



Craigmore High School

2022 annual report to the community

Craigmore High School Number: 976

Partnership: Uleybury

Signature

School principal:

Ms Rosie Heinicke

Governing council chair:

Deb Merritt

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

Craigmore High School is a category 2, year 7-12 school in the Northern suburbs of Adelaide. The February enrolment figure was 1354 students, including:

- 9% Aboriginal students
- 13% students with English as an additional language or dialect
- 18% of students with disabilities

In 2022 we welcomed 2 transitioning cohorts, consisting of 238 year 7 students and 228 year 8 students. Along with the increase in enrolments, we welcomed 36 new teaching staff.

At Craigmore High School staff are committed to developing students' literacy skills with a current whole school focus on explicitly teaching discipline specific vocabulary, reading, and writing skills. The commitment of staff to hold strong on our literacy focus has resulted in an increase in all NAPLAN Literacy indicators in 2022 – Reading, Writing, Grammar, and Punctuation.

At the beginning of 2020 we secured a 5-year appointment of a high-quality Senior Speech Pathologist to support our literacy improvement agenda. The Senior Speech Pathologist works alongside the teachers delivering the Sounds Write program for students in year 7 and 8 who require additional support to develop skills required to be a fluent reader. Sounds Write is the foundation for our Grammar, Reading and Spelling Program, commonly known as GRASP across the site. In 2022 the students gained an average of 8.5 months improvement in reading age after 2 terms of intervention and an average of 17 months improvement in reading age after 4 terms of intervention. A great achievement considering that attendance rates across the classes was on average, around 65%.

In 2022 we again had a SACE completion rate of 100% comprising of 91 students. This number of completers were down from 2021 as students transitioned to employment, apprenticeships, study with an external RTO and elected to complete SACE over 2 years. The year 12 DUX achieved an ATAR of 97.9 and a university entrance score of 99.95. In total, 3 students received ATAR scores in the 90s. 51.4% of grades were in the A and B grade band and all remaining results in the C grade band. Two students received a Merit, one for Research Project and the other for Fashion Design (assessed under Design and Technology). From the year 12 cohort, 39 students entered university applications and 37 students received an offer.

SACE Stage 1 Literacy results showed a decline however, most of the students who were below a C grade engaged in support classes after the 2022 resulting period and have now gained a C grade or better for Literacy. 96.8% of students received a C grade or better for the Personal Learning Plan and 80.6% of students received a C Grade or better for Numeracy. Again, the students who did not receive a C grade or better engaged in support classes after the 2022 resulting period to ensure they achieve the required C grade or better.

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. The students studying the SACE across Special Options, all completed their subjects to a passing level and 2 students received their SACE in the Disability Unit and we welcomed 2 new Special Classes to the Craigmore community.

In 2022, the Senior Youth Worker delivered accredited Mental Health First Aid training to staff and students. The student version, Teen Mental Health First Aid, was delivered to all years 8 students through the Food, Enterprise and Child Development class. In 2023 this program will be extended to year 8 and year 10 students and continue to be offered to staff.

Governing council report

Well, what can I say about 2022? It was a year of the beginning of coming out from COVID restrictions and getting back into some kind of normalcy. Although I think with the introduction of Year 7s into high school had other ideas. Nothing normal about that; a new normal had begun. With restrictions still in place the Department for Education introduced a staggered start to the school year. This is something Craigmore High School have been doing for a while now and is a great way to ease the years 7s and 8 students into high school and the year 12s into a what will be the biggest year of their high school lives. Online learning was re-introduced for years 9, 10 and 11s for the first 2 weeks of the school year.

Another successful year for the whole school community and as always, these successes have been celebrated throughout the year. Sports Day, year 7 and 8 Friendship Day, Open night were once again able to be held; these events bring our school community together early in the year and allow the many successes to be enjoyed by all.

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, Wear it Purple Day and Do It For Dolly Day. 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.

Again, to celebrate our school community, parents, caregivers were invited to come and see various achievements by our students. The years 7s and 8s presented their Passion Projects with an Expo, Winter and Summer Showcases were held for Dance/Drama and Music performances and even an Art Exhibition was held to showcase the fantastic works of our years 8 -12. Our great Pedal Prix team always loves to see and encourage great spectators to come along and cheer on our teams.

