Christies Beach High School & Sth Voc College

2020 annual report to the community

Christies Beach HS & Sth Voc College Number: 1013

Partnership: Beach Road

		Signature
School principal:	Mr Graham Clark	
Governing council chair:	Amanda Daams	
Date of endorsement:	11 March 2021	

Government of South Australia

Department for Education

Context and highlights

The 2020 school year began with 774 students enrolled, including approximately 180 enrolled through the Flexible Learning Option policy. 55 students accessed the Inclusive Education program. Enrolment patterns over recent years have been steady. Approximately 15% of students identify as Aboriginal and Torres Strait Island descent and 16% of students have a verified disability.

The Middle School redevelopment opened at the start of 2020 and quickly demonstrated a positive alignment between middle school pedagogy and appropriately designed learning spaces. The environment is a stunning portrayal of best practice in learning space design and our staff and students have welcomed the facility by modelling outstanding teaching practice and student engagement.

The school's $7M Capital Works project commenced late in the year with a completion date scheduled later in 2021. This exciting project will enhance several key areas within the school including the public entrance, student services, wellbeing centre, science laboratories, a year 9 centre, visual arts studios and other general learning areas. Together with recently completed projects these improvements add to the high quality learning environments available for student and teachers.

The trend downward of the number of serious behaviour incidents resulting in suspension or exclusion continued, with Christies Beach High School data more closely aligned to state-wide figures. This trend reflects a growing positive culture of engagement and participation in learning. In 2020 we commenced whole school learning on Trauma Informed Practice in Education through the Berry Street Education Model. Early indicators are this work will add value to our capacity to effectively respond to student experiencing trauma and assist more complete engagement in learning programs.

Governing council report

2020 presented many challenges within the school community and also for the wider population.

I am extremely proud of CBHS leadership, teaching and support staff for the professionalism and tireless energy displayed throughout the early stages of COVID-19. Staff were forced to think outside the square and prepare to teach and support students while learning from home – a concept which had not previously been entertained. Our students showed incredible resilience while adapting to their different learning environments and I extend my congratulations to everyone for successfully completing the year against all odds.

The exciting transformation of our facilities continues to unfold with the beginning of the administration building redevelopment. This is the fourth major building project for CBHS within just a few years and these new spaces for students to study and for staff to work are turning our school into a state-of-the-art learning hub for the local community to enjoy and thrive in.

Thank you to the 2020 Governing Council members. This year was the first in many years where we experienced a 'full house'. Governing Council meetings, although disjointed due to forced cancellations and some members joining in via telephone link-ups, were productive and a joy to be involved in. I thoroughly enjoyed my year as Chairperson and wish the 2021 incumbent all the best for another wonderful year.

Amanda Daams

Quality improvement planning

3 focus areas for improvement are identified in the 2020 improvement plan for Christies Beach High School:

1. Increase the percentage of students achieving SEA in reading. (Target - number of Year 8 students achieving SEA in PAT-Rc increases by 20% compared to 2019 data).

Strategies towards this priority included:

- Student Free Day program based on 'Before Reading Strategies' – supported by Literacy Team (speech pathology, school-based leaders and Learning Improvement Division representative)
- All teachers committed to trialling 2 strategies out of 5 presented to them (documented in Teaching & Learning Plans, evidence provided to learning area leaders)
- Learning Area Leaders released for full day professional learning program with DfE support on 'During' reading activities – included annotation, vocabulary development, summarisation, questioning and analysis. This was followed by those leaders trialling strategies with their classes followed by presentations and ongoing support for all teachers through learning area teams. This focus on leadership development has enabled embedded practice across the school and is sustained through leadership by local experts.

As a result, the percentage of students reaching SEA in reading compared to their year 7 achievement in 2019 is:
- Year 7 2019 - 53%
- Year 8 2020 - 87%
Increase in percentage of Year 8 students achieving at or above SEA by 34%

2. Increase the percentage of students achieving SEA in writing.

With the cancellation of NAPLAN testing, the focus of this work was on using NAPLAN writing criteria to ascertain the areas of writing most in need of explicit support. Writing samples were completed by students in years 8 and 9 with teachers engaging in shared review of samples against the writing criteria.

3. Increase the percentage of students achieving in the A and B bands at Stage 1 and 2. (Target - 50% of Stage 2 grades will be in the A and B bands, reducing the disproportionate number of C grades compared to state averages and the SACE completion rate increases from 91% to 96%.)

Through professional learning for all teachers on connecting skill mapping to learning and task design to ensure tasks provide access to achievement in the high grade bands confidence was built in the capacity for overall growth. Considerable development work was done on the school's learner management system to establish the platform for improved feedback and communication to students and parents. A small increase in proportion of A and B grade bands was achieved – an increase from 39% to 44%, with a SACE completion rate of 94%.

