



# Playford International College

## 2022 annual report to the community

Playford International College Number: 910

Partnership: Elizabeth

Signature

School principal:

Ms Karen Bond

Governing council chair:

Bronwen Taylor

Date of endorsement:

23 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Playford International College (PIC) aims to develop graduates that have the knowledge and skills to shape their world through learning, which builds the values of respect, collaboration, perseverance and growth.

PIC is situated in Adelaide's northern suburbs, in the heart of Elizabeth. In 1961, our school opened as Elizabeth High School. Since then, the school has had several name changes and amalgamations. In 2015, the school became Playford International College offering the full range of subjects from the Australian Curriculum and a broad range of SACE subjects and access to a range of vocational education and training (VET) options in the senior secondary years. Playford International College is also a special interest music school.

The school is growing with enrolments in 2020 of 1250 increasing to 1450 in 2023. This growth is due to the increase in the population within the northern suburbs and the year 7 to high school initiative. Our school is a category 1 school with a student population consisting of: 80% of students on school card; 15% Aboriginal students; 25% English as an additional language or dialect (EALD) students; 23% inclusive education students, 60 special interest music program (SIMP) students and 81 (external) flexible learning options (FLO) students.

Our 2022 site improvement plan (SIP) focused on improving students reading comprehension and their ability to solve mathematical problems.

In 2022, the school focused their attention on the directions of the 2021 external school review. The application of rigorous approaches to site improvement planning with greater clarity about goals, challenges of practice and targets informed by the analysis of data, the development of collaborative professional learning for all teachers on high impact pedagogies and the building of the capacity of middle leaders to effectively lead their teams on improving classroom teaching and student learning. These focal areas will continue to inform our work in 2023.

Compass and Canvas are the online platforms used by the school. The use of these platforms supported students with learning at home when required during several partial school closures in 2022 due to COVID-19.

During the year, the school was able to engage in more activities and events due to changes in COVID-19 restrictions. Our entire year 7 cohort spent a day at the Adelaide Zoo as part of their science program and our music students participated in several important events. These included the Festival of Music, a 3-day music tour of the Barossa Valley and the Adelaide Hills performing at several schools. Our rock band and jazz choir competed in the Balaklava esteddod with the rock band winning their division.

## Governing council report

As the Governing Council Chair I would like to start by saying thank you to all of the staff who worked tirelessly to create a positive learning environment for the whole of the 2022 student cohort. It goes without saying that 2022 was a year full of new and challenging experiences.

These include the long-awaited completion of the new buildings and the transition to functionality of the new spaces. The amazing development of the school grounds has created state of the art learning spaces for our school community. The changes are greatly expanding Playford International College's ability to successfully and meaningfully serve the community into the future. We look forward to developing the exterior spaces to include further shelter and engaging areas for our students to enjoy. Well done to all involved in these new spaces.

It has been a long road for the new inclusion of the Year 7 students coming onboard and all of the challenges that presented themselves throughout this process. Playford International College has worked tirelessly to communicate with all involved to gain feedback and insight on the further possible improvements needing attention. The transition days were organised incredibly professionally and we were able to gather interest for our new Parents and Friends Committee which will hold their first meeting this term.

Along with the transition of including the Year 7 cohort, there have been some mighty staff changes and inclusions. To all new staff that joined the PIC family in 2022, we say welcome. Well done to staff for continuing to work alongside families through social and learning challenges. The amazing support shown to families and students over this new period has been vital to our new school community.

PIC continues to improve the processes and functionality of the online platforms investigating the efficiency and performance data in order to look forward to further advances required. There are many different platforms requiring constant attention in order to inform our school community and the staff behind these platforms are consistently looking for improvement strategies.

Throughout all of the challenges 2022 created for the school community we were still able to record some of the best Year 12 results to date. Congratulations to the senior school staff and students for showing such resilience and determination.

Our Specialist Music Program is an integral part of the school moral and community. The staff and students proved themselves yet again to uphold high professional standards performing for many schools across our state on their music tour. Many of our students were invited to play alongside James Morrison in the Adelaide Christmas Pageant and proved themselves to be brilliant representatives of the school. The staff and students put in many hours of their own time to organise and prepare for in-school performances and also public performances throughout the year. I would like to congratulate the Special Interest Music community for their tireless commitment to the inclusion of music in our young people's minds and the broader community.

