



# Ocean View P-12 College

## 2022 annual report to the community

Ocean View P-12 College Number: 908

Partnership: Le Fevre Peninsula

Signature

School principal:

Ms Anne Thornton

Governing council chair:

Tracie McLennan

Date of endorsement:

22 February 2023



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 program 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

2022 was another productive year for the OVC Governing Council (GC). With the Site Improvement Plan (SIP) processes, the GC were involved with many discussions relating to how the site would plan improvements to successfully meet the requirements of the across state system of focused Literacy and Numeracy improvement. The OVC Governing Council has comprised 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 2022, included:

- Procurement of and reviewing school uniform options;
- 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 review of school fees;
- managing student compliance with school uniform expectations.

The OVC Promotions Committee has again 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 360 degree interactive photos and videos on the website, has continued to give prospective families a direct insight into the college facilities and learning spaces. Looking into the new school year in 2023, Governing Council will continue to actively pursue issues on behalf of parents/carers regarding improvements to the College policies, facilities and/or programs. We thank Chris Brandwood for his support and dedication to OVC and wish him well in his new endeavours. We welcome Anne Thornton as the OVC Principal and Maja Williams as the Deputy Principal for Terms 1 & 2, 2023.

# Quality improvement planning

2022 has seen a heavy focus on reading, in particular the establishment of the SPARKS reading improvement class. The SPARKS Corrective Reading class was created for years 7 and 8 readers struggling with fluency. The Corrective Reading program coupled with David Kilpatrick's One-Minute Sound Manipulation Tasks from Equipped for Reading Success has resulted in marked improvement in student reading confidence, with consistent overall reductions in reading time and errors made, increasing their phonological manipulation skills 2 year levels, and bringing their overall reading fluency much closer to their expected age-level.

In collaboration with Sue Bryson, our Speech Pathologist, we have further trained all teachers on vocabulary teaching pedagogies, resulting in an increased focus on tier 2 and tier 3 vocabulary in planning and teaching. These pedagogies are aimed at improving reading fluency, comprehension, and setting the groundwork for writing improvement. Pre- and post-testing of students demonstrated increased vocabulary retention and improved access to the vocabulary during class discussions.

In 2023 the focus on vocabulary will continue, but also shift to comprehension as we look to further develop Active Reading pedagogies across the College. The SPARKS class will also continue for identified year 7 students as we look to build on the success of this year, supporting the growth of confident, fluent readers.

In 2022 the mathematics goal in the secondary school was to have at least 70% of Y7 students meet the SEA in mathematics as measured by teacher judgement against the Australian Curriculum achievement standards by the end of Term 4 2022. This was going to be achieved by ensuring that all teachers effectively differentiate learning and assessment tasks based on data. To achieve this, teachers were using open tasks to encourage critical thinking and class discourse, building positive mathematics attitudes, and developing their own Pedagogical Content Knowledge. Targets have been achieved and exceeded. 80% of Y7 students have achieved at or above SEA grade by the end of Term 3, with 28% well above SEA. More students have improved their E grades than those who declined down to a D. Many students have improved their D grades but almost an equal number of students have declined from a C to a D. More students have improved from a C or a B to an A than those who have declined from an A to B or lower. Unfortunately, the largest movement was in the B band – declining toward the C or even D grades over the three terms and this movement needs to be examined for the next year's SIP.

All actions need continuing, with some modifications. The current actions were not as effective and the faculty believes it was due to the actions being of a cultural change, which takes time, more than just one year. The biggest impact was on the Y9 cohort, where the implementation of folio-based work with short but often assessments improved student efficacy and hence grades, which was also confirmed by PAT results. The year 7 cohort very unsettled, and the grades have suffered. Next year's recommendation is that Y7 students have one teacher for all 4 core subjects, to reduce the stressful change to a high-school model. The strategies of often and short assessments and folio-based work will continue and be implemented across the Y7-10. The data tracking in grades, maths surveys and PAT was useful, with PAT-M being able to mostly confirm the student's grades as well.

