



Victor Harbor High School

2022 annual report to the community

Victor Harbor High School Number: 799

Partnership: Fleurieu

Signature

School principal:

Adrienne Conley

Governing council chair:

Phil Boyle

Date of endorsement:

9 March 2023



Government
of South Australia
Department for Education

Context and highlights

At the 2022 census date VHHS had a total cohort of 868 students. This included; 65 Aboriginal and Torres Strait islanders, 27 from non-English speaking backgrounds, 30 students serviced by our Special Education Unit – including 11 within our Special Class, 113 students accessing some of their learning programs through our Wellbeing and Transition Hub, with 50% of our families assisted through School Card.

These students and families were supported by 60 teachers, and 50 ancillary staff. In addition, a team of highly proficient temporary relief staff and community volunteers who also worked alongside staff to support students to engage and achieve.

2022 was certainly a year of complexity and change, with school values of Perseverance and Creativity at the forefront of the approach to this year. Staggered starts, learning from home, and absences for students and staff, resulted in disjoint to the learning experience of many within our community. Despite these challenges our site continued to focus on providing students with opportunities to broaden their experiences and develop as learners. As a result, we again had the pleasure of seeing our students continue to take risks, strive for improvement, and achieve.

We welcomed year 7 students into our site for the first time. As a cohort they did indeed show themselves to be 'ready for high school', quickly establishing themselves as a vibrant and valuable part of our school community. Education is a working partnership between staff, students, and their families. As such, we will continue to review and improve our programs and facilities through feedback received from this initial group.

Our Disability Education team (7785) continued to provide students with challenging and engaging curriculum programs designed to build on individual student strengths and learning needs. Programming and facilities will continue to be reviewed and refined with each new cohort of learners.

Partnerships with our community continued to be actively fostered and valued. It is through leveraging these connections that our students are provided with increased opportunities to develop as individuals. Through these partnerships we assist students to leave us with a confident and positive outlook on their next phase of life.

Governing council report

I have had the privilege to hold the position of Governing Council Chairperson for the year 2022. It truly has been a privilege as I have been able to work with School Administration, School teachers and SSO's, parent/caregivers of students, student representatives, and community representatives. This, as you can imagine, casts a wide net over a cross section of interested parties.

A strong feature of such a diverse group of people is the different, and at times, conflicting points of view. These differences enable all of us to think long and hard about the wider picture and the impacts on the educational outcomes for all students.

At times it has been a struggle to hear of the differing views and opinions, with communication flagged as an issue that the Governing Council needed to address.

Early in the year an informal review of communication between the school, parents/caregivers, students, and interested parties was able to highlight some areas that need attention. The Governing Council has made this a focus for the 2022 school year. The Council has looked at means of improving its information sharing, and likewise the school has looked at ensuring that efficient methods of communication are in place, and in both cases being sure that ALL parents are able to access the information.

During the year a number of school policies were reviewed, and updated where necessary, and a number of hours were spent updating the Council's constitution, in line with Government directive.

One of the highlights (for me) was the support of student success, outside of the academic arena. The Council was able to assist several students who were competing in sports at a State or National level. The recognition of achievements should not just be in the pursuit of academic excellence.

Looking forward I would like to see greater involvement within the Council. This extends across all levels. If parents/caregivers would spare the time, more involvement on their behalf would add to the mix of views that are heard by all. A greater student representation would be welcomed. Personally, I would like to see a 'variety' of students presenting their views. I feel certain that middle school students and students from the Wellbeing and Transition Hub all have opinions worth sharing. Equally, there will be, and should always be, a place on the Council for students from our Disability Unit.

I would like to express my thanks for the members of the community, those who may not have students at the school, but who have the best interest of the school as a focus. The representation of different community groups, tasked with student (young person) wellbeing is certainly a strength of any Governing Council, and I feel we are fortunate to have a fair number on our council. The City of Victor Harbor Council is represented, and it has been my pleasure to have worked with Andrew Robertson in this capacity.

As I stated early in the year, the school is best served by an interested, vibrant, and passionate Governing Council. We have had that this year and I look forward to this continuing, and possibly more, next year.

