



Craigmore High School

2021 annual report to the community

Craigmore High School Number: 0976

Partnership: Uleybury

Signature

School principal:

Ms Rosie Herbst-Heinicke

Governing council chair:

Deb Merritt

Date of endorsement:

1 March 2022



Government
of South Australia
Department for Education

Context and highlights

Craigmore High School is a category 2, year 8-12 school in the Northern suburbs of Adelaide. The February enrolment figure was 1156 students, including:

9% Aboriginal students

12% students with English as an additional language or dialect

17% of students with disabilities

At Craigmore High School staff are committed to developing students' literacy skills with a current whole school focus on explicitly teaching discipline specific vocabulary. We work from the premise that students need to have rich vocabulary that is developed through a range of experiences in order to comprehend and construct texts and engage in oral language for academic and social purposes. At year 8 and 9 there is a focus on connecting the learning of vocabulary to decoding, comprehension and reading fluently.

At the beginning of 2020 we secured a 5-year appointment of a high-quality Senior Speech Pathologist to support our Literacy improvement agenda. In 2021 we employed an additional Speech Pathologist to ensure 1:1 speech intervention for specific students. 21/23 (91%) student in GRASP improved in reading age with 13 students showing between 13- and 24-months growth in reading age.

In 2021 we had a SACE completion rate of 100% comprising of 118 students. The year 12 DUX achieved an ATAR of 95.95 and a university entrance score of 99.95. 36 students applied for a university course and 34 were offered a position. SACE Stage 1 Literacy results showed significant improvement in 2021 with 94.8% of English grades (532 results) at C or better. 100% of students achieved a C grade or better for Research Project and the Personal Learning Plan and 11% of grades were in the A grade band, an increase of 4% from 2020. 19% of year 12 students achieved 1 or more A grades for Stage 2 subjects studied. 32% of year 12 students completed a Certificate II or III as part of their SACE program.

During 2020, the Craigmore Alternative Learning and Mentoring (CALM) program has further developed and is currently staffed with a leader, 2.6 FTE teachers, 2 Youth Workers (Case Managers) and 2 student mentors. While the attendance rate of students reflected the effects of COVID-19 on both students and families, all students maintained connection with their Case Managers and engagement in a range of learning experiences.

Unfortunately, COVID-19 continued to bring uncertainty to 2021 and many of our planned events were modified, cancelled or postponed, including our Pedal Prix and a range of sporting events, camps and excursions. Fortunately, the year 12 graduating cohort were able to enjoy their formal at the Stamford Grand in late December.

Governing council report

2021 brought us another year of Covid-19 uncertainty and challenges. However, we had exciting things happening around the school grounds with the building works and the many improvements around the grounds.

We have had successful year for the whole school community and as always, these successes have been celebrated throughout the year, again albeit socially distanced and unfortunately a lot of it has been without family audiences in attendance.

As with 2020 the new school year was able to start off as any normal year, with Open night, Year8 Friendship Day and Sports Day being held. These events bring our school community together early in the year and allow the many successes to be enjoyed by all.

With Covid-19 restrictions in place Governing Council meetings were still held twice a term throughout the year, we were able to come together both digitally via email and in person, socially distanced. We were able to approve the Pupil Free and School Closure days set by the school. Approval was sort and given to change some Policies and Procedures. Student Leaders sort approval for their fund raising activities and kept the council up to date with these activities throughout the year. Governing Council set the Materials and Services charges for the 2022 school year and gave approval to the Finance Advisory Committee for the Annual School Budget. Rosie kept the council up to date with her Principals' report each meeting with the progress on the building works, the schools Improvement Plan and the Strategic Directions.

Throughout the year, the school continues to celebrate special events in the national calendar, which honour the wider community including Reconciliation Week, ANZAC Day, Remembrance Day and Wear it Purple Day.

Labs 'n'life and Animal Therapy were 2 of the programs enjoyed by a few member of the school community. These programs make a real difference to the students who are fortunate to be involved.

Once again due to the Covid-19 pandemic our 50th Year Celebrations had to be postponed; we look forward to being able to celebrate our schools achievements throughout the year ahead.