In the Primary Years our 2022 reading goal was 70% (25 out of 36 students) would achieve SEA in NAPLAN reading and 80% (24 out of 30) would achieve SEA in NAPLAN reading, this target was not achieved. In Reception – Year 2 we continued working with our Literacy Program, InitialLit, this resulted in an improvement in the annual Phonics Screening Check. InitialLit will continue in 2023 and we have committed to working with Kellie Burge, the Department's Literacy Leader, to increase achievement in Reading for all of our Junior Primary students.

Our Years 3 – 6 teachers worked with Sue Bryson, Speech Pathologist) to identify students with specific challenges in reading and how to support them. We will continue to work with Sue Bryson to ensure there is growth in Reading for every student.

In mid-2022 we introduced Acadience for reading assessment Year 3 – 6 which helped us track and monitor reading more robustly. Acadience will continue into 2023, along with the introduction of the MAZE assessment for comprehension.

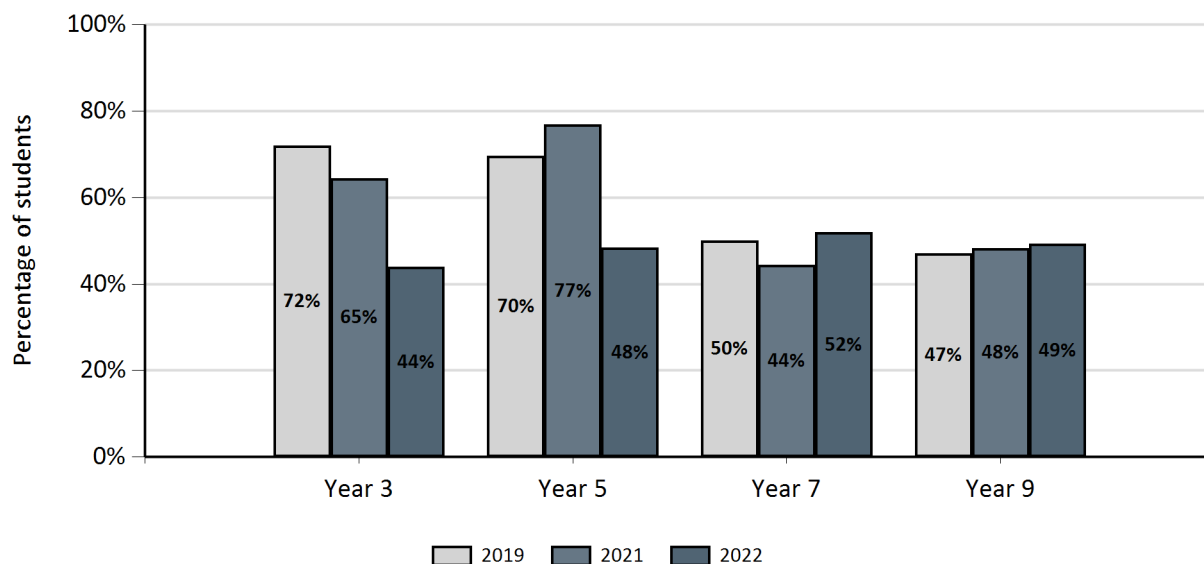
In math's our goal was for 70% of Year 3 students achieving SEA or above and 80% of our Year 5 students achieving Sea or above. This target was not achieved however the work we started in 2022 will continue throughout 2023. The Junior Primary trialled the Math's chats from the Department's Math's Units of Work.

