



Ocean View P-12 College

2021 annual report to the community

Ocean View P-12 College Number: 0908

Partnership: Le Fevre Peninsula

Signature

School principal:

Mr Chris Brandwood

Governing council chair:

Franco Boschiero

Date of endorsement:

2 February 2022



Government
of South Australia

Department for Education

Context and highlights

Ocean View College B-12 is a coeducational, comprehensive state government site comprised of a Children's Centre, Primary Years, Middle Years, Senior years and an "off-site" further education facility, Harbor View Campus, (located in the heart of Port Adelaide). The College is situated on the sea-front, has extensive grounds and a variety of teaching contemporary facilities. Frontage to Lady Gowrie Drive provides enviable views to the gulf and ready access to the marine environment for our sailing program, environmental Science activities and beach/water sports. Ocean View B-12 College is classified as Category 2 on the Department for Education Index of Educational Disadvantage. The school population includes 22% Aboriginal students, 11% students with disabilities, 13% students with Non-English Speaking background and 42% of families eligible for School Card assistance. Ocean View B-12 College Children's Centre is designed as a fully integrated programme for Preschool, Early Entry, Occasional Care and Parenting Support. The Children's Centre has a student enrolment of 30, and several students who receive additional support. Forty percent of families receive Child Care Rebates. The Preschool is classified as Category 1. The Harbor View off-site campus at Port Adelaide offers alternative and flexible learning initiatives for young people wishing to complete their SACE. Our commitment is to provide parents, children and young people with a college community where every child and young person can have a valued role and achieve success, through engaging in creative and supportive learning experiences. Our students are actively supported by quality teaching that provides a positive and encouraging learning environment through:

- The provision of a seamless curriculum aligning Australian Curriculum and SACE (B-12).
- A continual data driven improvement focus (NAPLAN, PAT R/ M, Running Records (R-10).)
- High success rate of SACE completion and entry into chosen tertiary courses, traineeships and/or employment.
- The Clontarf Academy for male Aboriginal students.
- Completion of the new Tutuyarlu Performing Arts Centre for Drama and Music
- Several new and contemporary facilities and learning spaces. While 2021 presented some challenges in terms of COVID, the site and online learning continued to be well managed, maintaining connection with the majority of students throughout the year, including our SACE students who achieved pleasing results.

Governing council report

2021 was another productive year for the OVC Governing Council (GC). With the new site Improvement processes, the GC were involved with many discussions relating to how the site would plan improvements to successfully meet the requirements of the new, across state, system of focused Literacy and Numeracy improvement. The OVC Governing Council has been made up of parents/carers, staff and community members who are valued for their contribution to school based decision making at a range of levels. While there have continued to be some challenges this year with regard to COVID 19, meetings continued with face to face interactions. Examples of some of these discussions, decisions and activities throughout 2021, included: - Procurement of and maintaining the relationship with the new uniform suppliers; - Discussions relating to new site facilities and process improvements - Consultation relating to the mobile phone and other policies; - GC training and panel training; - Consultation regarding IT, social media, the new web site and communication with parents; - GC involvement in the Site External Review with regard to site improvement; - The OVC 60th Anniversary Celebration. The OVC Promotions Committee has worked to enhance the perception of the College in the broader community and we believe that the provision of an active, well represented Promotions Committee has supported a positive and contemporary profile for our College, both locally and nationally. The new web site has been very successful with the addition of several 360 degree interactive photos and videos, an initiative created to give prospective families an insight into the college facilities. Looking into the new school year in 2022, Governing Council will continue to actively pursue issues on behalf of parents/carers regarding improvements to the College whether that be by way of introduction of policies, facilities and/or programs. As an example, the Building Better Schools grant has seen some significant upgrades for the school and the GC was consulted regarding the needs of students along the developmental stages of this exciting initiative.