Unfortunately, with COVID uncertainty our 50th Year Celebrations were put on hold again, however, members from our schools inaugural class attend a council meeting in term 4 and a date has been set; so, let the celebrations begin in 2023.

Building works, improvements and beautification has still been happening around the school grounds, with the school looking great!

The governing council have been meeting twice a term both online and in person, discussing and approving policies, budgets and school fees and looking at ways we can best serve the school.

To the Governing Council team, I'd like to say thank you for taking the time to be on the committee, for your help, support and input throughout the year, as always it is very much appreciated. I look forward to working with you all in 2023 and wish you all success in the year ahead.

Quality improvement planning

In 2022 we started a new 3-year cycle of our Site Improvement plan focusing on Literacy and Numeracy improvement. We work from the premise that students need to have rich vocabulary that is developed through a range of experiences to comprehend and construct texts and engage in oral language for academic and social purposes. As a whole school, tier 1 strategy we have developed and are building our capacity to implement the Craigmore High School Teaching and Learning Cycle. The Teaching and Learning Cycle has a strong focus on improving reading and writing across all disciplines and all year levels using close reading, dialogic talk, reciprocal teaching strategies and the explicit teaching of language features through the deconstruction and joint construction of texts. All teaching staff had a literacy-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. All Learning Areas have begun to build a deep understanding of the interconnectedness between reading and writing and the pedagogical practices needed to support students to also gain this deep understanding.

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 and all staff are using the CHS task design template across the middle and senior years. 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 an increase in Stage 1 Numeracy achievement.

We ran 4 GRASP classes across years 7 and 8, using the Sounds Write program to support the development of skills students require for decoding and comprehension. 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. Alongside GRASP, we have English Support classes for students across years 7-10 with the year 10 class focusing on the essential reading and writing skills required to be successful within the SACE. 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. Higher Band classes are now embedded across the middle years for English and Maths, supporting a better retentionment of students in the higher bands against the standardized testing benchmarks. Staff teaching middle years English use the New Group Reading Test (NGRT) as both a diagnostic and evidence informed tool to design learning for students.

Staff teaching years 7-9 Mathematics have engaged in developing an instructional model within each learning block of Maths. The instructional model is based on the Explicit Direct Instruction model where the teacher uses a slow-release approach to introduce new concepts and developing the skills to apply the mathematical proficiencies to solve routine and non-routine problems. The introduction of Smartlab as a diagnostic and intervention tool across middle years Maths classes has given staff real time data to inform the learning design process. Smartlab provides pre and post diagnostic data against the strands of the Australian Curriculum. The data gained opens modules of work for students to deepen their understanding and develop fluency with mathematical skills and concepts they find challenging. Being an online platform, students are able to access their own Smartlab dashboard when off campus.

In 2022 provisions were 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. Unfortunately, due to the shortage of staff onsite and in the TRT pool, we were unable to release staff in terms 2 and 3. Provisions have been made to ensure this can happen in 2023.

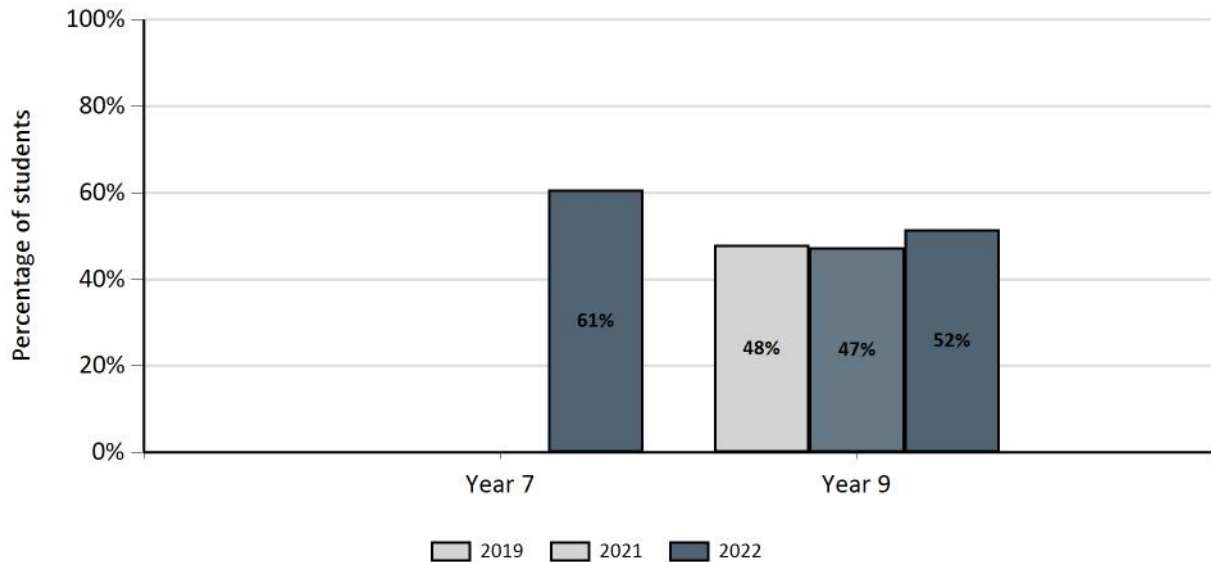
2022 saw the introduction of Passion Project across years 7 and 8, a program based on developing and reinforcing 21st Century learning skills and student agency and efficacy. Students had to use a design thinking process to design their scope of work and produce a product or service. We conducted an extensive review of the subject at the end of semester 1 and worked with students to co-design changes for semester 2, which were well received. A showcase of the work was held by students in semester 1 and 2 where parents and carers were invited in to view the students 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