Phil Boyle
Chairperson

Quality improvement planning

A new cycle of improvement saw all staff working towards a single SIP Literacy based goal: To improve achievement in NAPLAN Reading and in SACE Stage 1 and Stage 2 - A and B grades. Staff were tasked with working on the challenge: If we improve students' ability to decode different text types, identify key assessment genres across the curriculum, and read for meaning then we will improve achievement in NAPLAN Reading and in SACE Stage 1 & 2 'A' and 'B' grades.

The initial phase of this work saw teachers accessing and unpacking the range of data sets available data sets to better understand the learner profile of students within their classes. This focus on development of data literacy provided a greater understanding of the breadth of learners within each group, which then guided the implementation of learning strategies and differentiated approaches planning forward.

Professional learning was targeted toward development and implementation of high-quality teaching and learning skills key to addressing understanding and growth in student literacies. Staff engaged in professional development on fundamental literacy understanding and development around reading comprehension, employment of literacy strategies, and engagement in reciprocal teaching practices. Targeted training on a variety of literacy application within the classroom was delivered including; Before During After (BDA) approach, reciprocal and dialogic teaching, and close reading, further strengthened teacher understanding of quality strategies for supporting the literacy development and extension of all learners.

Learning area teams collaborated to identify the language specific skills and genres required for students to successfully complete tasks within each of these learning disciplines. By mapping these across 7-12 it is hoped our students will experience a continuity in their learning where tasks build on previous knowledge and skills.

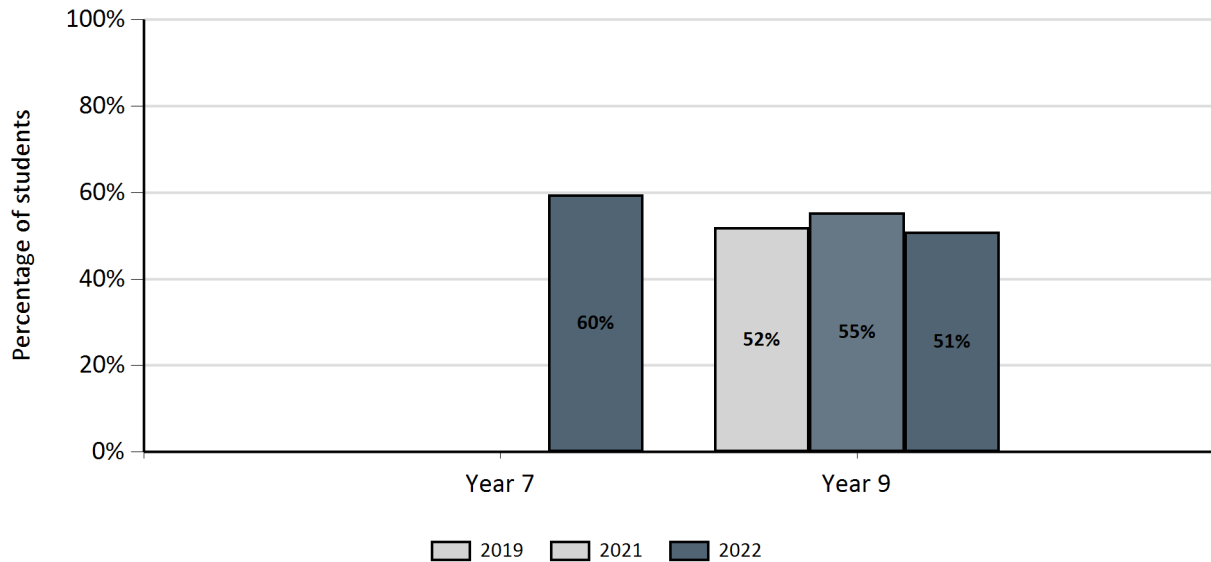
Despite the ongoing disruptions experienced, staff collaboration and open sharing of effective practice and teaching and learning exemplars enabled staff to learn from each other and continue to improve on existing curriculum and classroom practices. This plan for direct teacher development will continue into 2023, where practices will then be actively embedded within learning programs.

