



Christies Beach HS & Southern Vocational College 2018 annual report to the school community



Government
of South Australia
Department for Education

Christies Beach HS & Southern Vocational College Number: 1013

Partnership: Beach Road

Name of school principal:

Graham Clark

Name of governing council chair:

Anne Taylor

Date of endorsement:

8 March 2019

School context and highlights

The year began with just over 500 students enrolled in Years 8-12, 48 students in the Special Options (Inclusive Education) program and approximately 230 students enrolled through the Flexible Learning Option policy. These numbers were consistent with previous enrolments. 2019 projections show a significant growth in Year 8 enrolments of some 30-40%, indicating renewed confidence the local community is building about their neighbourhood high school.

Approximately 13% of students identified as Aboriginal or Torres Strait Island descent and 24% of students have a verified disability.

The department's External School Review (ESR) was conducted in March which provided 4 directions for action. Christies Beach High School was identified as a school needing to demonstrate evidence of being "on track" within one year, and accordingly a targeted Priority Improvement Plan was developed in partnerships with all staff and the Local Education Team. The ESR was seen as a stimulus for clarity in describing priority areas to ensure student achievement improves to reflect higher proportions of students meeting the Standard of Education Achievement.

2 significant building projects carried through for all of 2018: The Inclusive Education Centre accommodating 64 students with disabilities and the STEM Works project, both state government funded projects. Concurrently, design and specification work was undertaken to redevelop the existing middle school facility to more appropriately accommodate the middle school pedagogy in practice as a result of the 2017 curriculum review. Together, these 3 major projects contribute significantly to the regeneration of existing school facilities to better align with contemporary standards for effective learning space design.

Governing council report

Thank you to our retiring staff members that have served our school community. We hope that your next chapter in your life is productive and holds much joy. Thank you also to staff members that have moved on to another school and new staff that have joined our school community. We wish you well and trust you enjoy new positions.

Highlights for 2018 school year include:

1. Improved communication strategies that include Facebook, CBHS school app that increased the transparency of the school to the community at large.
2. Student voice attending the Governing Council meetings and giving direct feedback from the coal face, the students. This was a worthwhile direct line of communication and members enjoyed hearing their reports.
3. Positive behaviours increasing with the new curriculum structure and timetable development is encouraging and let us hope this trends continues to a high standard in the coming year. The review of the Positive Behaviours for Learning policy provided the school community with clear information about expectations of behaviour and what happens when issues need to be addressed.
4. Continued building and eventual opening of the Inclusive Education Centre, with the new classrooms and outdoor areas for students with disabilities.
5. STEM Works project with the technology centre revamp to create an open airy, exciting learning space for the students to engage in innovation
6. The planning for the middle school redevelopment project that will start construction early in 2019 to provide a purpose built learning space for the middle school model that is proving so successful.

Governing Council is an important part of the school governance process and I thank all members of the Council for their participation and continued involvement in this work.

Anne Taylor
Governing Council Chair

Improvement planning and outcomes

3 priority areas formed the 2018 Site Improvement Plan: High Quality Teaching and Learning, Improve Student Wellbeing for Learning and Improve Conditions for Learning. Each priority identified a number of key strategies that were tracked across the year with outcomes identified. This report addresses some stand out features.

In order to 'support all teachers to understand and apply differentiation strategies that stretch individual learners' all staff engaged in professional learning about differentiating teaching and learning plans and assessment tasks to ensure all students could demonstrate understanding at an appropriate level. This work resulted in development of agreed processes for documenting learning design to make visible learning intentions in all classrooms. This remains a work in progress and is a key priority of 2019 work. Participation as a project school in the department's Developmental Language Disorder project provided a focus on vocabulary in all subject areas that was explicitly monitored across a small target group. Evidence collected showed some improvement in student's understanding of vocabulary and use of written language in the project sample, though the trial period was considered short with long term outcomes yet to be confirmed. Teacher feedback was positive in terms of developing an understanding of differentiated teaching and learning with improved skills to better address the complex literacy needs of the CBHS student cohort.

Alternative programmes were strengthened for students requiring a differentiated programme. Targeted Learning Centres were established for Year 8 and Year 9 aged students that provided extremely diverse learning experiences including many alternative programs to support engagement in learning and access to relevant learning experiences.