The Governing Council will continue to serve the school community through the idea-generation, communication and decision-making processes. We look forward to accepting new members of the parent community onto the council. 2023 is a year full of new opportunities for the school community as a whole. Let's keep working together to build exciting futures for our young people.

Thank you all,  
Bronwen Taylor

# Quality improvement planning

Once again, the Playford International College community was required to be flexible throughout 2022 as we faced several periods of home-based learning due to COVID – 19. The school's full integration of the online platforms of Compass and Canvas enabled these transitions to occur relatively smoothly. The school endeavoured to support students with limited home internet access with the provision of department provided dongles and/or hard copies of assignments and resources.

The impact of these partial school closures was to limit our site improvement plan actions for both goals to those already implemented rather than implement additional actions in 2022. While progress was made toward the two goals, the aspirational targets were not met. The achievement of the targets was significantly impacted due to a reduction in the participation rate of students in the progressive assessment test (PAT) program across year 7 to 10. This is reflected in the school's overall attendance rate; dropping from 80.4% in 2020 to 74.7% in 2022.

Goal 1 focused on improved reading comprehension for year 7 to 10 students. The professional learning and support in curriculum professional learning teams on 'before, during and after' reading strategies and vocabulary development, resulted in successful outcomes for our students. Evidence of this the average achievement in the PAT reading comprehension being at or above the SEA for year 7, 8 and 10 students. Despite a decrease of 1% in students reaching or exceeding the standard of educational achievement (SEA) in the year 9 NAPLAN reading, healthy growth between successive tests was achieved. In NAPLAN, 33% of year 9 students who sat the test, improved their progress category. For example, moving from below SEA to at SEA.

In 2023, improvement in reading comprehension will continue, with a maintained focus on 'before, during and after' reading strategies and both tier 2 and 3 vocabulary development. A further focus will be on the levels of questioning.

Goal 2 of the SIP focused on improved achievement through the explicit teaching of place value and number sense for year 7 to 10 students supported. The actions for mathematics teachers to support this goal included using the practices of explicit direct instruction particularly for the teaching of place value and multiplicative thinking, collaborative planning of units of work, the moderation of work samples and the monitoring and tracking of data and evidence to inform plans for learning. Despite a decrease of 4% in students reaching or exceeding the SEA in NAPLAN numeracy, 23% of year 9 students who sat the test, improved their progress category. Average achievement in the PAT for mathematics in years 8 and 9 was also at or above the SEA.

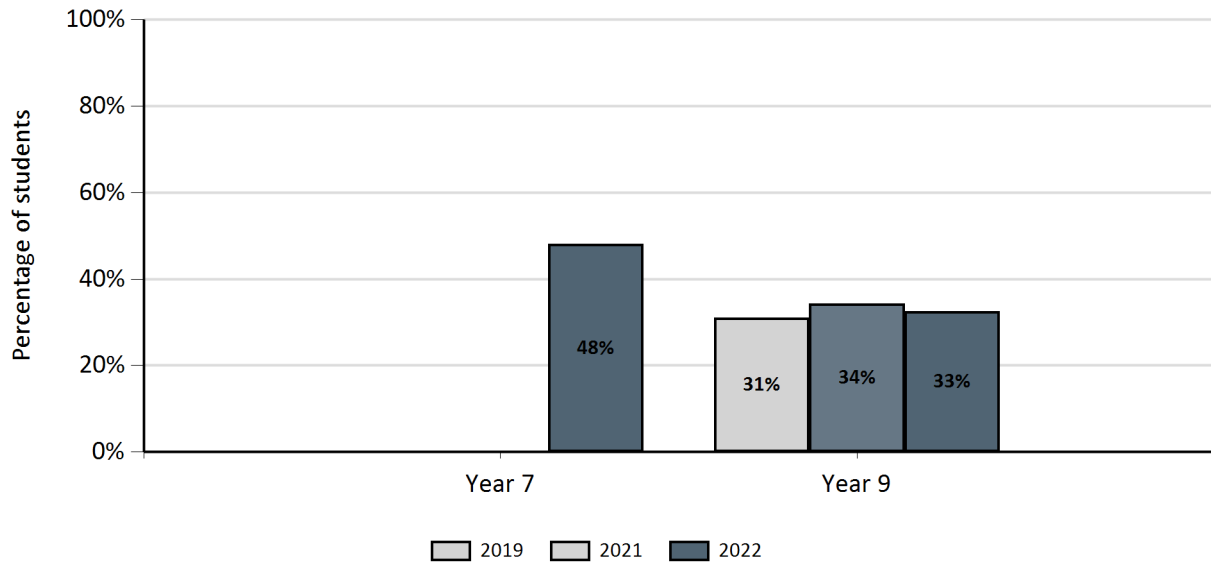
In 2023, the mathematics learning area has developed structures to extend year 9 and 10 students and support the use of the 10A Australian Curriculum in mathematics. A continued focus on direct explicit instruction on place value and multiplicative thinking for students below the SEA, supported by common assessment tasks and collaborative moderation will be the work of mathematics teachers.