# 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

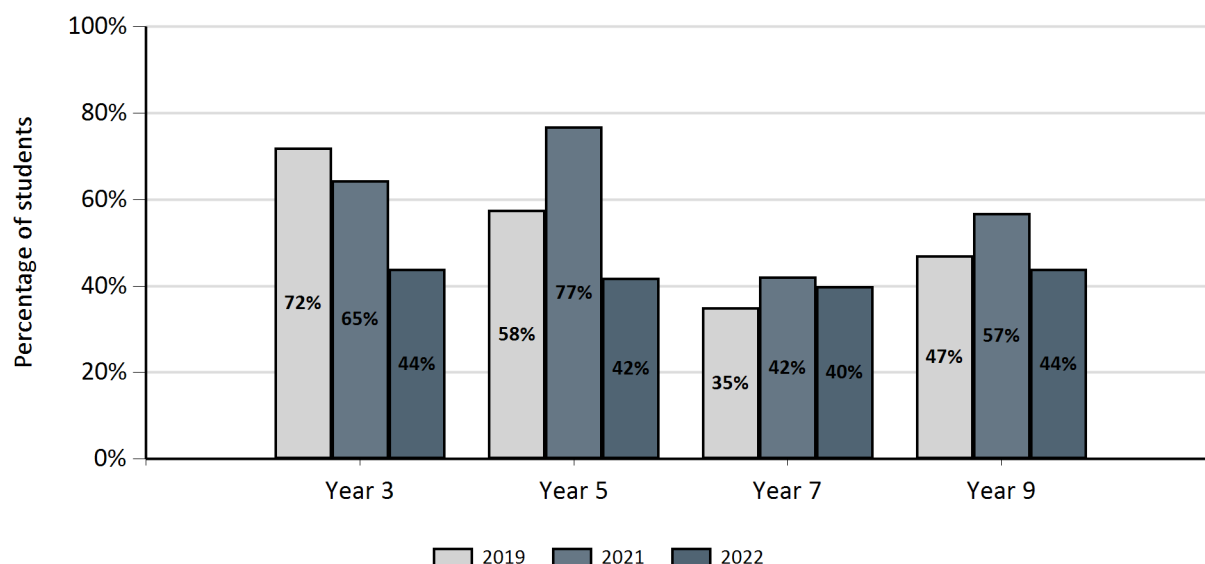


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 03 2022	41	41	8	2	20%	5%
Year 03 2021-2022 Average	36.0	36.0	8.5	2.0	24%	6%
Year 05 2022	31	31	3	3	10%	10%
Year 05 2021-2022 Average	28.5	28.5	6.0	4.5	21%	16%
Year 07 2022	75	75	8	7	11%	9%
Year 07 2021-2022 Average	60.0	60.0	5.5	4.0	9%	7%
Year 09 2022	75	75	5	5	7%	7%
Year 09 2021-2022 Average	66.5	66.5	4.0	3.0	6%	5%

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

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

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

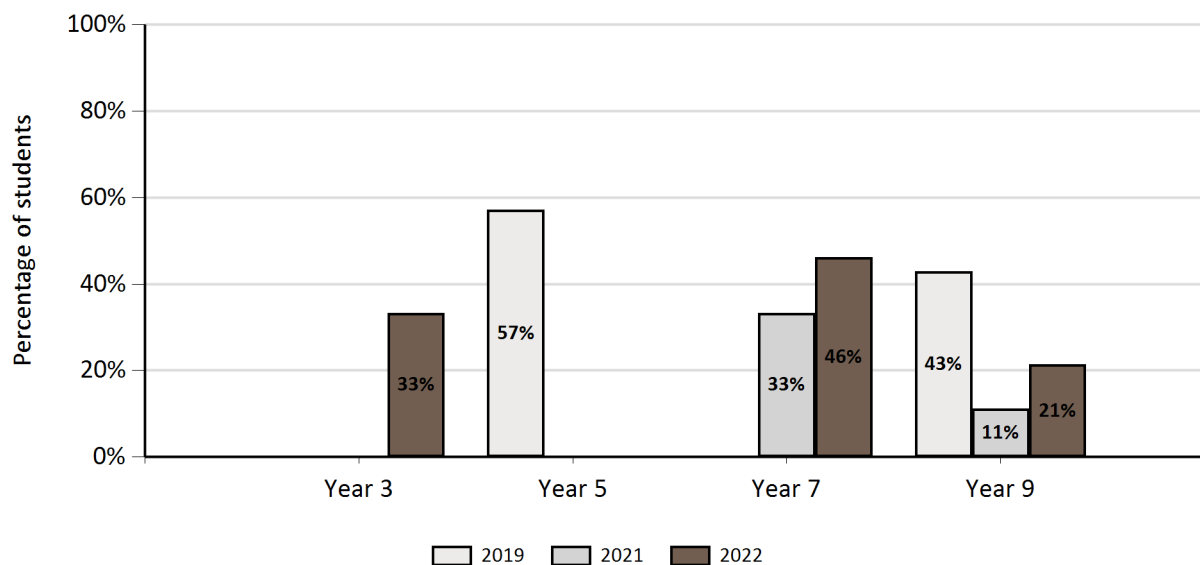
\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.