Events such as Presentation Night, Year 12 Formal and Year 12 Graduation were a huge success with these events still being able to be held to celebrate the students and their successes throughout the year.

I am looking forward to what 2022 will bring; understandably it will again be a time of uncertainty and challenges but as always I am confident our school community will rise above and do their best.

Thank you to my fellow council members for your commitment and continued support, I wish you success in 2022 and look forward to working with you agai

Quality improvement planning

In 2021 staff continued to build their capacity to support students to improve their literacy outcomes across all Learning Areas. All teaching staff had a vocabulary-based goal in their Profession Development Plan and observation data from Line Managers indicated that students were able to identify and use discipline specific vocabulary in oral language activities. There was less evidence to show that students were using tier 2 and 3 vocabulary in their writing, across all disciplines and student learning outcomes reflected more work is to be done on supporting students to transfer knowledge to writing. There is also further work to determine high impact strategies that engage Stage 1 and Stage 2 students in learning discipline specific vocabulary and using it to improve their writing. During classroom visits and conversations with students it is evident that an increasing number of staff are using higher band work samples when introducing summative assessment tasks. Further work is needed to increase the use of assessment for learning strategies throughout the formative stage of learning. It was pleasing to see minimal moderation shifts in SACE Stage 2 data and a significant increase in literacy achievement across Stage 1 SACE English classes.

Due to Covid-19 restrictions we were unable to engage Rosie Kerin in supporting Learning Areas to implement literacy strategies to improve student writing. Extending beyond the focus of using tier 2 and 3 vocabulary to improve writing will become a focus of our in 2022-2024 improvement cycle.

We continued to run two Literacy Support classes across years 8 and year 9. Student cohorts for these classes were identified through a triangulation of past PAT, NAPLAN and A-E grades with screening assessments implemented by our speech pathologist. This data was also used to design teaching and learning programs which were personalised for each student. Each class had additional support from trained ancillary staff and were capped between 16 to 18 students. From screening assessments, a year 8 Reading class was established. The 24 students in this class had a reading age of between 7 years and 10.9 years. The teaching and learning program focused on supporting students to decoding skills through a phonics-based program called Sounds Write. Staff also focused on developing students phonological awareness in line with the site work on the Simple View of Reading. The progress of students in these cohorts can be noted below.

Across year 8 and 9 Mathematics classes staff focused their programs to support students to shift from additive to multiplicative thinking. Several staff engaged in the Orbis 7-9 Literacy program, Thinking Maths and the Uleybury Maths PLC to support this work. A review of the program, Scaffolding Numeracy in the Middle Years (SNMY) program was conducted and a move to SmartLab, an online Maths Intervention program, was trialed in term 4. The site will invest in Smartlab for all year 7-9 Math classes in 2022 with the program being used to gain prediagnostic and post diagnostic data on student achievement. Smartlab modules will be used to progress students learning in line with each individual student's needs. In 2022 the Maths Learning Area will also focus on developing the Maths proficiencies to support students to use mathematics to access and work through routine and non-routine Maths problems.

In 2022 provisions have been made to provide release time for year 7-9 Maths teachers and English teachers to collaboratively design an engaging and challenging learning curriculum for students. Release time will be provided to support this process. Year 8 and 9 English and Maths teachers have used the recently developed DfE scope and sequence documents and curriculum materials to support the design of learning to ensure educational entitlement for all students.