# Performance Summary

## NAPLAN Proficiency

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

### Reading



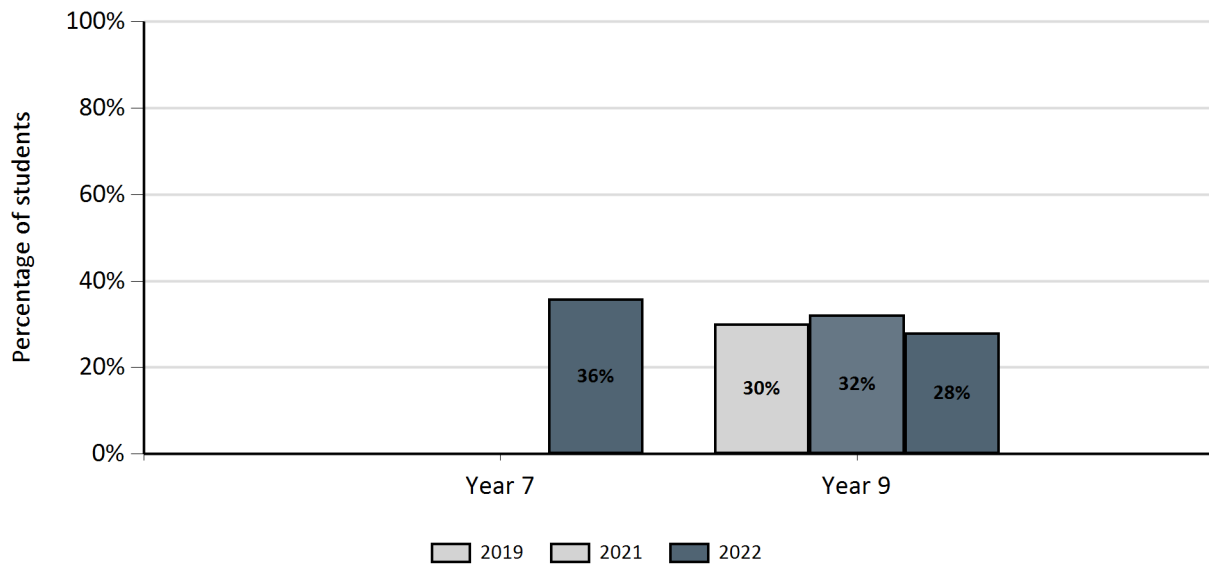
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



## Numeracy



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

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	262	262	18	11	7%	4%
Year 07 2021-2022 Average	262.0	262.0	18.0	11.0	7%	4%
Year 09 2022	249	249	12	3	5%	1%
Year 09 2021-2022 Average	250.0	250.0	10.5	2.5	4%	1%