# NAPLAN proficiency - Aboriginal learners

## Reading



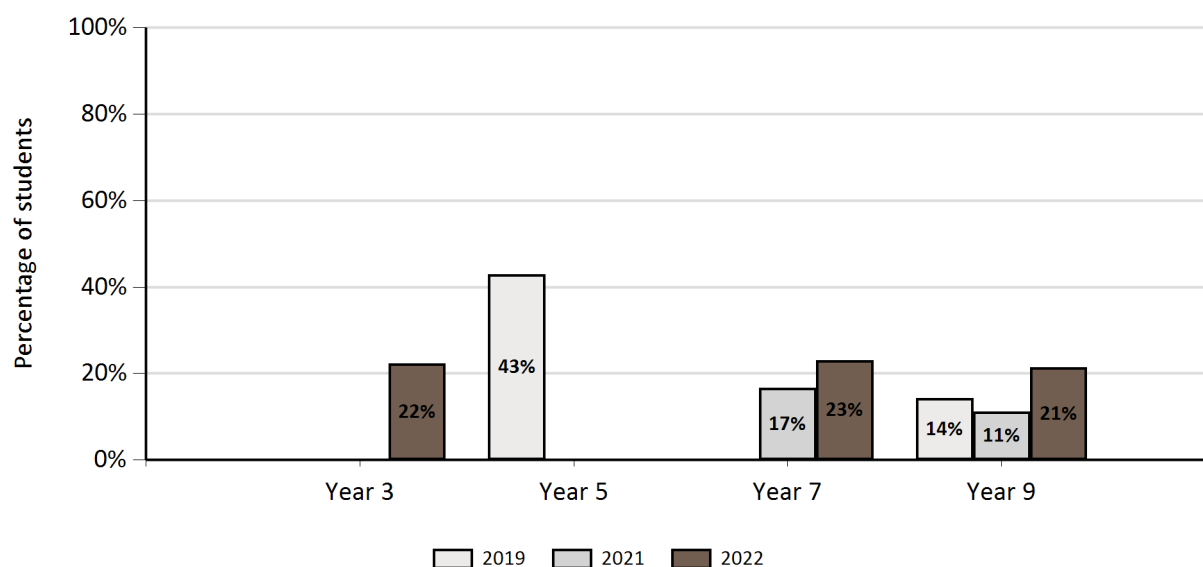
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 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 <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 03 2022	9	9	1	0	11%	0%
Year 03 2021-2022 Average	6.0	6.0	0.5	0.0	8%	0%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	13	13	1	0	8%	0%
Year 07 2021-2022 Average	12.5	12.5	0.5	0.0	4%	0%
Year 09 2022	14	14	1	0	7%	0%
Year 09 2021-2022 Average	11.5	11.5	0.5	0.0	4%	0%

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

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

<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 2022: Quality Teaching

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

In 2022, OVC focused on Element 3 of the ALAR: Across the site, OVC staff worked collegially to create a safe and supportive learning environment for our Aboriginal learners. Multiple data sets including checkpoint, report, PAT and NAPLAN, were triangulated to identify and track literacy and numeracy progress across the site. This data was shared with learning area leaders and staff at the college. Tutors, obtained through APAS funding, were used to target students who showed a decline in literacy and numeracy development. Learning area teams also set Aboriginal learner goals based on the data provided. Another action involved the Aboriginal Education Team liaising with Dr Jo Buckskin from Flinders University to identify best teaching practices for Aboriginal learners. Once collated, this information was shared with staff at learning-area meetings and whole-school staff meetings. This provided OVC teachers with a greater understanding of our Aboriginal learners. Furthermore, teachers had an opportunity to share their practice and with create Aboriginal student profiles.