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

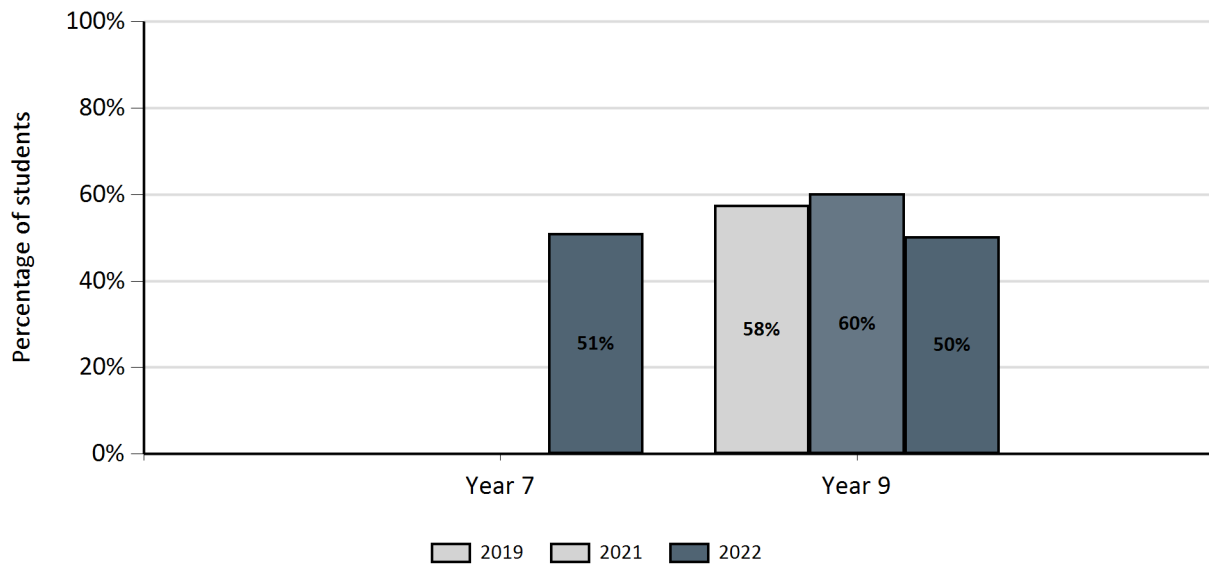


*NOTE: No NAPLAN testing was conducted in 2020.

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	94	94	12	11	13%	12%
Year 07 2021-2022 Average	94.0	94.0	12.0	11.0	13%	12%
Year 09 2022	157	157	19	8	12%	5%
Year 09 2021-2022 Average	139.0	139.0	16.0	9.0	12%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

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

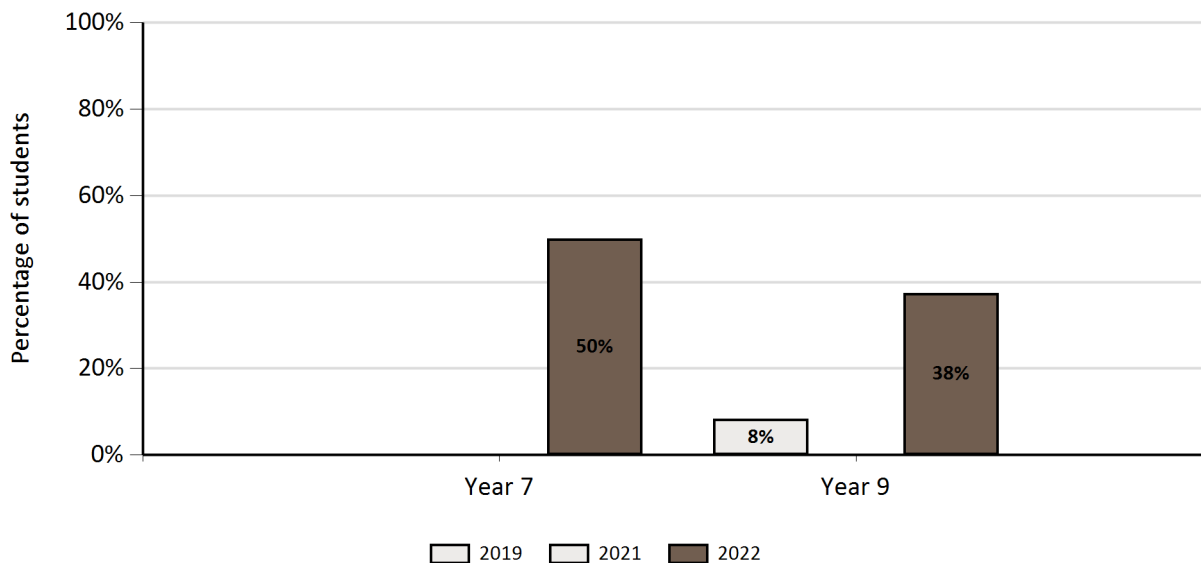
[^]includes absent and withdrawn students.