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

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

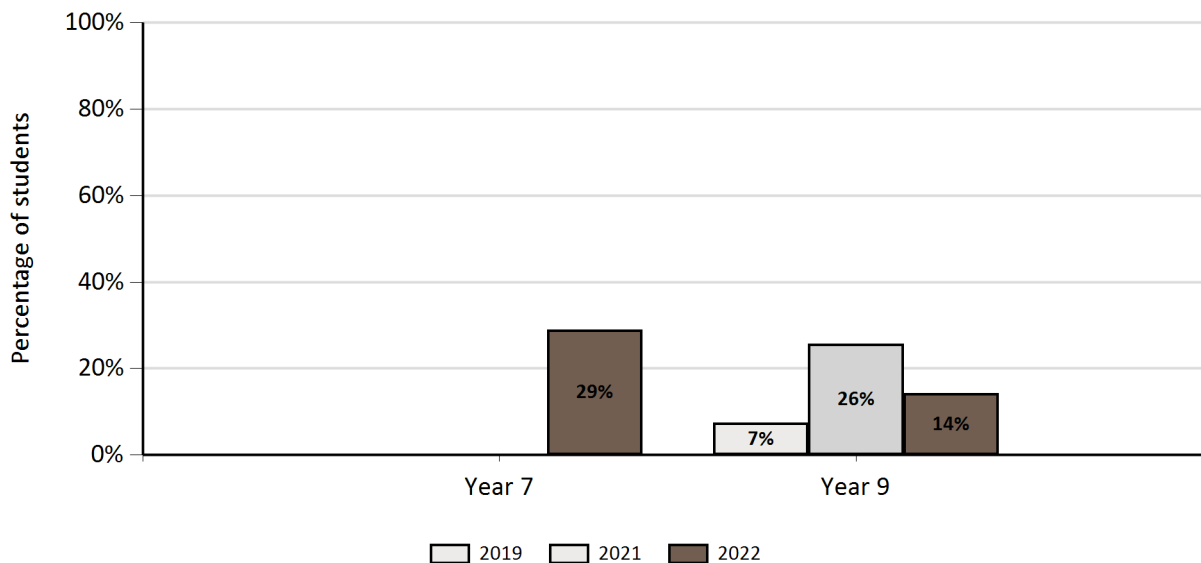
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



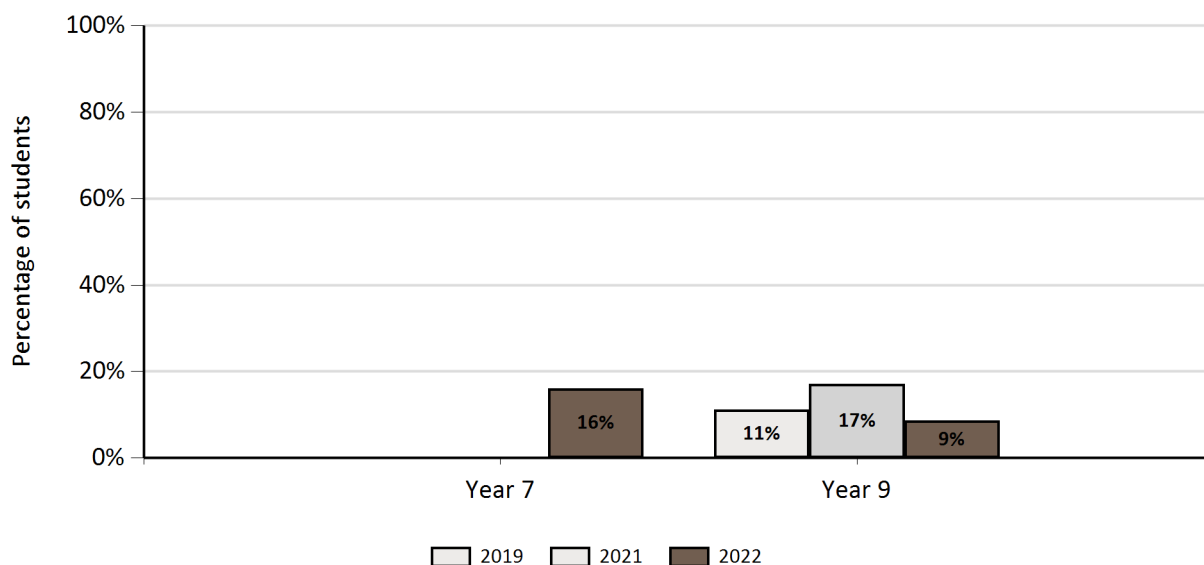
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	31	31	1	1	3%	3%
Year 07 2021-2022 Average	31.0	31.0	1.0	1.0	3%	3%
Year 09 2022	35	35	2	0	6%	0%
Year 09 2021-2022 Average	35.0	35.0	1.5	0.0	4%	0%