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

Promoting a culture of high expectations for all Aboriginal learners has been beneficial across all three sub-schools. Despite the challenges associated with COVID, OVC experienced literacy and numeracy improvement. In Senior School, 100% of Aboriginal learners obtained their numeracy SACE component or recorded a C grade or higher. In addition to this, 85% of Year 12 Aboriginal learners achieved their SACE.

OVC celebrated several successes this year. Report data highlighted that the number of students achieving a C grade or higher in mathematics increased from 59% in 2021 to 64% in 2022. The number of Aboriginal learners recording a C grade or higher for English decreased slightly from 63% in 2021 to 62% in 2022. However, there were a higher number of Aboriginal learners overall in both data sets. NAPLAN data indicated that OVC recorded more Aboriginal learners in the higher band for writing in years 5 and 7 when compared to recent years. Furthermore, there was an increase in Aboriginal learners in the higher band for reading in Years 7 and 9. NAPLAN reading progress data highlighted that there were a higher number of Aboriginal learners in Years 7 and 9 performing at SEA.

# 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
98%	100%	99%	99%

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%	0%	2%	2%
A	6%	2%	3%	5%
A-	5%	9%	9%	5%
B+	14%	12%	16%	7%
B	15%	18%	20%	19%
B-	15%	17%	19%	10%
C+	22%	14%	13%	23%
C	16%	23%	14%	22%
C-	4%	5%	2%	6%
D+	1%	0%	0%	1%
D	0%	0%	1%	0%
E+	0%	0%	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
92%	96%	89%	83%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2018	2019	2020	2017
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	35%	57%	51%	28%
Percentage of year 12 students undertaking vocational training or trade training	80%	96%	86%	65%



2021	2022
77%	71%
62%	90%

# School performance comment

Although there is no comparison point to track learner improvement, Ocean View College's NAPLAN Reading results show that overall, 109 students are meeting SEA (48%), with 83 below SEA (37%) and 35 (15%) students absent or exempt. In NAPLAN writing, 93 students are meeting SEA (41%), with 84 below SEA (37%) and 50 (22%) students absent or exempt. Finally, in NAPLAN numeracy 96 students are meeting SEA (42%), with 69 below SEA (30%) and 62 (26%) students absent or exempt. Across all tests, this high absenteeism is due to COVID, either positive cases or close contact isolation.

While the NAPLAN data was impacted by attendance and provided no previous comparison point, the PAT data provided a better source of information regarding student learning. Attendance was far greater than that of NAPLAN, although still had higher absenteeism than normal, again due to COVID. 2022 PAT-R showed that across all years, 60% of students are meeting DfE's SEA. This achievement was greatest in Year 10 (with 75% SEA achievement). Year 7 was the weakest year level (with 47% SEA achievement), but this is unsurprising, with the transition from primary to high school being a great change in learning environment on students. PAT-M showed that across all years, 58% of students are meeting DfE's SEA. This achievement was greatest in Year 6 (with 69% SEA achievement). Year 7 was again the weakest year level (with 47% SEA achievement), but again this is unsurprising.

One final measure of school performance is the A-E Australian Curriculum assessment grades. At the end of 2022, over all subjects, 79% of grades resulted for students in R-10 achieved were at a C or higher. Just under 15% of these grades were resulted in the A band. Looking deeper at English and Maths, 76% of results in both these subjects were at a C or higher, showing students meeting the SEA for their literacy and numeracy grades. 35% of students within these key learning areas achieved a B or an A, again with just under 15% of these above standard students achieving in the A band.

In addition to the A-E grades, the mid-term checkpoint (the school's interim report) allowed secondary students to reflect and make improvements on their learning and assessment before final assessment and reporting periods closed. On average, just under 60% of students maintained their passing grade between these checkpoints and final reports, with an additional 20% internalizing this checkpoint information and improving their school grade by the end of the assessment period.