Quality improvement planning

Mathematics:

Our goal for the 2019-2021 Strategic Improvement Plan (SIP) was to ensure that 100% of PAT results were above SEA and that we saw at least a 20% rise in the way above scores (using the 2019th Year 7 cohort of 40 students as a benchmark). In 2019, this benchmark cohort included 41% of students that achieved Below SEA, 35% At and 29% Above SEA. In 2021, 31% of students achieved Below SEA, 6% At and 63% Above SEA. Our goal of extending students was achieved, however the goal of bringing all student at or above the SEA PAT score was not achieved. This year also saw the first Y12 Methods class in over 6 years, as well as an increase in our Y11 Methods class to 11 students. The Y11 Methods class will have 20 students next year, while the Y12 Methods class will have 12 students (including Le Fevre students). With a 93 % Y11 passing rate and a 100 % Y12 passing rate, our SACE Maths results have strengthened.

Teachers' consistency in using data to inform teaching and differentiation, collaborative planning and moderation, and ultimately, an emphasis on improving Tier 3 Mathematical Vocabulary were all factors in achieving one of our two goals. Admittedly, we were overly ambitious and have agreed to make the 2022-2024 SIP Maths Goals more attainable. The current pedagogies will need to be continually implemented and for the 2022 the teachers will focus on developing further their pedagogical skills as well as building student's positive dispositions towards Mathematics.

It is necessary to state that PAT testing attendance has risen from 45% in 2018 (when the benchmark was established) to 90% in 2021 (which should better mirror true results). However, the benchmarked cohort only included students nominated in 2018.

Literacy:

The Reading goal for the 2019-2021 Site Improvement Plan (SIP) was to ensure that 90% (or 49 out of 54) of year 10 PAT results were above the Standard of Educational Achievement (SEA) based on the 2021 PAT-R testing. This goal was not reached, with only 72% of year 10 students achieving SEA, a similar percentage to that of 2020.

2021 has seen a heavy focus on reading, in particular reading data to establish a comprehensive picture of the learning needs of the Middle Years students at Ocean View College. This included a full battery of screening and diagnostic testing for all Middle Years students including WARP, DiSTn, and DiRT (for reading fluency and encoding, decoding), as well as the CELF-5 screening and diagnostics for oral language difficulties. Analysis of this data highlighted a need for high levels of reading support at the lower achievement levels with 30% of Middle Years students demonstrating a need for intensive reading skills intervention. The increase in CELF-5 screening also identified a number of students who were then referred to our resident Speech Pathologist for further diagnostics and support.

In 2022 this support will take the form of an intensive English (Reading) class at years 7 and 8 level that will exclusively build student reading capacity. The program, Corrective Reading, is a Direct Instruction based course that will support identified students in accessing the curriculum in all areas of learning, with the aim to reintroduce them to mainstream English classrooms as they move through and complete the program.

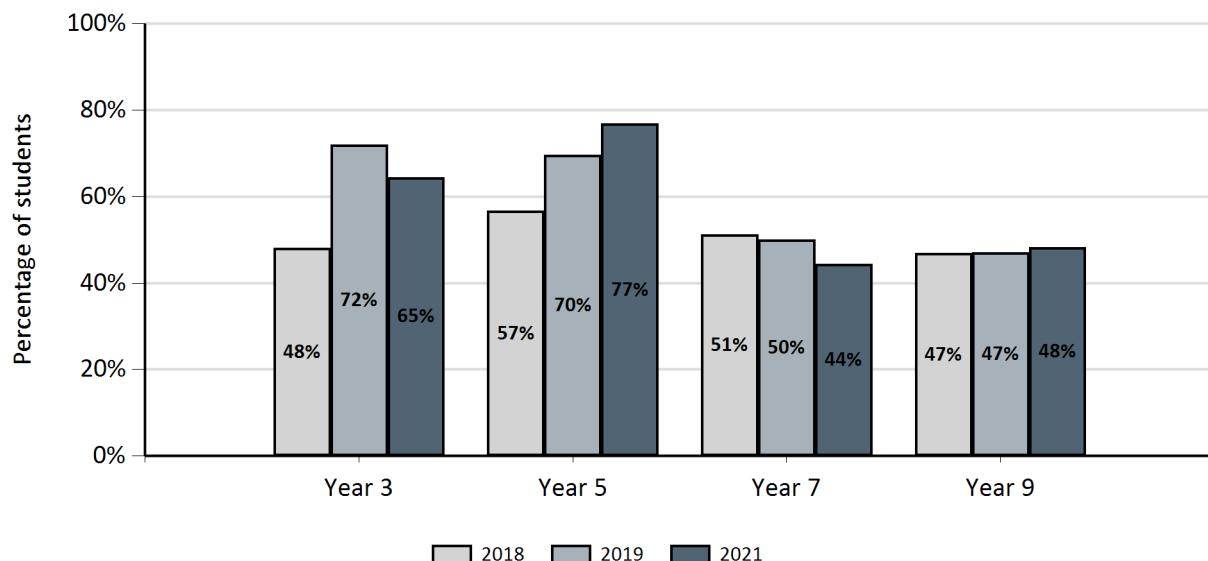
Reading improvements outside of this intensive space will continue to be enhanced across the site in all Learning Areas through a focus on vocabulary and oral language pedagogies. These pedagogies are aimed at improving reading fluency, comprehension, and setting the groundwork for writing improvement.