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

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

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Tracking & Monitoring

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

This year the Aboriginal education team maintained their focus on using student data to improve both learning and wellbeing outcomes. This data included achievement data (subject grades, PAT and NAPLAN, LEAP levels), attendance and behaviour. The data was used to develop literacy and numeracy support programs and tutoring programs. A student learner profile accessible to all teachers via the school's learner management system, was explored and developed. The learner profile system is designed to give explicit strategies and ideas to the student's teachers on ways to support the student with their learning, engagement and behaviour. The development of the learner profile has required collaboration between the inclusive education support team, curriculum leaders and the wellbeing team. The Aboriginal Education team are continuing to build their capacity to use data effectively to inform their support for students. The collaboration needed with other teams across the school is an important element of this work. To support students further, a referral system was developed to ensure specific support was provided. For senior school students, a tutor was appointed using APAS funding.

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

NAPLAN reading results for 2022 year 9 Aboriginal students, indicate a 10% decrease compared to 2021 in those achieving or exceeding the standard of educational achievement (SEA), however, 33% of the 2022 year 9 students improved their progress category. NAPLAN reading for year 7 students indicates 29% are at or above the SEA. PAT R data indicates average scores in years 7 to 10, below the school average, however, there are gains at years 9 and 10.

Numeracy/mathematics  
 NAPLAN numeracy results for 2022 year 9 Aboriginal students, indicate an 8% decrease compared to 2021 in those achieving or exceeding the standard of educational achievement (SEA), however, 100% of the 2022 year 9 students maintained their progress category. This means that their growth was at the expected rate. NAPLAN numeracy for year 7 students indicates sixteen percent are at or above the SEA. PATM data indicates average scores in years 7 to 10, below the school average, however, there are gains at years 7, 8 and 10. 100% of potential SACE completers successfully completed their SACE, with 43% of grades being As and Bs.



# 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
94%	97%	98%	98%

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%	3%	3%	0%
A	2%	4%	4%	4%
A-	4%	6%	6%	5%
B+	6%	7%	7%	9%
B	14%	16%	15%	15%
B-	14%	12%	16%	16%
C+	16%	17%	21%	19%
C	24%	28%	19%	21%
C-	14%	4%	8%	8%
D+	2%	1%	1%	1%
D	2%	1%	0%	0%
D-	1%	0%	0%	0%
E	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

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

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
92%	92%	91%	90%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2017	2018
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	87%	99%	94%	98%
Percentage of year 12 students undertaking vocational training or trade training	5%	6%	2%	3%

2021	2022
99%	99%
10%	69%

# School performance comment

In 2022, the SACE completion rate of 99% based on October data. This equals the 2021 completion rate. When the February completion rates are compared, there is a decline of 4%. This decline can be explained when the 10 students who left to full apprenticeships is considered in the equation. These students represent 6.1 % of students of the year 12 enrolments in February. This successful transition of students to an apprenticeship is a significant improvement for Playford International College. This reflects the emphasis, supported by resourcing, the school has placed on improved pathways. Quality pathways remain a focus in 2023. Careful tracking and monitoring of student progress every 5 weeks and on the improvement in subject counselling and career development have also contributed to both SACE and pathway success.

The increase in achievement in the A and B grade bands in 2021 to 50% of all stage 2 grades was maintained in 2022. D grade bands remained at 2%. Once again, no E grades were achieved in 2022. The distribution of stage 2 grades maintained the median B- grade gained in 2021.

The successful completion rate for the compulsory SACE subject of Stage 2 Research Project was 100% and 99.5% for Stage 1 Personal Learning Plan. Successful completion for stage 1 Literacy and stage 1 Numeracy were 99.3% and 92.4% respectively. The literacy completion rate improved by 8.4% and the numeracy result has remained steady.