*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



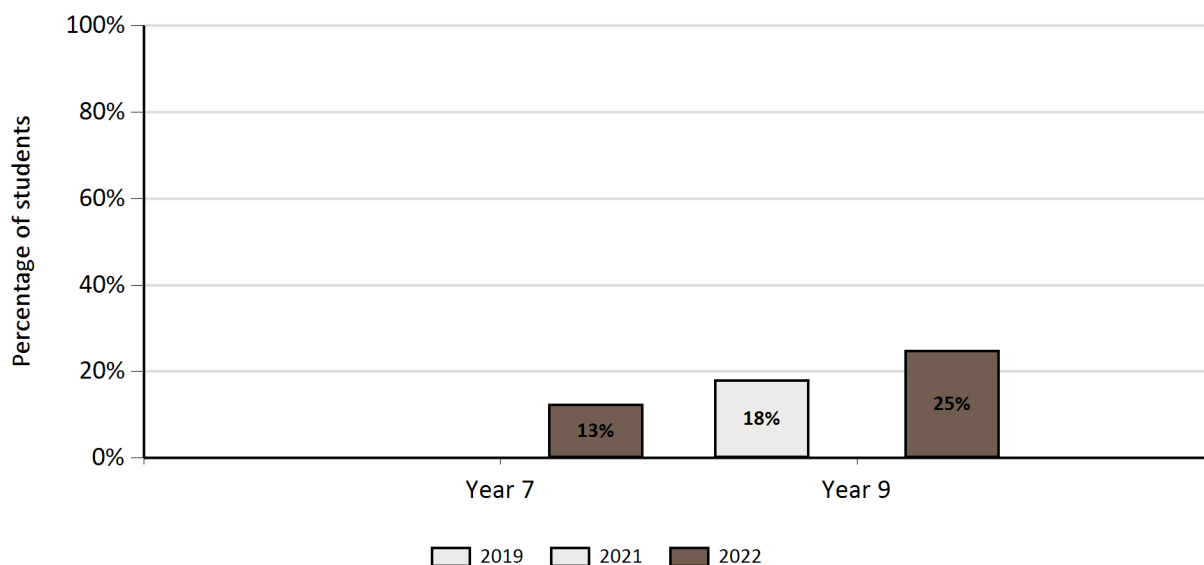
*NOTE: No NAPLAN testing was conducted in 2020.

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	8	8	0	0	0%	0%
Year 07 2021-2022 Average	8.0	8.0	0.0	0.0	0%	0%
Year 09 2022	8	8	0	0	0%	0%
Year 09 2021-2022 Average	6.5	6.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

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

- A focus on building strong relationships with families established from the initial enrolment process.
- Actively involved and sought the views of parents/caregivers in a partnership model and initiation of informal conversations about individual student learning where possible.
- Continued to document and develop our Ngarrindjeri language program.
- Worked with families and outside agencies to track and monitor achievement.
- Scheduling career pathway meetings with families to determine goals and supports.
- Whole staff professional learning delivered to support cultural awareness.
- Celebrated Aboriginal Culture through inclusion in key school and community events.
- Continued to deliver a vibrant SAASTA program at Victor Harbor HS that engaged and supported our Aboriginal students
- Staff protocols for supporting completion of literacy-based tasks were implemented, i.e. TEEL framework, low stakes writing.
- Targeted tutoring support provided to senior students to complete literacy-based tasks in SAASTA, and across SACE compulsories including English, PLP, and Research Project.