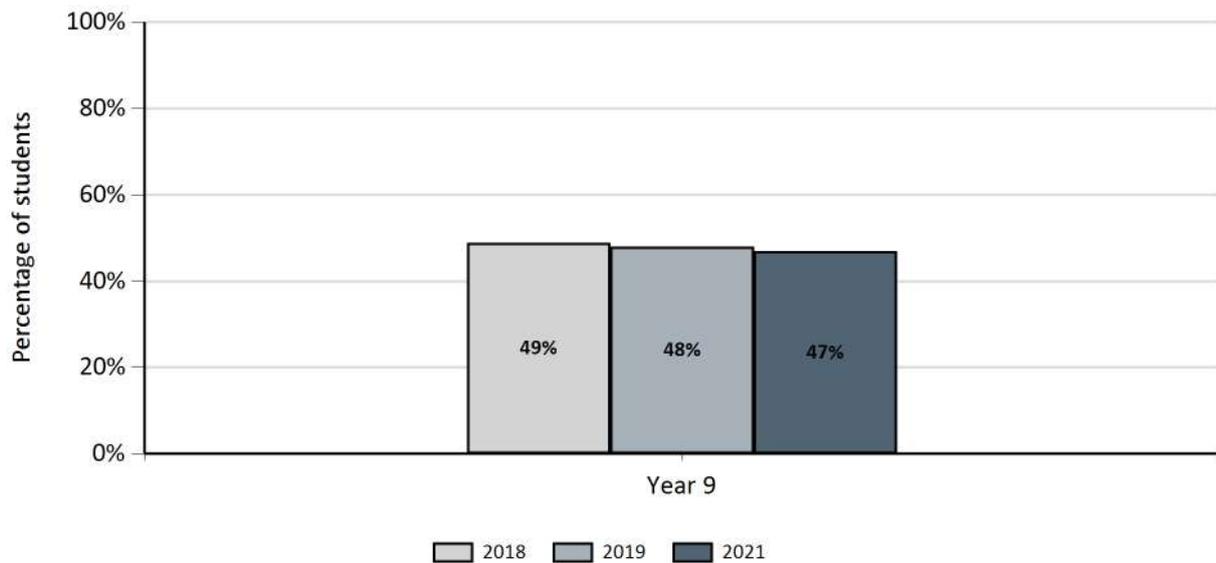
In 2022 there will be a whole of site focus on the teaching and learning cycle to equip students with the ski

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

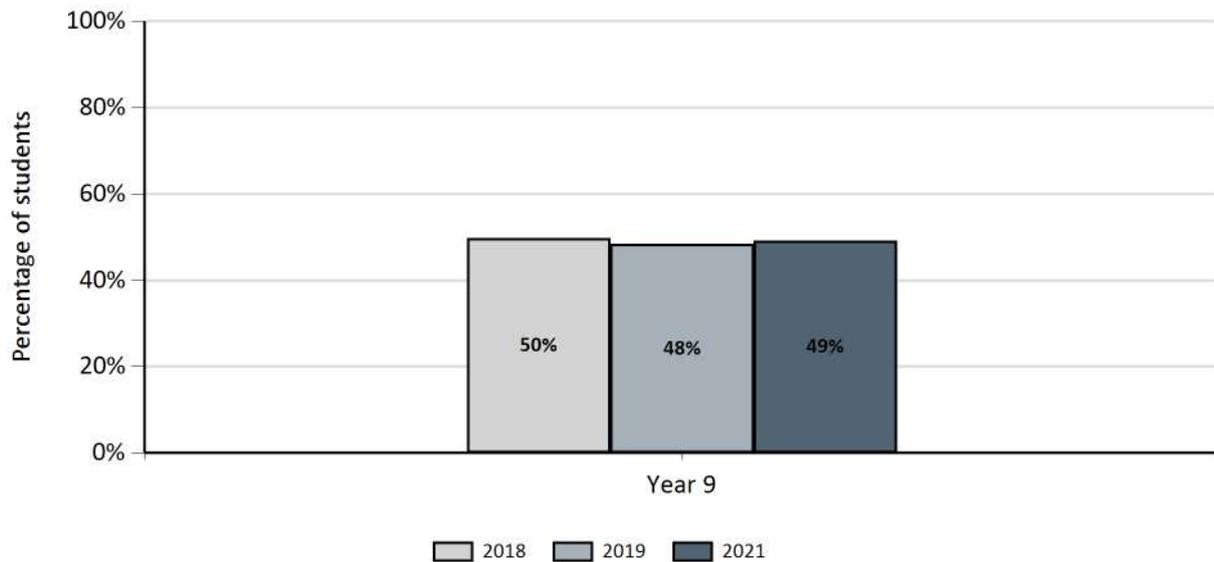


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	37%	35%
Middle progress group	46%	48%
Lower progress group	17%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	34%	34%
Middle progress group	49%	48%
Lower progress group	17%	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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	230	230	12	7	5%	3%
Year 9 2019-2021 Average	224.5	224.5	10.5	5.5	5%	2%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.