In the year 9 NAPLAN reading component, Playford International College achievement at or above the standard of educational achievement was comparable with 2021 with a small reduction of 1%. Traditional growth measures between successive tests were not possible as the 2020 NAPLAN assessment program was not conducted. However, we were able to track growth in terms of their progress category. In NAPLAN reading, 33% of the year 9 students who sat the test, improved their progress category. For example, moving from below SEA to at SEA. This improved growth performance coincides with the trial in year 9 of the Spalding program for students requiring support for phonological and phonemic awareness, the EALD academies and the combined focus on tier 3 vocabulary and BDA reading strategies.

In line with the school's decision to implement a new model of literacy intervention using the Spalding method that incorporates the pedagogical practices of explicit direct instruction, all year 9 and 10 students were assessed using DIBELS benchmark assessments and those performing below a set benchmark level received the intervention program in the second semester of 2022. In 2023, this will be expanded to year 7 and 8 students. This approach to intervention and a focus on improved participation rates are important aspects of our work at PIC in 2023.

The numeracy component of NAPLAN saw a decline in achievement at or above the standard of educational achievement of 4%. Despite this, using the progress category measure, 23% of year 9 students who sat the test, improved their progress category. This improved growth performance coincides with the focus on the pedagogy associated with Thinking Maths professional learning for teachers, the use of intentionality and the explicit teaching of place value and multiplicative thinking. Maintaining students in the high bands has been identified as an area for improvement. In 2023, students in years 9 and 10 demonstrating high band achievement in NAPLAN, the PATM assessment and A and B grades will engage in the 10A Mathematics option from the Australian Curriculum.

## Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	50.7%	77.9%
Primary Other	N/A	N/A	N/A	N/A
Year 8	84.7%	81.4%	77.9%	72.4%
Year 9	76.3%	80.3%	74.4%	73.3%
Year 10	78.2%	79.1%	78.3%	73.4%
Year 11	79.6%	79.7%	76.0%	76.7%
Year 12	83.0%	81.6%	79.1%	78.0%
Secondary Other	81.2%	81.1%	72.2%	63.1%
Total	80.4%	80.4%	76.8%	74.7%

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

## Attendance comment

Our overall attendance was 74.7%, a 2.1% decrease in comparison to 2021. Three years of the pandemic has undoubtedly impacted on attendance. Our three sub schools and wellbeing team make a concerted effort to follow-up unexplained absences, habitual and chronic non-attendance. Like most schools, we are experiencing an increasing number of school refusers. The sub school leaders and wellbeing youth workers work closely with these families to reconnect students with their schooling. This often results in students returning part-time with a gradual increase in time. These attendance plans are constantly reviewed and updated, and the wellbeing team provides support for these students through this process. For disengaged Aboriginal students, the Aboriginal Education team are also involved in this process, working closely with families. In 2023, we are reviewing our attendance procedures to encompass this work for improved student attendance.

## Behaviour support comment

There was a significant increase in the number of suspensions from 82 in 2021 to 172 in 2022 for Threatened Safety or Wellbeing. However, there was a decrease in exclusions from 6 to 2. There were 217 suspensions and 34 exclusions for threatened or actual violence in 2022: a significant increase from 2021. The Wellbeing and Engagement survey data, that involves student self-reporting on a range of wellbeing and engagement related questions suggests little or no change in how students see harassment and bullying behaviour at school. The introduction of year 7 students to high school in 2022 resulted the introduction of 550 new students on day one. This presented some challenges for the school, of which behaviour was one. When incidents were investigated, the impact of social media was clear as the catalyst for many of the harassment and bullying incidents. The majority of the social media posts or threats occur outside of school.

# Parent opinion survey summary

The Parent Opinion Survey for 2022 had 166 participants, an increase of 15 participants from 2021. Parents/Caregivers responses indicated that they were most positive about the following statements:

- I think that education at school is important to my child's future: 89% strongly agree or agree with this statement. This is a decrease of 5% on 2021
- I talk to my child about what happens at school: 76% strongly agree or agree with this statement. This is the same as 2021
- I feel equipped to help my child plan what they will do after they leave school: 67% strongly agree or agree with this statement. This is an increase of 1% on 2021.
- Overall, my child has a good routine around reading, studying, and learning at home: 48% strongly agree or agree with this statement. This is a decrease of 13% on 2021.