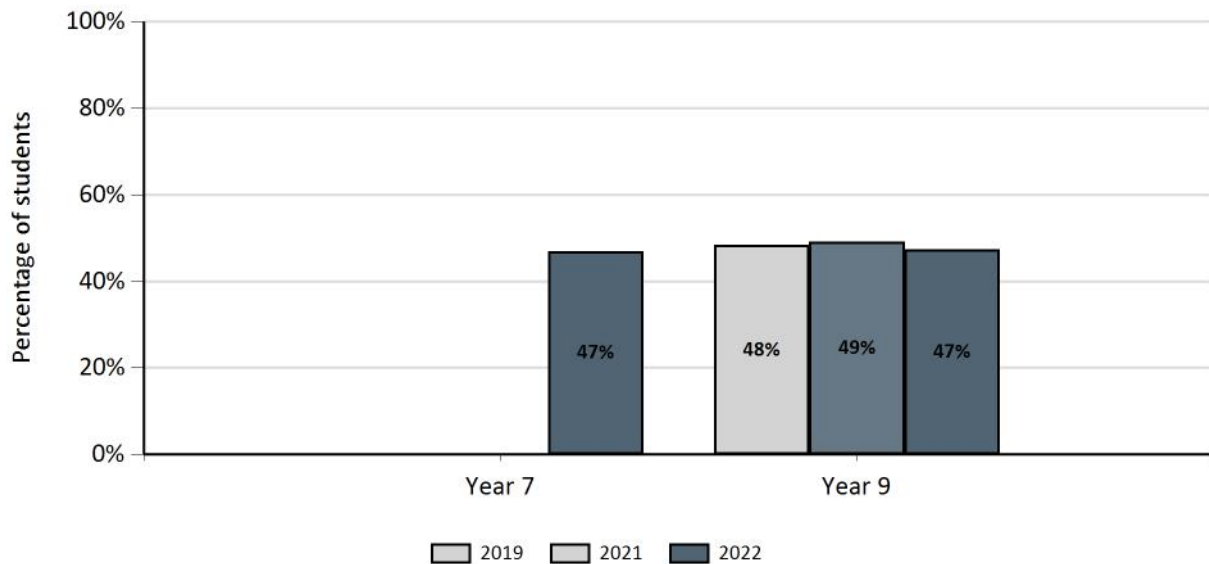


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	232	232	12	9	5%	4%
Year 07 2021-2022 Average	232.0	232.0	12.0	9.0	5%	4%
Year 09 2022	196	196	12	15	6%	8%
Year 09 2021-2022 Average	214.0	214.0	12.0	11.0	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.