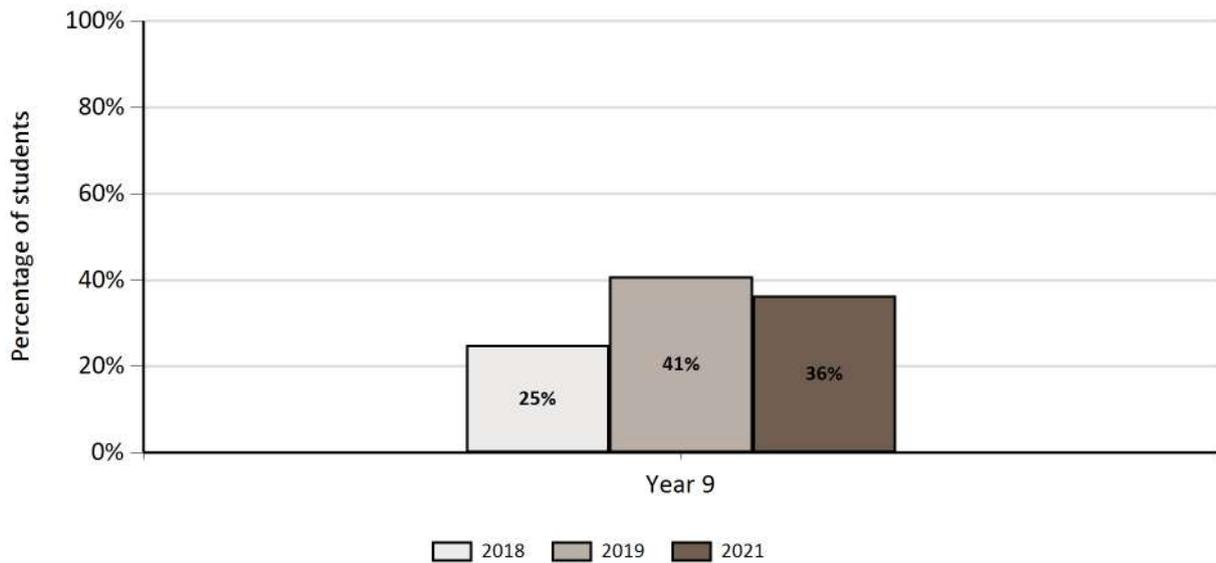
[^]includes absent and withdrawn students.

*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



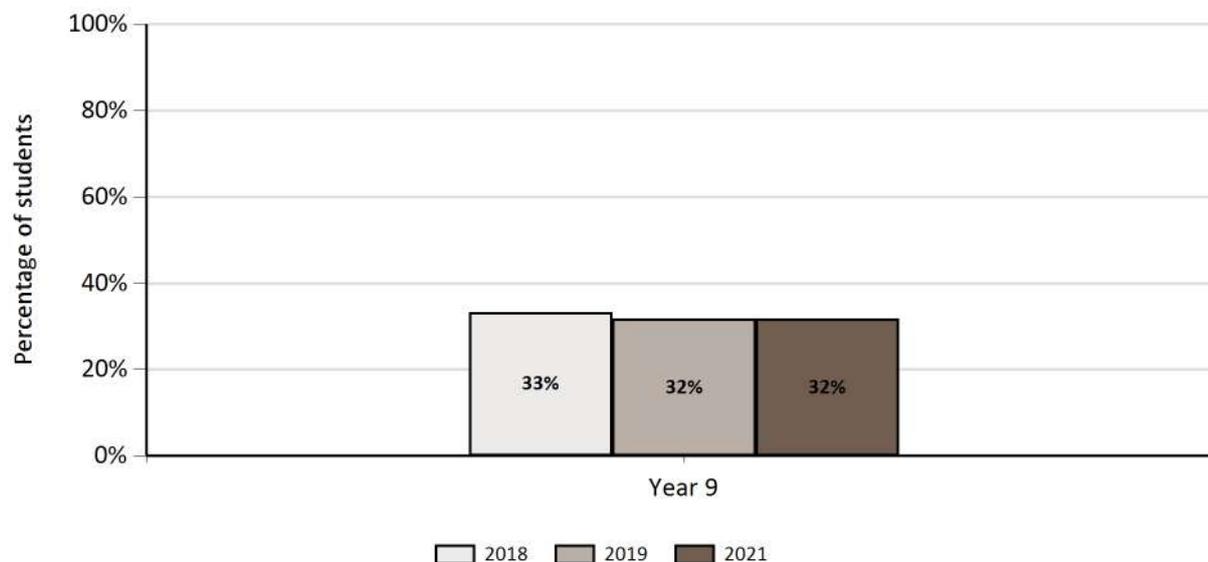
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	58%	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	73%	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	22	22	1	0	5%	0%
Year 9 2019-2021 Average	22.0	22.0	0.5	0.0	2%	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: Intervention & Support