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

- 100% year 10 Aboriginal students successfully completed the PLP with a C grade or higher.
- While NAPLAN Reading proficiency for year 7 aboriginal learners was only slightly down, 50% compared to 58% for all learners - numeracy will require a greater focus in 2023 with student proficiency only 13% compared to 49%.
- Year 9 NAPLAN proficiency results fell from previous year, potentially impacted by an increase in student absence over this testing period.
- Improved communication with families regarding monitoring, tracking of student progress and family involvement in pathway considerations, particularly with compulsory senior subjects. Setting of future goals tightly linked student success to literacy and numeracy components of learning programs.
- The inclusion of Revival Language - Ngarrindjeri, provided another SACE pathway subject for Stage 1 students. This enabled them to continue apply and develop their local language in a manner which also enabled recognition from SACE.

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
96%	97%	99%	96%

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+	2%	0%	2%	2%
A	11%	6%	8%	7%
A-	9%	14%	8%	10%
B+	11%	12%	15%	11%
B	14%	17%	17%	16%
B-	13%	13%	20%	15%
C+	16%	13%	15%	13%
C	14%	16%	11%	17%
C-	6%	8%	4%	5%
D+	3%	2%	0%	0%
D	0%	1%	0%	1%
D-	0%	1%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	1%

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%	94%	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	20%	20%	21%	22%
Percentage of year 12 students undertaking vocational training or trade training	1%	1%	1%	1%

2021	2022
100%	16%
43%	2%

School performance comment

Year 7 students were welcomed to secondary sites for the first time in 2022. In response to this groups needs, there was a structural change towards delivery of literacy and numeracy improvement with the introduction of an additional 50 minutes per week of Literacy and Numeracy for learners in Years 7 and 8. These sessions targeted an individualised approach to identifying and filling gaps in students' foundational knowledge and skills. These extra lessons combined with a school-wide Literacy focus on improving reading comprehension strategies and instruction saw some improvements across whole school outcomes.

2022 included Year 7 NAPLAN testing for the first time enabling us to set a bench line of Mean Score as Proficiency Band 6 for future comparisons. Participation across the five Tests ranged from 79% to 84% which was not surprising when related to the decline in average school attendance over this period. Year 9 participation rates were also down on the previous year, again due in part to the impact of COVID-19 on student absenteeism across the year.

Reading, Grammar and Punctuation, Spelling and Numeracy have maintained a Mean Score as Proficiency Band 7, Writing has fluctuated over the years and has returned a Mean Score as Proficiency Band of 7 in 2022, up from Band 6 in 2021. This increase in writing achievement can, in part, be attributed to the school's participation in Brightpath writing improvement. Staff use of the Brightpath ruler to benchmark student's writing samples and then provide them with feedback of their next steps for writing improvement has shown to be successful in improving student writing across a number of genres.

Victor Harbor High School SACE results continued to see improvements with an increase in A-band results with four of our students attaining five Merits for their studies in 2022. Despite a lift in A band results, there was a shift back to 2020 levels for other grade band results. This was a little disappointing but possibly not surprising considering the ongoing disruptions and disjoint to the learning experiences of many. It was also noted that for 2022 student results were overrepresented in C & D band results as compared to State outcomes – certainly an area of future focus for 2023.

For our completing students there was a rise in the level of student ATAR scores, with the top 15 results used as an internal benchmark rising from 85.75 in 2021 to 87.72 in 2022. This was complimented by seven students receiving an ATAR of 90 or above, compared to three in 2021. I absolutely believe this is testament to the hard work that staff invested towards keep students on track and focused, and their willingness to support above and beyond throughout the pandemic.

There has been a noted shift between our Stage 1 and Stage 2 learning outcomes. As a result, there will be additional focus and resourcing directed towards SACE learner readiness for 2023. Stage 1 students will be targeted for improvements in personal organisation, study habits, approach to learning and task completion, as well as creating further links to university mentors. It is hoped that by addressing some of these base skills the year prior, our students will be better prepared for their final year of study.

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	83.4%
Year 8	88.1%	82.8%	86.0%	82.7%
Year 9	87.4%	78.7%	83.9%	78.5%
Year 10	90.7%	81.3%	83.0%	79.0%
Year 11	88.6%	81.9%	85.8%	79.0%
Year 12	86.0%	83.9%	85.1%	76.9%
Secondary Other	89.2%	86.0%	81.4%	82.4%
Total	88.5%	81.7%	84.7%	79.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
 NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

The ability for students to maintain consistency in attendance continued to be impacted as a result of COVID, with an overall 5% decrease in attendance recorded. Despite this students and families remained supported through a robust House system focused on belonging and connection. House Teachers remain the single point of contact for families, strengthening relationships and providing a vital avenue for information sharing.