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

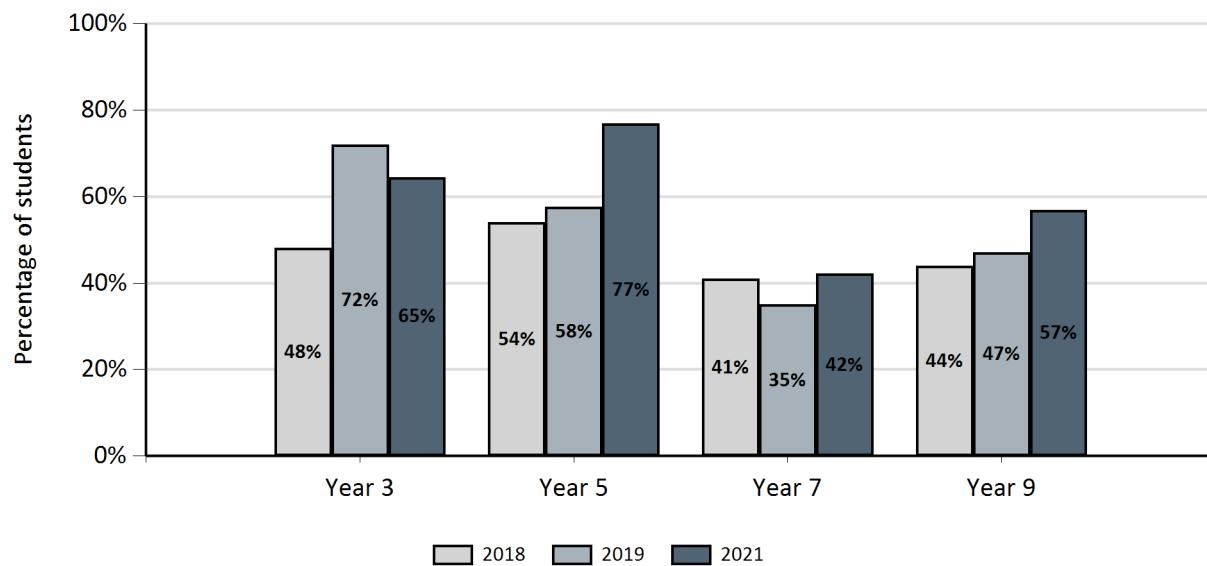


*NOTE: No NAPLAN testing was conducted in 2020.

