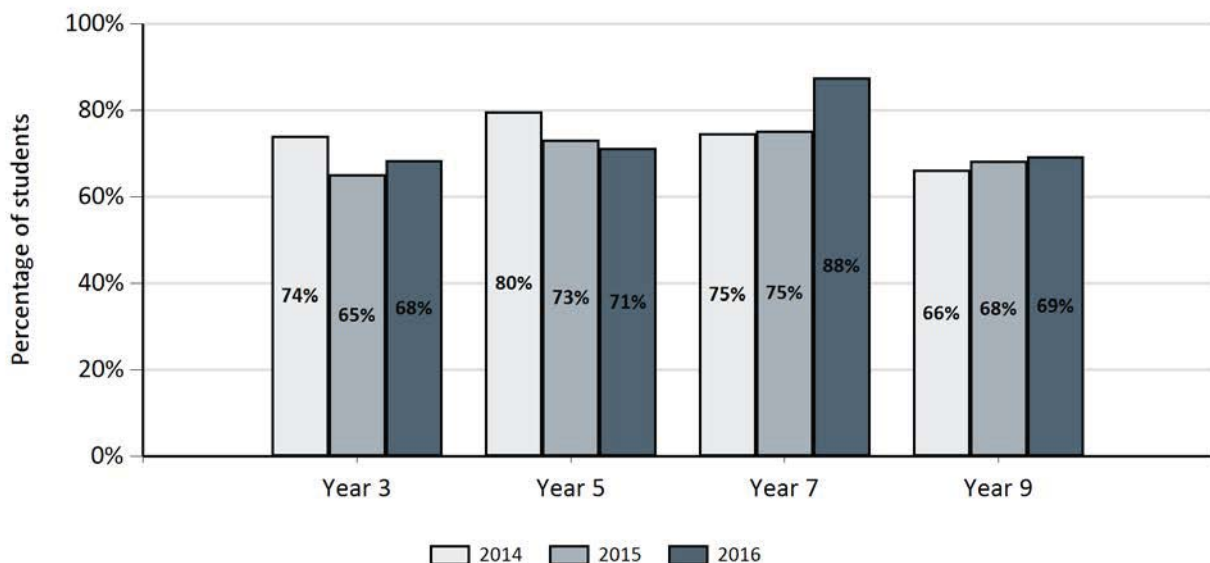
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	23%	33%	19%	25%
Middle progress group	45%	49%	44%	50%
Upper progress group	32%	18%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	28%	38%	25%	25%
Middle progress group	50%	46%	50%	50%
Upper progress group	22%	15%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 3 2016	57	57	19	8	33%	14%
Year 3 2014-16 Average	60.0	60.0	20.7	14.0	34%	23%
Year 5 2016	73	73	21	15	29%	21%
Year 5 2014-16 Average	69.3	69.3	20.7	17.0	30%	25%
Year 7 2016	81	81	17	20	21%	25%
Year 7 2014-16 Average	81.7	81.7	21.3	19.7	26%	24%
Year 9 2016	137	137	34	33	25%	24%
Year 9 2014-16 Average	138.3	138.3	29.7	26.0	21%	19%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
93%	93%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	0%	0.61%
A	4%	3%	9.73%
A-	9%	6%	10.94%
B+	13%	12%	10.30
B	11%	14%	17.63%
B-	18%	16%	14.29%
C+	14%	18%	16.11%
C	14%	17%	10.03%
C-	9%	7%	6.69%
D+	2%	3%	1.22%
D	2%	1%	1.22%
D-	2%	2%	0.91%
E+	0%	0%	0.3%
E	0%	0%	0.3%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
91%	92%	96.92%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	0%	3.06%	5.57%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	22.54	35.29	26.98

School Performance Comment

The Heights school has demonstrated a 3 year improving trend in all SACE performance measures. In the past three years the school has set aspirational improvement targets with particular focus on higher grade band achievement while also ensuring that students are on the appropriate curriculum pathway for their futures that reflect their academic potential.

At the Heights all students are individually tracked and monitored throughout their schooling. Teachers across the curriculum work together to ensure task design matches the students and stretches students to achieve the highest grade boundaries. For the third year running improved process for subject counseling has meant that more students studying VET pathways are gaining certification and also achieving their SACE.

In 2016 external examined subjects ran a PLC to close the gap between the school assessed and external 30% grade. This had a positive impact at the A/B grade boundaries, at A + teachers still need to examine their tasks and teaching practices to reach the highest of the available grades.