Our Learner Management System - Daymap, continued to serve as a 'one stop shop' for student and parent/caregivers regarding learning information, attendance monitoring, and communication. House and Sub-school Leader's case manage students to ensure that pattern of habitual or chronic absenteeism were followed up and individualised strategies planned for improvement. Students and families identified as requiring extra layers of intervention are serviced by our Student Support Teams led out by Engagement & Wellbeing Leaders and connected to external support services.

Behaviour support comment

The addition of year 7 students within our student body had a significant impact on the culture of our site this year. A focus on building positive culture, belonging, and student resilience and individual case management was maintained as a part of our House based management system.

The 2022 Suspension, Exclusion, and Expulsion (SEE) data continued to reflect the complexity and destabilising effect of the pandemic on students and their families. House Leaders and the associated Student Support Teams continue to provide a wrap-around support system for both perpetrators and victims and, where appropriate include external agencies within these plans. Students were then supported to formulate positive learning and transition plans towards 2023.

Pleasingly, there was a reduction in the number of students suspended for violence (32 compared to 38 in 2021), with four students taken through to exclusion (down from eight students in 2021). These processes were undertaken with a restorative approach to enable students to understand the impact of their behaviour on self and others and adapt and as a result supported to change behavioural patterns and responses.

Parent opinion survey summary

Parent/caregivers were again invited to give their perspective via the annual Department for Education Parent Survey, with a total of 142 respondents. The opinions and areas for growth highlighted in this data are critical for continuing to build connections within our parent community. With over 500 families within our site a key area of work will be to better engage a majority of families in this process to form a broader picture of experiences and opinions.

With periods of learning from home as a result of the pandemic a large portion wishing to receive more learning tips from the school, 57% of parents indicated they would like more help to support their child's learning. Pleasingly, 98% of parents indicated that they regularly discuss school with their children and 88% believing that education is an important factor in their future success. This was supported by an increase in parent/caregiver belief that their student was well equipped to plan their future pathway.

Unsurprisingly, in such a tumultuous year Communication was a key area highlighted for improvement. Parents wished to receive greater connection with our site and more regular updates on students learning progress. As a result, changes to structure of connection with home have been planned forward for 2023. This includes increased time allowance for House Teachers to make contact with families directly. As the key point of contact between site and families it is hoped that improving this relationship will enable parents' to better understand and be part of their students overall learning journey. These regular contacts will also enable parents and staff to fully discuss students individual learning needs and access support as required. There will also be a formal 5-weekly Family Communication which will provide key information, highlight upcoming events, connect to parent resources, and celebrate student success. We will continue to distribute information over a range of media: email, SMS, Daymap - Learner Management System, Facebook, Website and hardcopy communications, in an effort to meet the needs of our families and connect.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	0.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	17	12.2%
NS - LEFT SA FOR NSW	4	2.9%
NT - LEFT SA FOR NT	1	0.7%
OV - LEFT SA FOR OVERSEAS	5	3.6%
PA - PARENTING/CARER	2	1.4%
PE - PAID EMPLOYMENT IN SA	32	23.0%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	5	3.6%
QL - LEFT SA FOR QLD	2	1.4%
SM - SEEKING EMPLOYMENT IN SA	15	10.8%
TA - LEFT SA FOR TAS	1	0.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	23.7%
U - UNKNOWN	9	6.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	9	6.5%
VI - LEFT SA FOR VIC	3	2.2%

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

VHHS ensures compliance for all staff, volunteers and external providers around their Working With Children Checks.

On site registers are maintained to provide central documentation and ease of access for appropriate Leaders.

When expiry of this documentation is drawing near, staff and volunteers are advised and assisted to renew promptly. In the interest of site security any staff or other stakeholders not holding required current certification are not permitted to attend the site or access site information.