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 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	41%	19%	47%	34%
Middle progress group	41%	48%	31%	48%
Lower progress group	*	32%	22%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	36%	*	32%	34%
Middle progress group	41%	31%	41%	48%
Lower progress group	*	55%	27%	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 3 2021	31	31	9	2	29%	6%
Year 3 2019-2021 Average	28.0	28.0	8.5	2.0	30%	7%
Year 5 2021	26	26	9	6	35%	23%
Year 5 2019-2021 Average	29.5	29.5	9.5	3.5	32%	12%
Year 7 2021	45	45	3	1	7%	2%
Year 7 2019-2021 Average	42.5	42.5	3.0	1.0	7%	2%
Year 9 2021	58	58	3	1	5%	2%
Year 9 2019-2021 Average	54.5	54.5	3.5	2.0	6%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

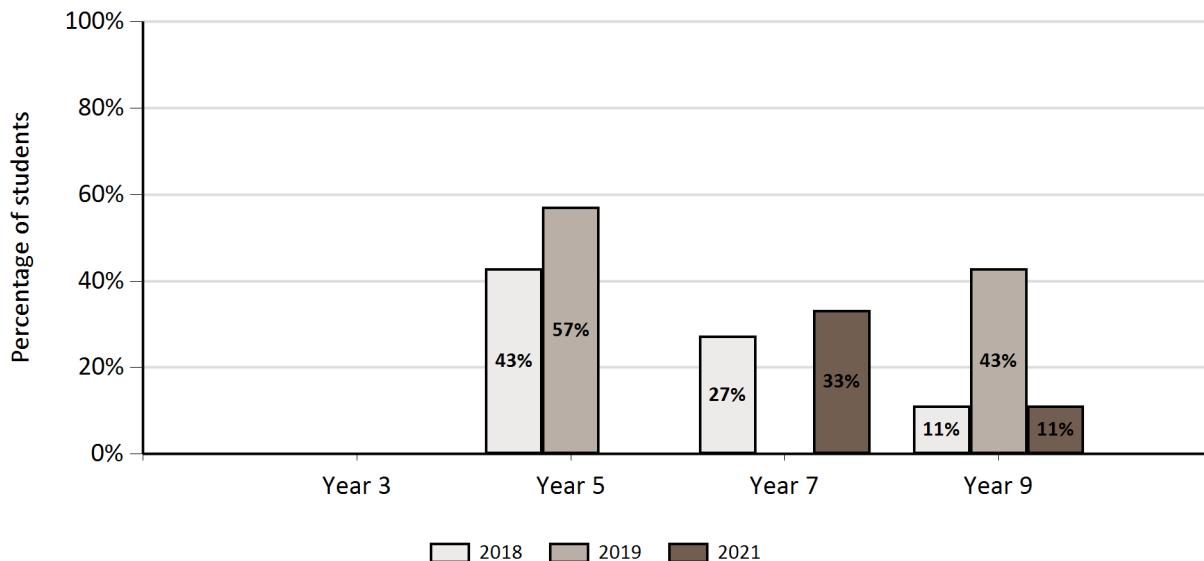
[^]includes absent and withdrawn students.

*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



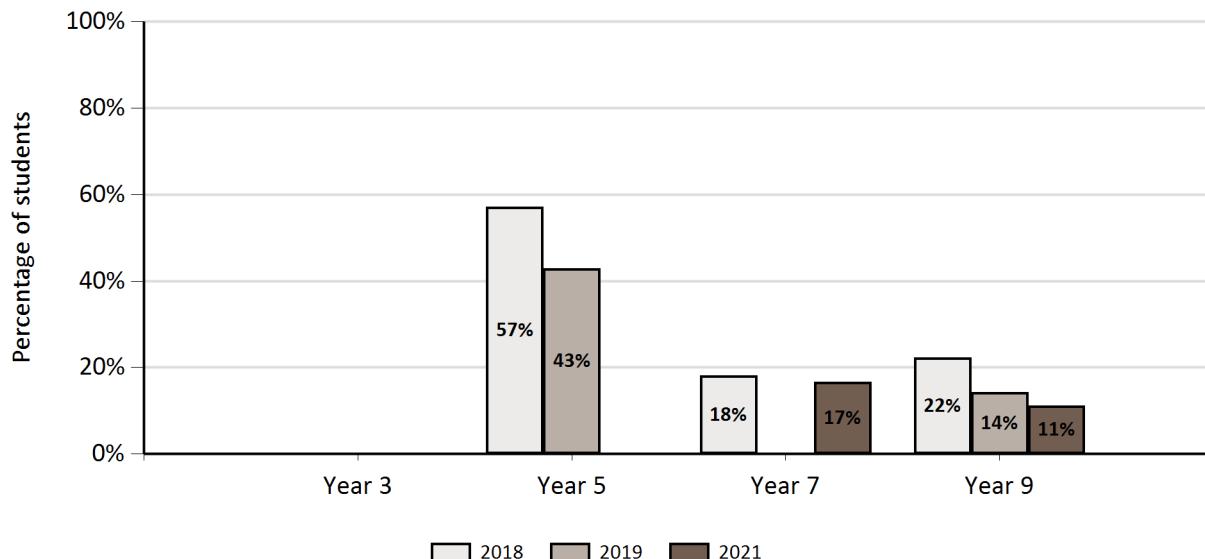
*NOTE: No NAPLAN testing was conducted in 2020.