Following the review of 2015 NAPLAN data year 3 and 5 data reflects a declining trend in Numeracy performance at SEA and HB level. These issues are traced back to running records for these cohorts and cas. Significant training has been undertaken to address this performance issue. The impact of these actions will see improved performance in the 2017 yr 3 and 5 NAPLAN results, especially at the higher bands achievement and retention.

In 2017 Teachers will be supported in achieving more A+ grades, while also maintaining and exceeding the percentage of A grade through a whole school PLC on Literacy for learning. The aim is to improve the academic writing of students to not only improve the results for students at SACE but to establish a culture that values academic writing so we can close the achievement gap currently reflected in NAPLAN reading and writing. Teams of teachers in the primary and middle school are enacting team developed action plans to address numeracy and literacy issues drilling down to the individual student level.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	87.5%	87.8%	85.4%	88.4%
2015 Centre	89.4%	88.0%	87.0%	86.8%
2016 Centre	89.2%	87.9%	86.4%	N/A
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	93.7%	90.2%	91.3%
Year 1	94.0%	93.8%	92.3%
Year 2	92.8%	93.2%	93.8%
Year 3	92.7%	92.4%	92.1%
Year 4	90.1%	92.9%	93.6%
Year 5	93.5%	92.7%	93.0%
Year 6	92.2%	93.8%	91.8%
Year 7	92.9%	93.9%	92.8%
Primary Other		79.5%	87.0%
Year 8	91.6%	93.1%	92.7%
Year 9	90.8%	89.3%	91.1%
Year 10	90.0%	89.7%	88.7%
Year 11	89.6%	89.0%	91.1%
Year 12	88.2%	90.6%	90.9%
Secondary Other	100.0%	85.1%	87.9%
Total	91.2%	91.2%	91.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance reflects a 3 year improving trend. With daily text messages and weekly phone call follow up, students are actively tracked through attendance watch lists set up by home group and followed by year level managers. Referral process through students intervention teams inclusive of the newly appointed DECD wellbeing worker we have a targeted approach to engage the most disengaged families to our school. The transition point to senior school, year 10 is an area of focus for 2017. Where the school will examine retention of students from PLP completion and destination data to address why attendance levels decrease and students at year 10.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	40	41	41	43
2015	47	50	54	53
2016	65	66	66	66

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrollments remained constant at 66 children over the year. The preschool has 2 sessions; with each distinct group having 33 children.

The preschool had many families return to us with the younger siblings being eligible to enroll in 2016.

All of the children were good attenders, with the majority of our absences were due to illness, holidaying with family and some children not accessing their half day on the Monday. Lateness was rarely an issue. Families were diligent in letting the preschool know if their children were going to be absent.

Attendance days for the children will change in 2017 from Tuesday and Thursday all day and Wednesday and Friday all day to 2 consecutive days for each group.

Behaviour Management Comment

R-5 in 2016 the Heights School managed several students with significant behavior challenges in the mainstream. Significant case management occurred around these students, well in excess of funding of the funding received for them.

Despite this two students were excluded from school, one has returned and reintegrated back into the school. Others now access external school programs or have moved to their local zoned primary school.

The number of students with challenging behaviour is manageable. 45 suspension were recorded in 2016 with 33 students being suspended. Achievement conversations linking wellbeing to achievement will aim to address both under achievement and disengagement of students in 2017.

Client Opinion Summary

Not undertaken in 2016

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
1430 - The Heights School	84.9%	93.9%	95.3%
1847 - Keithcot Farm Primary School	0.0%	0.0%	1.6%
8004 - Crossways Lutheran School	0.0%	0.0%	1.6%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	2.0%	1.6%
8027 - Pedare Christian College:Junior Sch	3.0%	0.0%	0.0%
8033 - St Columba College	0.0%	2.0%	0.0%
8090 - Walford Anglican School for Girls	3.0%	0.0%	0.0%
8210 - Christian Brothers' College - Senior	3.0%	0.0%	0.0%
8439 - Tyndale Christian School	0.0%	2.0%	0.0%
9115 - Prescott Primary Northern	6.1%	0.0%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	7	3.1%
Interstate/Overseas	12	5.4%
Other	3	1.3%
Seeking Employment	19	8.5%
Tertiary/TAFE/Training	94	42.2%
Transfer to Non-Govt School	13	5.8%
Transfer to SA Govt School	69	30.9%
Unknown	6	2.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

The Heights has continued its trend in securing future pathways for 90% of its students. Increasing enrolment and completion of Certificate II courses and the use of VET to support SACE completion has also supported an increasing trend of students being accepted into and continuing in school based apprenticeships. Students moving interstate is in the normal range. Students moving to other secondary schools is being addressed through the school SIP to build reputation so that numbers build at year 12 as to offer a broader offer at stage 2, with a key focus on improving outcomes in the STEM based subjects.