Within the wellbeing for learning priority, a key strategy was for all Care Group teachers to deliver a learning programme that addressed current and relevant topics around student wellbeing. A customised wellbeing program for each year level was developed and its implementation led by Student Wellbeing Leaders. Student's understanding of the broad wellbeing framework improved and school culture developed to a place where students led whole school events recognising the importance of issues around bullying, domestic violence and mental health.

To improve Conditions for Learning, the school's Positive Behaviours for Learning (PBL) policy and procedures were reviewed, redeveloped and documented so they could be implemented consistently by all staff. Work remains in progress to achieve a consistent response across the school however significant improvement in student behaviour and engagement is evident.

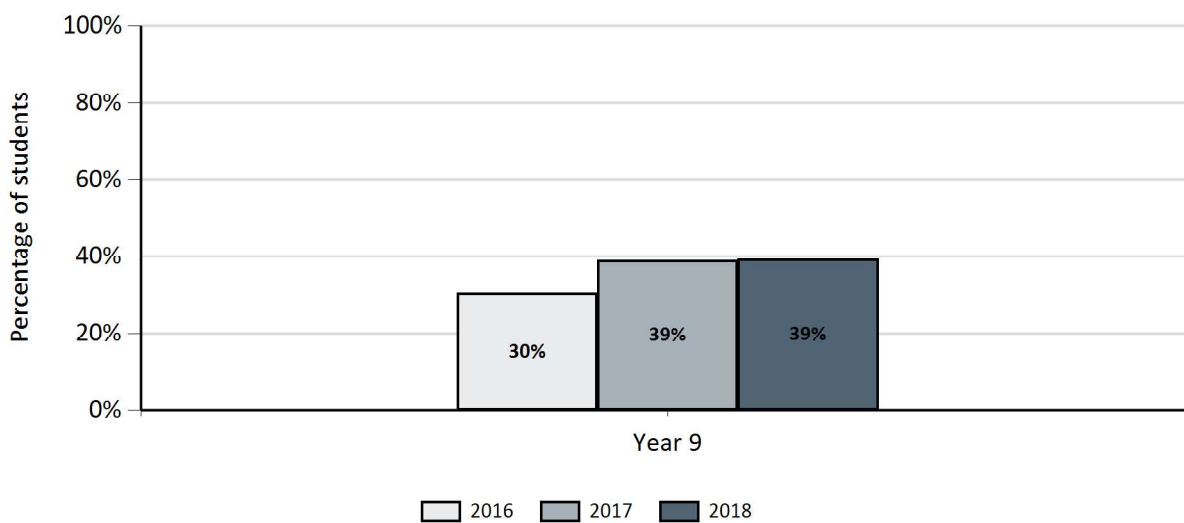
Improvements were made to the year 7 to 8 transition programme, in partnership with neighbouring primary schools to ensure the shift from primary to secondary school is smooth for all students. Excellent feedback from community members, parents and students was captured through formal review processes and an increase in year 8 enrolments of approximately 40% was noted. Attendance for year 8 students in the first weeks of school was also markedly increased, indicating success of the transition period. Also of note was that all students engaged in mainstream education with no student FLO enrolled at year 8 level.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