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 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

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 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	12	12	0	0	0%	0%
Year 7 2019-2021 Average	9.0	9.0	0.0	0.0	0%	0%
Year 9 2021	9	9	0	0	0%	0%
Year 9 2019-2021 Average	8.0	8.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 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: Tracking & Monitoring

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

In 2021, Ocean View College focused on Element 2: Tracking and Monitoring Growth and Achievement. This involved the Aboriginal Education Team analysing and collating check-point data and report data specific to maths and English. Staff reviewed this information at whole-school meetings, learning area meetings and sub-school meetings. Learning area teams were required to use this data to set goals for Aboriginal Learners. In addition to this, The Aboriginal Education Team met regularly with Aboriginal learners, especially learners who were failing two or more subjects, to review their academic progress.

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

The total number of Aboriginal learners working at or above SEA in English has increased from 63% in 2020 to 66% in 2021; In Maths, the number of Aboriginal learners working at or above SEA increased from 54% in 2020 to 59% 2021. One student in Senior School (Year 10) went from recoding Ds in all subject areas in Semester 1 to recording Cs in Semester 2. In addition to this, he increased his literacy levels to a standard that allowed him to pass the literacy test specific to his VET course.

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%	98%	100%	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%	1%	0%	2%
A	4%	6%	2%	3%
A-	9%	5%	9%	9%
B+	15%	14%	12%	0%
B	17%	15%	18%	16%
B-	16%	15%	17%	19%
C+	15%	22%	14%	0%
C	17%	16%	23%	13%
C-	3%	4%	5%	2%
D+	1%	1%	0%	0%
D	0%	0%	0%	0%
D-	0%	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
100%	100%	100%	98%

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	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	28%	35%	57%	51%	77%
Percentage of year 12 students undertaking vocational training or trade training	65%	80%	96%	86%	62%

School performance comment

Early Years Reading Focus

In 2021 we introduced a new evidence based whole-class literacy program in the R-2 cohort. It is a 3-year program, covering the first 3 years of school. Each program within the specific year level targets the key skills required for successful literacy development. In the years 3-6, we developed a literacy improve plan with the view to improve consistency of literacy instruction and consistent teaching pedagogies across the cohorts. Both initiatives have helped us improve literacy delivery and we expect our results to continue to trend upwards in the coming years.

Our year 1 phonics screener results are really encouraging with the average score of students reading words correctly improving from 19.5 to 23.5. The students at or above the benchmark increased from 25% to 43%. Our goal is to continue this upward trend and identifying early any gaps in student learning is essential.

Australian Curriculum

Schoolwide, there has been the trend over the past years that the percentage of students achieving above the SEA in the Australian Curriculum has held generally consistent. In 2021, Ocean View College has seen this dramatically turn around, with a sharp increase in students achieving SEA and a decline in D-E grades. Looking specifically at Literacy, English achievement at Ocean View College has seen significant shift in D to C grades, signifying a shift in students underperforming to meeting DfE achievement standards. Within Numeracy, in 2021, there has been a notable shift in D to C grades, with C grades accounting for nearly 50% of all Math grades given.