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

The Aboriginal Education Team focused on KE4 of the ALA, Applying Evidence Based, Learning Interventions. 12 students across years 8 and 9 were screened as requiring literacy support. These students undertook Literacy intervention programs in 2021, showing between 12 and 24 months' growth in reading over the year. The AET worked alongside the Literacy Team and year 8 and 9 English teachers in the implementation of targeted intervention strategies aimed at improving student reading outcomes, 57% of ATSI learners students in years 8 and 9 who undertook the pre and post reading test (New Group Reading Test) showed an improvement in reading age between 1 and 4 years. All SACE Students participated in small group and 1:1 targeted tutoring support based on the analysis of achievement grades at each reporting stage.

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

CHS had 90 Aboriginal and Torres Strait Islander Students enrolled in 2021, making up approximately 9% of the total student cohort. NAPLAN results, for those students for whom they were available, indicated that 35% of students achieved at or above SEA in reading and 32% achieved at or above SEA in numeracy. 56% of year 8, 27% of year 9 and 58% of year 10 Aboriginal students achieved 12 months or more growth in PAT M. 61% of year 8, 33% of year 9 and 42% of year 10 Aboriginal students achieved 12 months or more growth in PAT R.

Of the 7 students enrolled in SACE Stage 2, 5 completed the SACE, 1 moved to employment and 1 has indicated an intention to complete in 2022. 1 student has attained an ATAR. SACE Stage 1 results included 100% of students achieving a C grade or above in PLP, 87.5% achieving a C- or better in Literacy (3.6% increase from 2020) and 69.7% achieving a C- or better in Numeracy (19.7% increase from 2020).

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	
95%	99%	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+	1%	1%	1%	2%
A	4%	2%	2%	4%
A-	6%	6%	4%	6%
B+	10%	8%	5%	0%
B	12%	18%	17%	15%
B-	15%	15%	13%	16%
C+	14%	14%	19%	0%
C	30%	32%	32%	22%
C-	4%	3%	6%	3%
D+	3%	0%	1%	0%
D	1%	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
98%	98%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	98%	98%	100%
Percentage of year 12 students undertaking vocational training or trade training	25%	26%	30%	12%

2021
100%
32%

School performance comment

NAPLAN 2021

The 2021 NAPLAN results for Reading, showed that the percentage of students who achieved the Standard of Educational Achievement in 2021 was on par to the 2020 and 2019 results. However, when we consider the students who have been at Craigmore High School since the beginning of year 8, there was an increase in the percentage of students who improved their NAPLAN result from 2019 to 2021. A significant number of students who made little or no gain in NAPLAN Reading achievement transferred to Craigmore High School in term 3 or 4, 2020.

Numeracy has also seen a slight increase when compared with the 2019 results. Overall, the percentage of students who maintained their achievement in year 9 NAPLAN, when compared with their year 7 result, decreased from 68% to 64% for Reading.