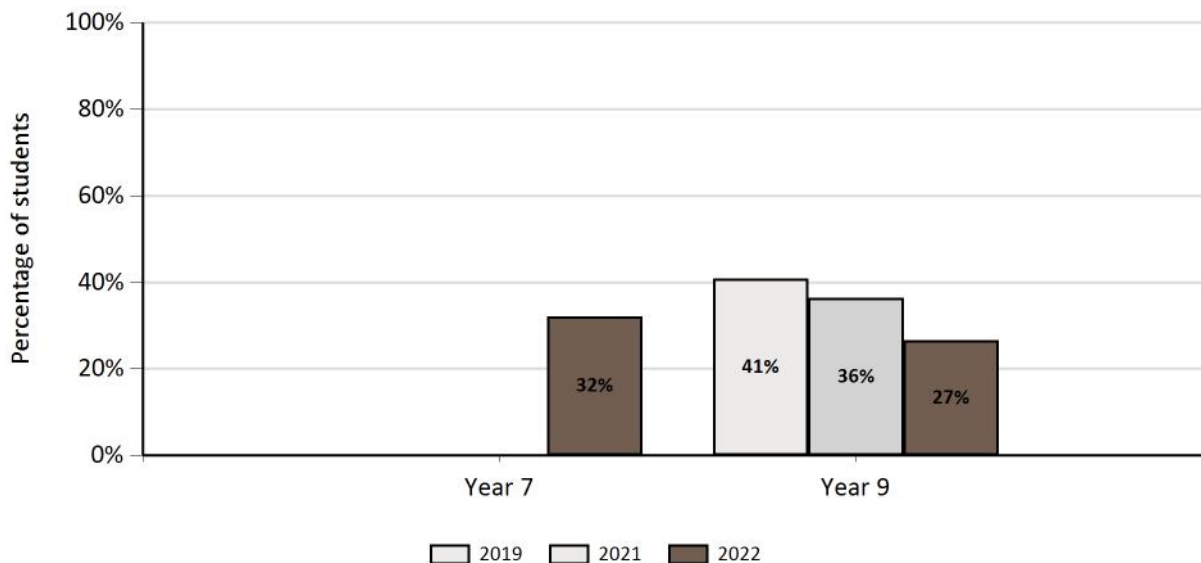
[^]includes absent and withdrawn students.

*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



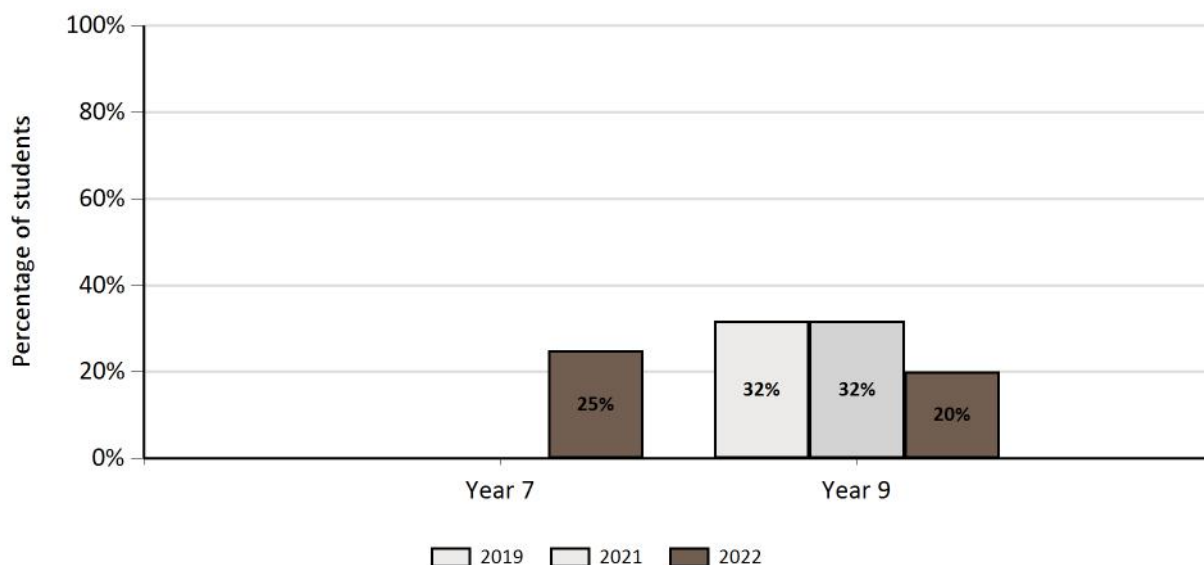
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	28	28	1	1	4%	4%
Year 07 2021-2022 Average	28.0	28.0	1.0	1.0	4%	4%
Year 09 2022	15	15	1	0	7%	0%
Year 09 2021-2022 Average	18.5	18.5	1.0	0.0	5%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