DECD Relevant History Screening

All visitors and volunteers are screened following DECD guidelines and policies. The screening and preparation of our volunteers is seen as best practice and ensure all requirements by DECD are followed.

Last year 150 volunteers supported the school and all are trained through mandatory notification training.

Teacher Qualifications 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	146
Post Graduate Qualifications	41

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	78.0	1.0	30.6
Persons	0	84	1	43

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$89502
Grants: Commonwealth	\$23181
Parent Contributions	\$416878
Fund Raising	\$17425
Other	\$27868

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Pre-school staff worked with the partnership to develop a consistent approach to the literacy and numeracy scale.	All students reported against the indicators, information passed onto the reception area
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Children with a diagnosed disability or other non-diagnosed learning difficulties were supported by all preschool staff. Children with allocated DECD funding were supported with an NEP and a specific Early Childhood Worker (SSO) to work with them for all of the time allocated to them.	All children transitioning to school were supported with family/school/support services specific meetings
Improved outcomes for children with additional language or dialect	Any children who were observed by staff with additional language needs or were told by families on enrolment were given time with a bi-lingual assistance who supported the teachers and the children. All DECD Bi-lingual funds were spent to employ a Korean and Punjabi speakers with specific experience working with young children.	The bi-lingual workers reported that the children they worked with had improved their spoken English and were much more aware of preschool routines and practices.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	<p>Improved Behaviour Management and Engagement</p> <p>Improved Outcomes for Students with an Additional Language or Dialect</p> <p>Improved Outcomes for Students with Disabilities</p>	<p>Release time for year team leaders in the middle and senior sections of the school enabled release time for these staff to follow up year level attendance issues, case manage individuals.</p> <p>ESL "How language works " classes for year 6-10 students and SACE ESL is offered for eligible students using the language and literacy levels. 0.8 teacher time for delivery has been used Yr 6-12.</p> <p>Interventions and supports in class reflect closing achievement gap from primary through to secondary.</p>	<p>91.5% attendance with only 1 year level below 90%. Highest attendance in 4 yrs.</p> <p>ESL SACE 2 100% pass, 66% B grade or better. 8/9 SACE completion.</p> <p>NAPLAN data. Gaps between NEP and Non NEP closed by SACE.</p>
Targeted Funding for Groups of Students	<p>Improved Outcomes for</p> <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy <p>First Language Maintenance & Development</p> <p>Students taking Alternative Pathways</p> <p>Students with Learning Difficulties</p> <p>Grant</p>	<p>Results Plus: we focused on tracking the progress of every learner, training staff in the use of the PAT resource center, establishing and embedding lesson agreements, and developed a R-9 reading and numeracy intervention program.</p> <p>Learning difficulties funding was used to support Multi-lit, read up and Quick Smart intervention programs .</p> <p>National curriculum funding was used to support the development of scope and sequences across the curriculum, provide release for staff to train teachers in task design.</p>	<p>3 yr improving trend in Writing, Numeracy Yr 7 and 9. Reading yr 9.</p> <p>All students who attended and were retested exceeded annual growth score for num/lit.</p>
Program Funding for all Students	<p>Australian Curriculum</p>	<p>N/A</p>	
Other Discretionary Funding	<p>Aboriginal Languages Programs Initiatives</p> <p>Better Schools Funding</p> <p>Specialist School Reporting (as required)</p> <p>Improved Outcomes for Gifted Students</p> <p>Primary School Counsellor (if applicable)</p>	<p>Used to support reading and numeracy interventions programs across the school. Quick SMART</p> <p>N/A</p> <p>Termly tracking and monitoring of gifted students across the year, using data to inform intervention</p>	<p>Rapid student growth for those involved. Gaps closing.</p> <p>10 Students above 90 ATAR, 21% of all grades A grade.</p>

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.