## Attendance

Year level	2019	2020	2021	2022
Reception	88.0%	87.2%	75.6%	80.0%
Year 1	87.0%	84.3%	85.7%	77.4%
Year 2	86.3%	88.6%	83.7%	79.7%
Year 3	90.2%	83.5%	85.5%	81.2%
Year 4	81.8%	89.4%	83.5%	83.8%
Year 5	86.9%	85.4%	86.4%	81.3%
Year 6	90.8%	82.8%	84.4%	83.1%
Year 7	81.1%	86.7%	77.3%	81.2%
Primary Other	87.6%	84.8%	74.3%	78.8%
Year 8	85.5%	82.4%	86.2%	80.6%
Year 9	85.0%	79.2%	84.5%	83.0%
Year 10	86.3%	83.4%	81.2%	84.5%
Year 11	87.3%	86.6%	84.9%	83.6%
Year 12	90.7%	91.2%	89.7%	85.4%
Secondary Other	99.7%	99.5%	98.8%	77.8%
Total	87.1%	85.7%	84.4%	82.2%

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 (2019-2022) 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 2022 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 7 and 9). To further support students and families facing barriers to attendance the school has employed an additional Youth Worker within the mainstream to engage with families and young people who aren't attending and put in place intervention early. The school has also developed a Middle Years program at our Harbour View campus to provide alternative learning to students in years 8 and 9 that are chronically disengaged and not attending.

## Behaviour support comment

In the Middle Years there were 117 interventions involving suspension this year, this includes 58 take home suspensions, 38 internal suspensions and 88 external suspension. There were also 4 exclusions. There was a significant increase in behaviour interventions in 2022 which has highlighted a need to review current practices being used by all staff to support positive behaviour. In 2023 Ocean View College will be joining the Positive Behaviour for Learning Piolet program supported by the Department for Education. In addition to this we will also employ an SSO3 Youth Worker to assist in managing behaviours and providing interventions to students to help them engage positively with their learning. The staff and students will also engage in Restorative Practice training in 2023.

## Parent opinion survey summary

Participation in the parent satisfaction survey remained steady from 2021 into 2022, with 97 parents responding to the survey (15% of the parent population). Overall, results remained generally consistent with previous years, with some minor fluctuations. One increase for the school was an increase in parents feeling like their child was important to the school, which saw a 10% increase from the previous year. This could be attributed to the rise in parent events run this year in comparison to last year, due to COVID restrictions, as well a conscious effort to engage parents at more events around transition points at the site (beginning school at Reception, Year 7 to High School, entering Senior School). Parents reporting that their child has a good learning routine has bounced back to just over 80%, which is back to its pre-COVID percentage. This is encouraging to see, showing students are slowly recovering routines after interrupted learning. There has also been a slight rise in parent perception that students are equipped to plan future pathways, up 5%. This can be attributed to the ever growing careers programs run within the Senior School, as well as these conversations starting to occur within the Middle School. One area of growth reported by parents is enough communication from the school, which decreased by 20% from 2021. This is something Ocean View College can explore moving forward into 2023, with an aim to unify more lines of communication as well as strengthen pre-existing platforms, such as SMS or social media use.

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	0.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	10.3%
NS - LEFT SA FOR NSW	1	0.9%
NT - LEFT SA FOR NT	4	3.4%
OV - LEFT SA FOR OVERSEAS	2	1.7%
PE - PAID EMPLOYMENT IN SA	11	9.5%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.9%
QL - LEFT SA FOR QLD	2	1.7%
SM - SEEKING EMPLOYMENT IN SA	8	6.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	49.1%
U - UNKNOWN	7	6.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.9%
VI - LEFT SA FOR VIC	2	1.7%
WA - LEFT SA FOR WA	7	6.0%

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 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 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	0.6	49.3	2.4	23.6
Persons	1	55	3	31

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

## Financial statement

Funding Source	Amount
Grants: State	\$10,976,720
Grants: Commonwealth	\$16,100
Parent Contributions	\$301,425
Fund Raising	\$7,796
Other	\$82,311

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	Employment of youth worker & teaching staff -Harbor View Campus provided ongoing support for students who are at risk of disengaging from school. 3 well-being 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  First language maintenance & development Students taking alternative pathways IESP support	ACEOs/ASETO/AET/SSOs and three well being 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 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.	Significant Lit improvement in JS. 100% SACE completion. Primary and Secondary Lit Improvement Plans developed for 2021/22 to cater for all Identified students.
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 per forming 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