Students who achieved the Standard of Educational Achievement for Numeracy in 2021 was 49%, down slightly from the 2019 result of 50%. Students who displayed 'High Achievement' in reading and in numeracy has shown a slight improvement in 2021 when compared to 2019. Overall, the percentage of students who maintained their achievement in year 9 NAPLAN, when compared with their year 7 result increased from 70% to 71% in Numeracy.

PAT M data analysis

86% participation rate for year 8; 77% participation rate for year 9; 68% participation rate for year 10

50% of year 8 students showed growth with 49% of year 8 students achieving 12 months or more growth over a 12-month period

56% of year 8 Aboriginal students achieved growth in the 12-month period from their last test and all achieved greater than 12 months growth for this period

45% of year 9 students achieved growth with 39% of year 9 students achieving 12 months or more growth from their previous test

27% of year 9 Aboriginal students achieved growth in the 12-month period from their last test and 20% achieved greater than 12 months growth for this period

49% of year 10 students showed growth with 37% of year 10 students achieving 12 months or more growth over a 12-month period

PAT R data analysis

82% participation rate for year 8; 76% participation rate for year 9; 48% participation rate for year 10

56% of year 8 students showed growth with 52% of year 8 students achieving 12 months or more growth over a 12-month period

61% of year 8 Aboriginal students achieved growth in the 12-month period from their last test and 56% achieved greater than 12 months growth for this period

50% of year 9 students achieved growth with 36% of year 9 students achieving 12 months or more growth from their previous test

33% of year 9 Aboriginal students achieved growth in the 12 month period from their last test and all achieved greater than 12 months growth for this period

41% of year 10 students showed growth with 32% of year 10 students achieving 12 months or more growth over a 12-month period

Craigmore High School congratulates 2021 SACE Stage 2 on displaying the resilience to complete the SACE throughout 2020 and 2021. Of the 118 students who were eligible for completion in October, 100% of students successfully completed.

Attendance

Year level	2018	2019	2020	2021
Year 8	84.3%	84.9%	81.8%	81.9%
Year 9	84.1%	78.8%	78.3%	78.1%
Year 10	80.4%	78.4%	75.1%	75.1%
Year 11	80.0%	79.7%	74.8%	71.8%
Year 12	84.0%	79.8%	73.9%	79.3%
Secondary Other	79.9%	81.4%	80.0%	81.2%
Total	82.4%	80.4%	77.2%	77.2%

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

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

Attendance comment

Maintaining consistent attendance rates continues to be a challenge and requires significant resources. The overall attendance rate for 2021 was 78%. Of the absences recorded in 2021, 25.7% were for illness, 33.6% family, social or cultural reasons and 34.6% were unexplained. With COVID and the rise in families not fully employed, our community has experienced significant challenges which sees many of our students balancing paid casual employment with their educational program. SMS messaging to alert parents/carers of their child's absence from school continued in 2021 and we continue to celebrate 100% attendance. An ancillary staff member was employed to support the tracking and monitoring of attendance and maintaining communication between home and school.

Behaviour support comment

SEE data showed a 5% decline in the total number of suspensions in 2021 when compared to 2020 data. Formal behavioural consequences over the year decreased with term 4 accounting for only 14.6% of the total number of suspensions issued. Student suspensions accounted for 3.5% of student absence rate in 2021, with exclusions accounting for less than 1%.

Engagement and Wellbeing Hub referral data showed an increase in students accessing the space in 2021. 23% of teacher referrals were directly linked to concerns for student wellbeing, 59% of the students referred for wellbeing support resulted in them accessing therapeutic support. There was a decline in the number of repeat referrals for a number of students exhibiting behaviours which disrupt learning at the classroom level.