Craigmore High School had 131 Aboriginal and Torres Strait Islander students making up approximately 10.3% of the total cohort. An increase from 9% in 2021. The Aboriginal Education Team focused on KE1 of the ALA, data informed planning. Students were involved in unpacking and understanding their own data, determining their own appropriate, individualised literacy and numeracy goals and determining strategies to achieve them. This was documented in Learner Profiles which were shared with the students, families and teachers. The AET triangulated achievement and attendance data at each reporting period measuring student achievement and growth. Learning walks were conducted to ascertain the impact of literacy improvement strategies implemented at the classroom level in achievement data. The AET worked alongside the Literacy Team and year 7, 8 and 9 English teachers in the implementation of targeted intervention strategies aimed at improving student reading outcomes, as identified through the implementation of the New Group Reading Test. 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):

NAPLAN results, for those students for whom they were available (124 students) indicated that 8 students demonstrated high achievement in reading, 26 students demonstrated achievement at SEA and 73 demonstrated achievement below SEA. 8 students across years 7 and 8 were assessed using the 'simple view of reading' test, as requiring literacy support. These students were enrolled in Literacy intervention classes in 2021, showing between 7- and 39-months' growth in decoding age over the year. The student who showed most growth started at an estimated decoding age of 9 years and 3 months and finished the program with an estimated decoding age of 12 years and 6 months. 23 students showed an improvement in English grades. Literacy intervention will remain a focus for the ATSI team in 2023 as, despite the targeted intervention strategies 25 students' English grades remained steady throughout the year. Of the 12 students enrolled in SACE Stage 2, 7 completed the SACE, 3 transitioned to employment, 1 was FLO enrolled and 1 has indicated their intention to complete the SACE in 2023.

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
99%	99%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	1%	2%	1%
A	2%	2%	4%	5%
A-	6%	4%	6%	6%
B+	8%	5%	8%	7%
B	18%	17%	15%	14%
B-	15%	13%	16%	19%
C+	14%	19%	22%	19%
C	32%	32%	24%	27%
C-	3%	6%	4%	3%
D+	0%	1%	0%	0%
D	0%	0%	0%	0%
D-	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
96%	96%	95%	93%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2022
100%	100%
32%	38%

School performance comment

SACE

Despite the challenges the year 12 cohort faced this year they performed exceptionally well. This year's cohort have recorded a high number of outstanding grades as well as some of the highest ATARs Craigmore High School have on record. Craigmore High School recorded a 100% completion rate for SACE. We were pleased to have 45 of the grades obtained by students in the 'A' band with 2 of those being A merit achievements.

NAPLAN

The 2022 Year 9 NAPLAN results for Reading showed that the percentage of students who achieved the Standard of Educational Achievement (SEA) increased from the 2021 results. The Year 9 NAPLAN results for Numeracy showed the percentage of students who achieved SEA slightly decreased when compared with the 2021 results. Craigmore High School saw an increase in the number of students achieving in the High Bands in year 9 for both Reading (5%) and Numeracy (1%) when compared to 2021.

Student individual progress showed 17% of students increased their achievement planning category in Reading from their previous NAPLAN test which is up 10% from 2021. There was also an increase of 1% of students who increased their achievement planning category in Numeracy from their previous NAPLAN test. In both Reading and Numeracy, most students maintained their achievement band which was an expected result.

This was the first year that year 7 students completed NAPLAN at Craigmore High School. This cohort of students demonstrated notable results with 61% of students achieving SEA for reading with 5% of those students achieving in the High Bands. 47% of students achieved SEA for numeracy with 4% of those students being in the High Bands.

PAT-R

Across years 7-10, 61.9% of students who sat the PAT-R assessment which was at their year level achieved a result that was at or above the Standard of Educational Achievement.

Of the students who completed the assessment and had sat PAT-R in previous years the following percentage of students demonstrated growth over the past 12-month period:

- o Year 7- 47.9%
- o Year 8- 61.1%
- o Year 9- 68%
- o Year 10- 70%

PAT-M

Across years 7-10, 57.8% of students who sat the PAT-M assessment which was at their year level achieved a result that was at or above the Standard of Educational Achievement.