PAT

Approximately 65% of Ocean View College students are at or above DfE's SEA for their PATR results. 80% of Ocean View College students are at or above DfE's SEA for their PATM results. While a number of students are sitting PATR and PATM tests not at their year level, the majority of these are SWD or negotiated education plan.

NAPLAN

Around 61% of Ocean View College students are at or above DfE's SEA for their NAPLAN Reading results. Roughly 56% of Ocean View College students are at or above DfE's SEA for their NAPLAN Writing results. The NAPLAN Numeracy results for 2021 Ocean View College students show that 62% of students are at or above DfE's SEA. Although this means that approx. 35-40% of our current students are not meeting SEA, it must be noted that between 10-15% of those students were absent, withdrawn or exempt from each test.

SACE

Ocean View College has recorded a 98% SACE completion rate from its students. 99% of SACE results at the Stage 2 level at Ocean View College are at or above a C-. While the percentage distribution is generally consistent, the bulk of the results occur within the B band. Generally, the SACE results at the Stage 1 level at Ocean View College are at or above a C, with the bulk of the results occurring within the B-C bands.

WEC

The WEC data displayed shows that student wellbeing results have held steady since last year. While there hasn't been a shift in most categories, it is positive to see the percentage of students who experience bullying, especially cyber bullying, has maintained its small percentage.

Attendance

Year level	2018	2019	2020	2021
Reception	89.1%	88.3%	87.7%	75.6%
Year 1	89.1%	87.0%	84.4%	85.7%
Year 2	90.3%	86.3%	88.4%	83.8%
Year 3	87.5%	90.2%	83.5%	85.4%
Year 4	86.7%	81.8%	89.3%	83.5%
Year 5	87.9%	86.9%	85.4%	86.4%
Year 6	87.2%	90.8%	82.8%	83.1%
Year 7	88.1%	81.1%	86.8%	78.2%
Primary Other	84.7%	87.6%	84.8%	74.3%
Year 8	87.5%	85.5%	82.4%	85.7%
Year 9	83.2%	85.0%	79.2%	85.1%
Year 10	83.4%	86.3%	83.4%	81.1%
Year 11	86.4%	87.3%	86.5%	84.9%
Year 12	85.2%	90.7%	91.1%	89.7%
Secondary Other	86.7%	99.7%	99.5%	98.5%
Total	86.2%	87.1%	85.7%	84.4%

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

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

Attendance comment

Our attendance data has remained relatively steady over the last four years (2018-2021) between 85% and 87%. As a cat 2 site, there continues to be a significant number of habitual and chronic non-attenders who are followed up regularly often without affect. The sub schools utilise the site's attendance procedures including phone calls, SMS, emails, home visits and referrals. The Department for Education's target is 95% and improving attendance rates at Ocean View College remains a priority. In 2021 the school developed an Attendance Improvement Plan that fostered a more shared and responsive approach to absence follow up, resulting in a reduction of unexplained absences, and some attendance improvement (particularly year 8/9).

Behaviour support comment

In Primary Years 2022, we had a total of 37 external suspensions with the majority of those being 5 students, 9 of those are a reception student. These students face significant challenges in their lives, and we are working closely with them and their families to best support their needs. With that said, keeping everyone safe and in an environment conducive to learning is paramount.

In the Middle Years there were 117 interventions involving suspension, this included 29 take home suspensions, 10 internal suspensions and 74 external suspension, there were also 4 exclusions. This was consistent with 2020. Year 8 and 9 students required the most guidance, 77% of all interventions with a small group of challenging students. To continue to drive improvement in managing student behaviour we will continue to use restorative practices to guide our work with students and continue to investigate and implement evidence based best practices.

Parent opinion survey summary

Families are generally satisfied regarding the levels of communication from the school (86%), but there is a discrepancy with those who believe it is effective (79%). Still, 65% of families believe the school has useful discussions with them about their child.