Parent opinion survey summary

The Parent Engagement Survey is administered centrally through DfE. 174 parents responded to the Parent Engagement Survey in 2021, which is less than one third of families, a significant decrease from past surveys which have been administered locally during Course Counselling week. Of the responses the following points can be shared:

Parent sees education as important: 93% agreed or strongly agreed

Teachers and students are respectful: 65% agreed or strongly agreed, 22% neither agreed or disagreed and 12% disagreed

Children are important: 65% agreed or strongly agreed, 20% neither agreed or disagreed and 14% disagreed

Receives enough communication: 71% agreed or strongly agreed, 12% neither agreed or disagreed and 17% disagreed

Student knows the standard of work: 66% agreed or strongly agreed, 19% neither agreed or disagreed and 14% disagreed

Students have a good learning routine at home: 64% agreed or strongly agreed, 18% neither agreed or disagreed and 18% disagreed

Parent feels equipped to help their child to plan their pathways: 71% agreed or strongly agreed, 19% neither agreed or disagreed and 10% disagreed. 79% also agreed or strongly agreed that they would like more help to be able to support their child plan their pathways.

Responses that indicate further areas for investigation:

Student receives useful feedback: 53% agreed or strongly agreed, 27% neither agreed or disagreed and 20% disagreed

Has input into their learning: 48% agreed or strongly agreed, 32% neither agreed or disagreed and 20% disagreed

Parent received learning tips: 31% agreed or strongly agreed, 33% neither agreed or disagreed and 36% disagreed

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	15	8.3%
NT - LEFT SA FOR NT	1	0.6%
PE - PAID EMPLOYMENT IN SA	34	18.9%
SM - SEEKING EMPLOYMENT IN SA	30	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	39	21.7%
U - UNKNOWN	56	31.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	1.7%
VI - LEFT SA FOR VIC	1	0.6%
WA - LEFT SA FOR WA	1	0.6%

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 are compliant with the regulations in relation to relevant history screening with updated data entered on HRS and the TRB databases in a timely manner. We have a Volunteers Policy and all volunteers are required to have their DCSI screening and Volunteers RAN training certificate sighted by the Business Manager before commencing volunteer work at our site. All relevant documents are kept on file. Tertiary students completing placement at Craigmores High School have a hard copy of their screening data kept on file. Private Music Instructors are engaged under IMS and their screening data is kept on file. Non-departmental employees, including FLO case managers, have their screening data sighted and kept on file.

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	126
Post Graduate Qualifications	60

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	2.0	76.8	1.9	44.8
Persons	2	84	2	55

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

Financial statement

Funding Source	Amount
Grants: State	\$16,943,971
Grants: Commonwealth	\$0
Parent Contributions	\$698,129
Fund Raising	\$896
Other	\$87,702

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	Additional release time to Year Level Leaders, Therapeutic Team, Hub Manager, Hub Officer, Case Managers for CALM, top up hours for the Pastoral Care worker.	Decrease in suspension data. Suspensions accounted for 3.5% of student absences.
	Improved outcomes for students with an additional language or dialect	2 staff members released 0.3 FTE each. Youth Mentor employed.	All EALD students achieved their SACE and most showed growth in PAT and NAPLAN.
	Inclusive Education Support Program	Individualised programs to support social, emotional and academic needs.	All SWD completed SACE and all have a One Plan.
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 including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Aboriginal students: the site employed 2 ASETOs who connect and work with families to ensure students attend and have a valid pathway beyond school. The AET funding was used to release two AETs to support literacy and numeracy improvement in years 8-9 and SACE completion for ATSI students.</p> <p>Literacy and Numeracy: Intervention classes at year 8 and 9, Literacy Leader, 2 Speech Pathologists, smaller class sizes across years 8 and 9.</p> <p>Alternative pathways: Craigmore Alternative Learning and Mentoring program (CALM), allocated leadership time</p>	21/23 (91%) student in GRASP improved in reading age with 13 students showing between 13 and 24 months growth in reading age.
Program funding for all students	Australian Curriculum	Staff released to plan for and implement DfE Units of work and engage in collaborative moderation and Partnership PLCs.	A-E grades, on the whole, show a positive trajectory across middle years.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Reduction in class sizes, Youth Opportunities, VET courses for students, employment of a Senior Youth Worker, 2 Youth Support workers (1.3 FTE in total) additional SSOs across SACE classes and CALM.	All students studying at SACE Stage 2 and enrolled in a VET course, completed th
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