Of the students who completed the assessment and had sat PAT-M in previous years the following percentage of students demonstrated growth over the past 12-month period:

- o Year 7- 42.3%
- o Year 8- 72.4%
- o Year 9- 59.1%
- o Year 10- 72.1%

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	77.4%
Primary Other	N/A	N/A	N/A	N/A
Year 8	85.0%	81.7%	81.9%	74.6%
Year 9	78.7%	78.4%	78.2%	71.0%
Year 10	78.5%	75.0%	74.9%	74.7%
Year 11	79.7%	74.9%	71.7%	70.2%
Year 12	79.9%	73.6%	79.3%	69.9%
Secondary Other	81.4%	80.0%	81.2%	75.6%
Total	80.5%	77.2%	77.1%	73.4%

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 75%. Of the absences recorded in 2022, 5.2% were for illness, 4.6% family, social or cultural reasons and 14.4% were unexplained. With COVID still a continuing issue 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 2022 and we continue to celebrate 100% attendance. Attendance improvement meetings are held to identify barriers for students and plans to support the students are put in place and Learner Engagement Support Days provide access to one-on-one support. An ancillary staff member supports the tracking and monitoring of attendance and maintaining communication between home and school.

Behaviour support comment

SEE data showed a 3.7% increase in the total number of suspensions in 2022 when compared to 2021 data. With an additional cohort in 2022 in the middle years there were adjustments made to support the transition from primary school and adapting to appropriate high school behaviours. Formal behavioural consequences over the year decreased with term 4 accounting for only 5.4% of the total number of suspensions issued. Student suspensions accounted for less than 1% of student absence rate in 2022, with exclusions supported by alternative programs. Engagement and Wellbeing Hub referral data showed an increase in students accessing the space in 2022 by 24.6%. 11.6% of teacher referrals were directly linked to concerns for student wellbeing, 76.6% of the students referred for wellbeing support resulted in them accessing therapeutic support. All students referred to onsite wellbeing support provided by an external agency accessed this support over 2022. Proactive programs for students in the middle year's cohorts had a positive impact on decreasing students repeat behaviours. One on One support is provided to unpack behaviours that disrupt learning in the classroom when students arrive to

Parent opinion survey summary

- 189 parents responded to the Parent Engagement Survey
- 79% of parents agreed/strongly agreed that they talk with their child about school and 91% of parent responses agreed/strongly agreed that education is important for their child.
- 48% of responses agreed/strongly agreed that people that teachers and students are respectful, with 31% neither agreeing or disagreeing with this statement and 21% disagreeing with this statement.
- 54% of responses agreed/strongly agreed that the school communicates effectively, with 28% disagreeing with this statement.
- 69% of responses indicated that parents would like more help to support their child with their school work
- 41% of responses indicated that parents would like to receive learning tips that they can use to support their child at home

The site has analysed and planned responses to the survey results. It has been noted through the analysis process that a significant number of parents are used to getting daily communication from their child's primary school site via apps such as Skoolbag, Class Dojo, and Seesaw. Parents also indicated they have had trouble with logging onto Daymap, the site's learner management system. The site has identified that establishing strong home-school communication modes is an area for improvement in 2023. While parents have indicated that their preferred form of receiving communication is email, phone calls and text messages, the reintroduction of a site newsletter has been discussed and parents will be surveyed at the beginning of 2023 to see if this is a viable form of communication to reinstate. The site's leadership team have also identified that several parents were concerned about the year 7-HS transition and that parents have found the number of different teachers to communicate with has taken some adjustment. From the survey results, the site has gleaned that approximately half of the students in years 7-9 have good home learning routines however parents would like some help in getting these routines established.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	19	13.0%
NT - LEFT SA FOR NT	1	0.7%
PE - PAID EMPLOYMENT IN SA	26	17.8%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.7%
QL - LEFT SA FOR QLD	2	1.4%
SM - SEEKING EMPLOYMENT IN SA	44	30.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	50	34.2%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.7%
VI - LEFT SA FOR VIC	1	0.7%
WA - LEFT SA FOR WA	1	0.7%

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 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 Craigmore 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 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	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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$19,674,177
Grants: Commonwealth	\$0
Parent Contributions	\$668,979
Fund Raising	\$786
Other	\$0