Overall, 60% of families believe that people at OVC are respectful, with that increasing to just under 70% when speaking specifically about teachers and students. This potentially shows that some of the discrepancies between these are members of the public or other families, rather than OVC staff.

66% of families believe that OVC thinks their child is important, with an overwhelming 98% considering that the school speaks to their child directly.

While 95% of families' value education, only 55% believe they have sufficient import into their child's learning and only 65% feel encouraged by the school to help their child learn. Only half of families feel they receive adequate learning tips from the school, with a third wanting more support from the school to address learning personally. Additionally, another third don't want personal advice, but do want the school to help their child learn.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	4.4%
NS - LEFT SA FOR NSW	7	3.8%
NT - LEFT SA FOR NT	2	1.1%
PE - PAID EMPLOYMENT IN SA	2	1.1%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.5%
QL - LEFT SA FOR QLD	3	1.6%
SM - SEEKING EMPLOYMENT IN SA	4	2.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	68	37.2%
U - UNKNOWN	82	44.8%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	1.1%
VI - LEFT SA FOR VIC	2	1.1%
WA - LEFT SA FOR WA	2	1.1%

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 staff have current, up-to-date Relevant History Screening checks.

The process for volunteers as well as Students attending Work Placement and Work Experience is clear and defined as per DfE Guidelines, our Volunteers Handbook and Workplace Agreements.

Notifications are received via the portal when staff have 6 months before renewal of their DCSI Screening expiry date. Site Business Manager leads all processes relating to staff, volunteers and relevant others.

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	23

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	0.6	49.3	2.4	23.6
Persons	1	55	3	31

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

Financial statement

Funding Source	Amount
Grants: State	\$10,016,399
Grants: Commonwealth	\$21,600
Parent Contributions	\$329,402
Fund Raising	\$7,195
Other	\$103,379

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	Employment of youth worker & teaching staff -Harbor View Campus provided ongoing support for students who are at risk of disengaging from school. 3 wellbeing leaders continue to support student well being & engagement	Students work at their own pace toward school completion SACE/VET stage 1 & 2.
	Improved outcomes for students with an additional language or dialect	The funding was used to release staff to EALD level and SSO employment to provide 'in class' and 'withdrawal' Literacy support such as Mutilit and Maclit . Students tracked by English Coordinator	Support made significant improvements in Lit-data mapped and shared with staff
	Inclusive Education Support Program	Funding used to provide teacher release and SSO support to case manage plans and interventions for students at risk of not achieving at standard. Integrated Support Programme funded to cater for students with autism.	On-going support across R - 12 for those identified - data evidence tracked
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	ACEOs/ASETO/AET/SSOs and three wellbeing leaders employed to case manage and support Aboriginal student achievement. HPI, SSO and teacher hours provided to implement intense Guided Reading program R to 6 to ensure improved reading outcomes. School invested in Initialit for all R-2 students including associated extra support interventions for those at risk	Significant Lit improvement in JS. 98% SACE completion. Primary and Secondary Lit Improvement Plans developed for 2021/22 to cater for all identified students.
	First language maintenance & development Students taking alternative pathways IESP support	Harbor View continues to provide intense secondary SACE support and OVC provide teacher release for every TT line to support Year 11/12s to complete SACE	
Program funding for all students	Australian Curriculum	Employment of a primary Curriculum Coordinator to guide Lit/Num improvement & accountability R-6. Provided release time for a data manager who guided the collection, management and interrogation of data.	Improved data systems, staff accessibility and tracking of A-E/NAPLaN/PAT etc
Other discretionary funding	Aboriginal languages programs Initiatives	Site has a Clontarf Academy and is pursuing language options	n/a
	Better schools funding	Significant funding toward identifying and supporting all students who are performing below SEA (PD re differentiation/task design) - SIP also tracking students below SEA -SWD, ATSI and learning difficulties case manage	Some significant improvements continue to occur through tracking and monitoring,
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