Statements that parents/caregivers indicated the least positivity with are:

- I have useful discussions with the school about my child's learning: 37% strongly disagree or disagree with this statement. This is a decrease of 5% on 2021.
  - People respect each other at the school: 47% strongly disagree or disagree with this statement. This is a decrease of 21% on 2021.
  - Has input into learning: 34% strongly disagree or disagree with this statement. This is a decrease of 9% on 2021.
  - Receives learning tips: 28% strongly disagree or disagree with this statement. This is a decrease of 3% on 2021.
- The decrease in respect and discussions with the school about learning between parents and teachers are areas for improvement in 2023.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	32	13.6%
NS - LEFT SA FOR NSW	3	1.3%
NT - LEFT SA FOR NT	1	0.4%
OV - LEFT SA FOR OVERSEAS	1	0.4%
PE - PAID EMPLOYMENT IN SA	32	13.6%
QL - LEFT SA FOR QLD	4	1.7%
SM - SEEKING EMPLOYMENT IN SA	46	19.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	105	44.7%
U - UNKNOWN	5	2.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	0.9%
VI - LEFT SA FOR VIC	4	1.7%

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

Playford International College outsources its canteen and cleaning contract. All people employed by the companies have relevant and current Working with Children Checks, this includes NDIS providers, trades persons, pre-service teachers and university students on placement in the Wellbeing Team who access the site. The school does not routinely have volunteers, but always ensures that regular visitors or volunteers provide the relevant history screenings which are retained and recorded.

# 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	169
Post Graduate Qualifications	97

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	99.5	3.7	54.3
Persons	0	108	4	66

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

## Financial statement

Funding Source	Amount
Grants: State	\$24,362,243
Grants: Commonwealth	\$0
Parent Contributions	\$920,125
Fund Raising	\$0
Other	\$592,065

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	Continued funding of a B5 Head of Wellbeing Leader, 2 B1 Wellbeing Leaders, one SSO4 Senior Youth Worker and three SSO3 Youth Workers. This staff was to provide programs for targeted students, supported re-engagement with school for school refusers and to refer students to SSS and external providers.	Wellbeing programs provided and ongoing support for increasing numbers of students.
	Improved outcomes for students with an additional language or dialect	A B1 EAL/D Leader was appointed for 2021. EAL/D students have 4 English lessons a week and 4 EAL/D academy lessons. The EAL/D Leader also managed the use and access to BSSOs and CLOs.	Improved EAL/D results and support for our EAL/D families to access an interpreter.
	Inclusive Education Support Program	Funding contributed to a B4 Inclusive Education Leader, 5 teachers, 790 SSO1 hours and 360 SSO2 hours for case management and classroom support. The school also funded a B1 leader in the Special Options classes	Improved support & outcomes for IESP students and for Special Options students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	1. Additional support for students in middle secondary classes (pre SAASTA) for Aboriginal student learning to prepare them for senior secondary. 2. Tutoring support for senior secondary students in literacy and numeracy provided by an SSO. 3. Significant funding to support wellbeing intervention programs, the provision of case managers Youth Workers and the provision of alternative programs through wellbeing and case manager teachers in IESP. 4. The employment of an SSO3 to support pathways for senior secondary students. 5. Support for students from low socio-economic backgrounds to access language classes through the School of Languages.	1 & 2. Improved PAT R and M results. Improved achievement in SACE Literacy and Numeracy compulsories.  3 & 4. Improved engagement with school, an increase in students accessing full apprenticeships and SBA. 5. Successful achievement in Nepali for 25 plus students.
Program funding for all students	Australian Curriculum	Funding was used to manage class sizes due to the differentiation required in each class often covering 6 to 8 AC Standards.	Improvements in Literacy and Numeracy against the PATR and M.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funded the employment of 2 SSO2s to provide support in the Mathematics learning area and the English learning area for students and in administration for teachers.	Improvements in Literacy and Numeracy against the PATR, PATM and NAPLAN.
	Specialist school reporting (as required)	Continued support for improved instrument resourcing, technology support and the hire of venues to improve student learning outcomes.	All SACE Stage 2 Music subject grades in the A grade bands.
	Improved outcomes for gifted students	N/A	N/A