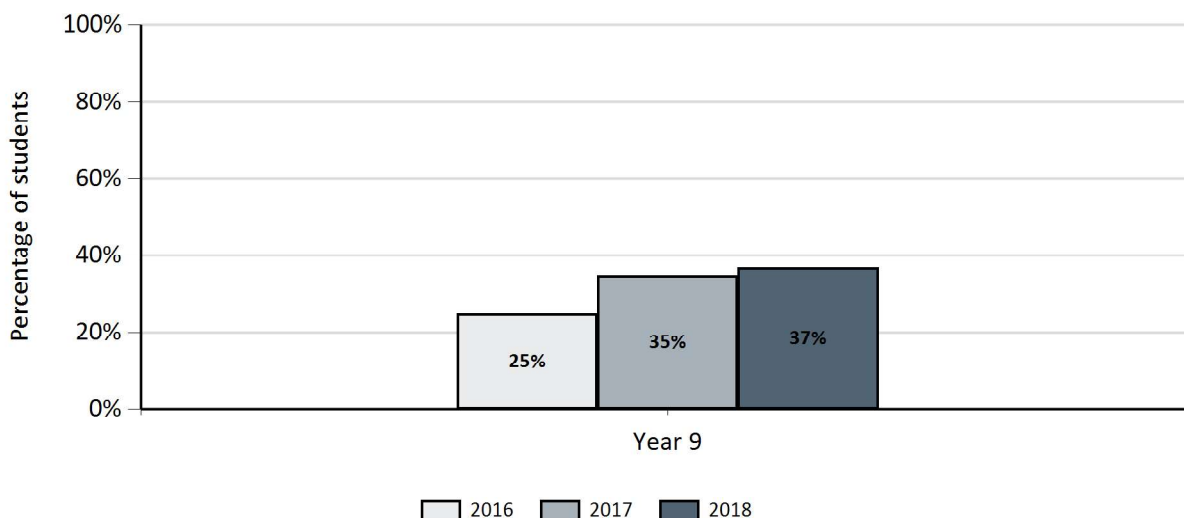
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	18%	25%
Middle progress group	48%	50%
Lower progress group	34%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	12%	25%
Middle progress group	59%	50%
Lower progress group	29%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

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 9 2018	117	117	8	1	7%	1%
Year 9 2016-18 average	127.7	127.7	4.0	0.7	3%	1%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2015	2016	2017	2018
87%	96%	91%	97%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	0%	0%
A	2%	1%	1%	1%
A-	3%	9%	5%	4%
B+	6%	7%	7%	6%
B	19%	16%	14%	17%
B-	15%	16%	16%	16%
C+	14%	20%	17%	15%
C	24%	23%	24%	34%
C-	6%	5%	7%	4%
D+	5%	2%	3%	2%
D	5%	1%	3%	1%
D-	1%	1%	2%	0%
E+	1%	0%	0%	0%
E	1%	0%	1%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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

2015	2016	2017	2018
93%	97%	97%	94%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	62%	64%	78%	58%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	-	-	77%	30%

School performance comment

NAPLAN mean scores for Christies Beach High School show improvement from 2017 to 2018 in both Grammar & Punctuation and Writing. In Reading, we have seen some growth from the 2015 result to the 2018 result. The number of students in the upper and middle growth bands for Reading in 2018 is 69% with Numeracy increasing from 55 to 70% between 2017 and 2018. The 2019 aim is to continue increasing the number of students in the upper and middle growth band and decreasing the number of students in the lower growth band. A focus will be on the students in the lower and middle growth band who will be in year 10 in 2019 and how they can be supported in their learning through targeted intervention programs.

Participation in NAPLAN increased from 72% in 2017 to 79% in 2018, demonstrating Christies Beach High School's continued commitment to improving attendance during diagnostic testing and increasing community awareness of NAPLAN and its use as a tool to support improved teaching and learning through targeted interventions for identified students.

As a result of increased communication with parents/caregivers and students regarding the purpose and importance of diagnostic testing as well as the implementation of a clear data collection process led by a small team of key leaders, participation in PAT Reading Comprehension testing increased from 81 to 86% across the whole school (Y8-10), with 96% of students in year 8 undertaking the test. Participation across year 8 to 10 in PAT Math testing increased from 80.5% in 2017 to 83% in 2018.

Improved documentation of teaching and learning plans, and the successful implementation of the DLD project (focusing on vocabulary instruction across year 8 and 9) have influenced the whole school (8-10) average PAT – Rc scale score which has increased significantly from 123 in 2017 to 130.9 in 2018. Average PAT – Mathematics scale scores have also increased from 122.46 in 2017 to 125.79 in 2018.

The percentage of year 8 students at or above the DfE standard of educational achievement for reading has increased significantly between 2017-18 from 54% to 72% due to the development of core teaching teams in the middle school which has allowed for professional collaboration and cross-curricular learning design. The percentage of year 9 students at or above the DfE standard of educational achievement for reading has increased between 2017-18 from 72% to 75%. All teaching and support staff have engaged in performance development opportunities on understanding PAT and how to use the data to inform teaching and learning, which as a result has led to an increased understanding of student needs and the implementation of targeted interventions for identified students.