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	110
Post Graduate Qualifications	43

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 st

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	57.6	2.0	29.5
Persons	1	65	3	38

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

Financial statement

Funding Source	Amount
Grants: State	\$11,985,322
Grants: Commonwealth	\$156,143
Parent Contributions	\$436,956
Fund Raising	\$0
Other	\$129,639

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	System of identification and referral in place and available for all staff to contribute information and request individualised support where appropriate. Students identified are then provided with targeted intervention and support through an established Student Support Team referral process. Family connections are a key part of this support process and plans for intervention. Students are case managed by members of this team to monitor progress and refine plans as required.	Students identified through this referral process received individualised support from both internal and external providers. Despite the often complex nature of challenges, these students showed improved connection to learning and were successfully supported to remain engaged and move on to their next stage of learning.
	Improved outcomes for students with an additional language or dialect	Targeted and individualised support was provided by a specialist EALD teacher. This staff member also worked closely with classroom teachers to enable modification of learning materials and/or assessment to improve student access to learning. Diagnostic assessment and 1:1 tutoring was also provided as appropriate.	All students demonstrated satisfactory progress in learning, with families aware of support received.
	Inclusive Education Support Program	Assistant Principal - Inclusion, conducted a review and refinement of systems and program in place to both identify and support student with additional learning needs. Investment in direct ancillary in-class support, and creation of individualised program of learning was maintained for identified students. The school maintained the services of an 0.2 Educational Psychologist who worked directly with students and supported staff development in recognising and supporting the functional needs of students with developmental delay.	Through maintenance of a family conference approach, there was an increase in individualised approaches to learning available for identified students. Teaching and non-teaching staff were supported through targeted professional development to improve their understanding and ability to cater for diverse range of learners within their class settings. All students supported to successfully move on to their next level of learning.
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>An Aboriginal Education Team including: a full-time Aboriginal Education Leader, and three Aboriginal Secondary Education Transition Officers (ASETO) support students to engage in their learning and improve connections with families and community.</p> <p>Additional 50-minute lessons for both Literacy and Numeracy were included in the learning programs for both year 7 and year 8 students. Specialist staff then designed targeted programs of learning based on the development foundational concepts and improvement in fluency.</p>	<p>The Aboriginal Education team continues to support students to connect and engage and are an essential part of the wrap around case management approach for individual students.</p> <p>Literacy and Numeracy programs for year 7 and 8 students have enabled students' gaps in knowledge to be identified with resources and support then able to be tailored towards individual growth and development. This work will be further tracked and monitored into 2023 as the program develops, and data is able to be analysed.</p>

Program funding for all students	Australian Curriculum	There was a continued focus on development of quality learning programs and establishment of continuity of learning for students across year levels, with particular attention given to year 7 in its inaugural year. Staff across all learning areas worked collaboratively to review and refine learning programs 7-10.	Scope and sequence now document across learning areas 7-10. Staff working as collaborative teams now enable all learners to have a consistent learning experience, based on shared units of work and assessment strategies, that is coordinated and prepares them for their next stage of learning.
Other discretionary funding	Aboriginal languages programs Initiatives	Awarded a 3-year language grant to extend teaching of Ngarrindjeri into year 12. In 2022 offerings were expanded to include Stage 1 Revival Language - Ngarrindjeri, provided another SACE option for students. Language offerings continued to be offered at lower year levels to support the readiness of learners for a SACE context. Local Ngarrindjeri people continued to be engaged to teach language within our site setting.	A total of 10 students successfully completed Stage 1 Revival Language - Ngarrindjeri in the first year of this offering. This enabled these learners to continue apply and develop their local language in a manner which also enabled recognition from SACE. Students are keen to continue their learning into a Stage 2 context in 2023.
	Better schools funding	Supported specialised staffing and targeted programs towards improved wellbeing, engagement and learning across all aspects of the site, inclusive of Special Education and Wellbeing and Transition Hub. A review of learning programs and individualised case management approach to learner support extended the options to support the social emotional development of learners.	A further enhanced case management approach to students and flexibility for students to move between options as required. This agility of programming enabled support to be continuously tailored to learners needs improving their experience of learning and enabling them to continue to build individual success across their learning programs.
	Specialist school reporting (as required)	-	-
	Improved outcomes for gifted students	-	-