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	Reduced class sizes in the middle years, Essential English and Essential Math. Release of teachers in teams to use evidence informed approaches to design learning. Purchased Smartlab and NGRT licenses to increase staff access to real time, standardised learner achievement data. Additional time given to year level leaders to support the development of the conditions for learning. Therapeutic team hours increased. Two Hub Support Officers. Case managers and student mentors across the Craigmore Alternative Learning and Mentoring program (CALM). Employed Attendance Officer to support with tracking, monitoring and responding to attendance.	Formal behavioural consequences over the year decreased with term 4 accounting for only 5.4% of the total number of suspensions issued. Student suspensions accounted for less than 1% of student absence rate in 2022, with exclusions supported by alternative programs. Engagement and Wellbeing Hub referral data showed an increase in students accessing the space in 2022 by 24.6%. 11.6% of teacher referrals were directly linked to concerns for student wellbeing, 76.6% of the students referred for wellbeing support resulted in them accessing therapeutic support.
	Improved outcomes for students with an additional language or dialect	Established EALD team who are responsible for assigning and entering LEAP level data. Release of two staff members, 0.35FTE each to track, monitor and respond to the learning needs of all EALD students. Employed SSO3 EALD Youth Mentor (0.4FTE) and top up to BSSO hours (additional 30 hours to support engagement, wellbeing, and achievement.	All EALD students achieved their SACE and attendance overall was consistently tracked and monitored with individual support provided to students at risk of disengaging. 89% of EALD students made progress on their NAPLAN literacy and numeracy indicators.
	Inclusive Education Support Program	<p>IESP funding was utilised to improve SEA outcomes through the continued funding of specialist roles, programs, and interventions. LEAPP engaged students from years 7-10, supporting improved outcomes in literacy and numeracy.</p> <p>Additional programs included Speech Pathology, Academic Tutoring, Social Skills Tutoring, and in-class support. Additionally, two new programs, IESP Career Mentoring and Social/Emotional Mentoring were introduced.</p>	71% of the IESP funded student cohort were enrolled in LEAPP. This provided the opportunity for Inclusive Education staff to case manage students effectively, liaise with teachers to support differentiated teaching and learning, and ensure students were not over or under serviced through the provision of numerous IESP funded programs. Significant reduction in SEE data for terms 3 and 4.

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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Aboriginal students: the site employ 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 an AET to support literacy and numeracy improvement in years 7-9 and SACE completion for ATSI students.</p> <p>Literacy and Numeracy: English support classes across years 7-10, GRASP at years 7 and 8, Literacy Leader, 2 Speech Pathologists, smaller class sizes across years 7-9.</p> <p>Alternative pathways: Craigmores Alternative Learning and Mentoring program (CALM), allocated leadership time and additional classroom learning support.</p>	<p>Although achievement across literacy and numeracy indicators for ATSI students did not show significant improvement, there was improvement in attendance rates. All indicators for NAPLAN literacy improved from 2021 with a 5% increase in Reading achievement in year 9.</p>
Program funding for all students	Australian Curriculum	<p>Staff were released to collaborate with each other and work with relevant stakeholders on the Teaching and Learning Cycle to enhance the reading and writing practices at a classroom level. Staff participated in collaborative moderation practices both onsite and in Partnership PLCs. In preparation for AC v9, staff members were released for a range of individual Professional Learning opportunities, paid for by the site.</p>	<p>50% of learning areas saw an increase in the percentage of students attaining a 'C' grade and above compared to 2021. All learning areas have or are close to completing the curriculum documentation for the middle years allowing for the review process to focus on transitioning to version 9 of the AC in 2023.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	<p>Reduction in year 7-9 class sizes across English and Maths, Youth Opportunities for year 10 students, and the sustainability of the Craigmores Alternative Learning and Mentoring Program (CALM) for students who are at risk of disengaging from education. Employment of a Senior Youth Worker, 3 Youth Support workers (2.3 FTE in total) and to pay for additional hours of the PCSW. Employment of Careers Officer and 2 Learning Support Officers across the SACE Flexibilities. Subsidised excursions program to support the 21st Century curriculum.</p>	<p>Year 8 students trained in Mental Health First Aid, compliant WHS training for students entering structured work placements, higher band classes across middle years Maths and English have supported the retention of students in the higher bands, 100% SACE completion rate and 100% SACE completion of the Research Project (including 1 Merit), increase in students transitioning to work through apprenticeships, increase in all year 9 literacy indicators for NAPLAN.</p>
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a