Attendance

Year level	2015	2016	2017	2018
Year 8	83.7%	77.1%	79.0%	78.0%
Year 9	80.2%	79.2%	74.7%	79.2%
Year 10	78.4%	79.8%	81.9%	80.6%
Year 11	85.8%	78.7%	79.8%	84.6%
Year 12	89.7%	87.4%	83.2%	86.8%
Secondary other	84.4%	83.6%	86.4%	86.9%
Total	84.5%	81.6%	80.9%	83.0%

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

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

Attendance comment

Whole school attendance percentage increased yet there is room for growth. Year 8 attendance was strong early, however a gradual decline occurred. Factors influencing this trend include a number a chronic non-attenders and patterns of irregular attendance for a core group of students. Employment of Youth Workers and improved recording processes enabled better follow up however a change is not yet presented in data. Improvements in senior years is a reflection of a more consistent timetable structure and improved course counselling processes to align individual students with preferred pathways.

Behaviour management comment

2018 was the first year of implementation of a renewed set of processes to more consistently address student behaviour, with a focus on promoting Positive Behaviours for Learning. Classroom expectations and behaviour agreements emerged across the school and patterns of improvement became evident.

Behaviour that results in suspension and/or exclusion responses followed the consistent pattern of a peak in mid term 1 which then tailed off towards the end of the year. This reflects a culture of students and teachers working together to develop appreciation for the positive school culture being promoted. The number of violent incidents trended downwards however these remain a focus of positive intervention strategies.

Client opinion summary

In the DECD School Opinion surveys 56 parents, 60 staff and 240 students answered the survey. The number of participants for both staff and students has more than doubled from 2017. Staff opinions overall have shown growth in many areas including support, feedback and meeting student's needs. The parent surveys have remained consistent with minimal growth while student surveys are on the incline in all areas.

The question scoring the lowest satisfaction in staff and student surveys is with regard to 'student behaviour is well managed.' This has been the case every year, despite many interventions to be inclusive. The lowest scores for the statement is 2.9 out of 5 for students; 3.3 for parents and 2.9 for teachers.

We have implemented and continued to develop a number of key strategies to support student behaviour including targeted alternative programs, key leadership supporting each learning block, Positive Behaviours for Learning Policy being strategically supported as well as three targeted learning classes for students with low literacy and numeracy ability.

A behaviour coach has begun spotlight sessions on strategies for staff to attend.

The highest scores (3.9 Parents, 4.3 Staff, 4.0 Students) were with regard to:
"Teachers expect students to do their best," (Teachers and Parents)
"The school looks for ways to improve" (Students)

Intended destination

Leave Reason	School	
	Number	%
Employment	24	9.1%
Interstate/Overseas	16	6.1%
Other	19	7.2%
Seeking Employment	44	16.7%
Tertiary/TAFE/Training	6	2.3%
Transfer to Non-Govt School	5	1.9%
Transfer to SA Govt School	42	16.0%
Unknown	107	40.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All staff and volunteers meet required history screening.

Teacher qualifications 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	111
Post Graduate Qualifications	36

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: 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	1.0	59.6	3.0	36.2
Persons	1	63	3	44

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$12,629,949
Grants: Commonwealth	\$21,520
Parent Contributions	\$319,195
Fund Raising	NIL
Other	NIL

Data Source: Education Department School Administration System (EDSAS).

2018 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 2018 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 behaviour management and engagement	SSO deployment in class for direct support. Employment of Youth Workers to monitor individuals and provide Case Management. Provision of alternative programs to improve engagement.	Improved attendance and participation in differentiated learning programs.
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	Establishment of Targeted Learning Centres in Middle School for small groups of students needing extensive differentiation. Smaller class sizes across all year levels and in particular Senior School.	Improvement in PAT scores in excess of typical one year growth.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	APAS Tutor for identified Aboriginal students. AET providing individualised literacy and numeracy support. Provision of cultural program for aboriginal students to improve connection to schooling. Flexible Learning Programs in 4 key areas for students enrolled under the FLO policy.	Increased attendance and SACE completion for APAS funded students. Increased attendance for some chronic non-attenders over previous years of schooling.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Targeted Learning Centres for up to 40 students. Smaller class sizes that EB averages. Youth Workers, additional SSO, leadership roles to address complexity.	Improved attendance for targeted groups and improved PAT scores.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		