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
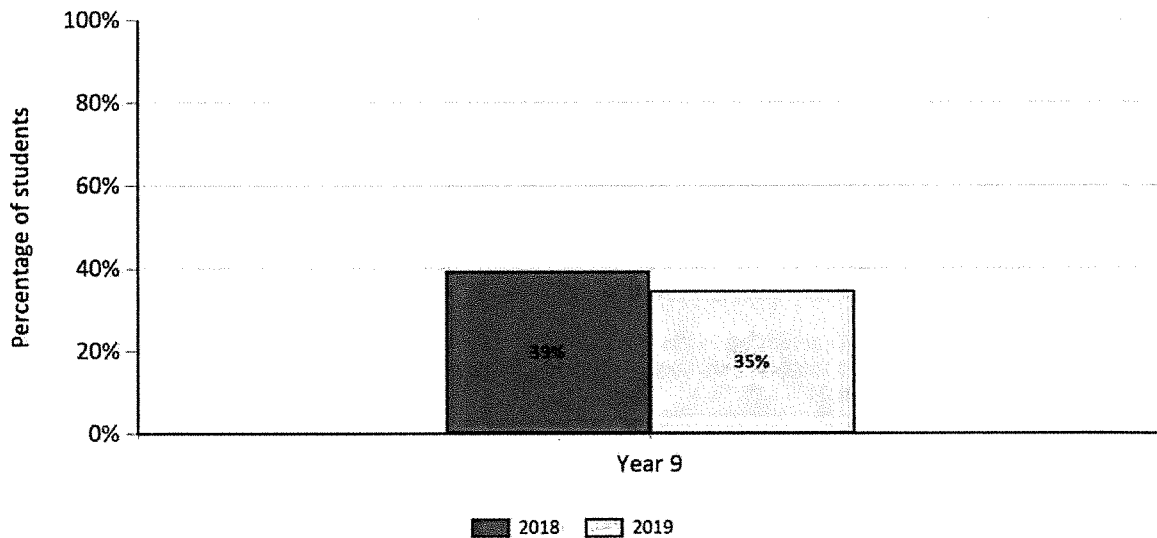
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
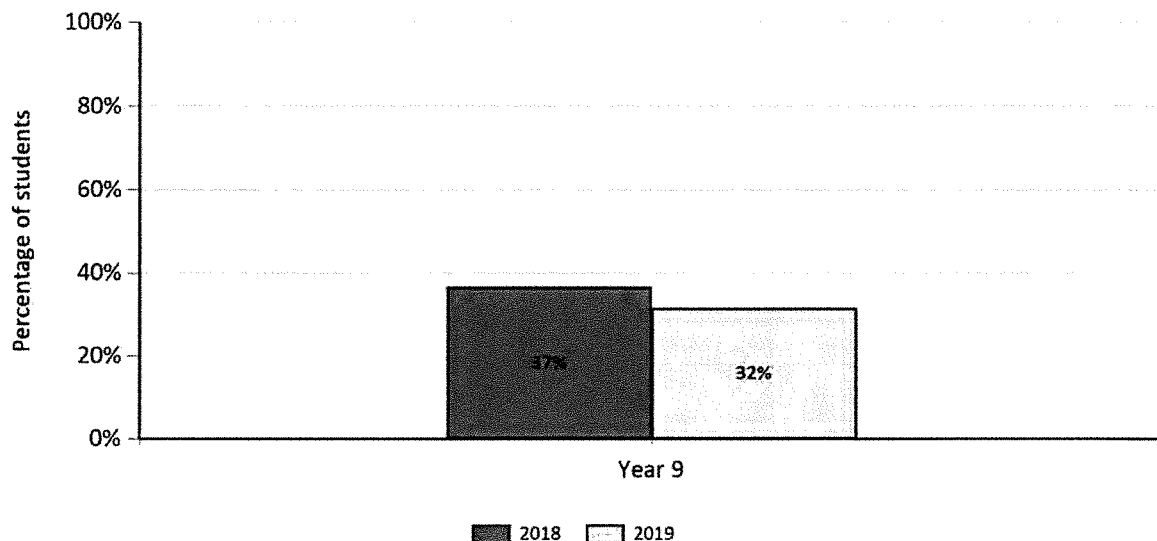
Numeracy

Year 9

■ 2018 ☐ 2019

*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 2020.
*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 2017 to 2020 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	20%	25%
Middle progress group	53%	50%
Lower progress group	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	20%	25%
Middle progress group	47%	50%
Lower progress group	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	98	98	5	0	5%	0%
Year 9 2017-2019 Average	118.7	118.7	5.0	0.7	4%	1%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^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)

2017	2018	2019	2020	2020
91%	96%	90%	98%	97%

Data Source: SACE Schools Data reports, extracted February 2020
*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	2017	2018	2019	2020
A+	0%	0%	0%	0%
A	1%	1%	2%	1%
A-	5%	4%	4%	4%
B+	7%	6%	7%	7%
B	14%	17%	13%	17%
B-	16%	16%	14%	14%
C+	17%	15%	16%	15%
C	24%	34%	29%	35%
C-	7%	3%	5%	5%
D+	3%	2%	3%	2%
D	3%	1%	5%	1%
D-	2%	0%	0%	1%
E+	0%	0%	1%	0%
E	1%	0%	1%	0%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020
*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

2017	2018	2019	2020	2020
97%	94%	91%	94%	94%

Data Source: SACE Schools Data reports, extracted February 2020
*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	97%	94%	91%	94%
Percentage of year 12 students undertaking vocational training or trade training	64%	16%	51%	37%

School performance comment

A target of increasing the percentage of SACE Stage 2 A and B Grades from 39% in 2019 to 50% was a core focus of improvement work across the senior school, driving considerable work in improving task design and explicit teaching to give every student the chance to improve. Whilst the end result was a slight increase in A and B grades, to 44%, of note is the reduction of grades in the D/E bands from almost 10% down to a pleasing 2%. This is pleasing evidence of growth across the complete cohort.

PAT-Rc and PAT-M achievement across years 8-10 reflects a steady increase in years 8 and 9, with a slight dip in year 10. High absentee rates in year 10 during 2020 is a contributing factor as a large proportion (around 30%) did not complete the testing processes. Highlights are that 89% of year 8 students who sat the year 8 PAT-RC test achieved SEA, up from 74% in the previous year. In PAT-M, 84% of year 8 students achieved SEA, up from 66% in 2019. Year 9 results showed similar growth across both domains.

A-E grades in English and Mathematics against Australian Curriculum achievement standards are steady with on average 65% of student achieving C band or higher in both subject areas, with English slighter higher. There are still too many results in the D and E bands of achievement hence the continued focus on differentiated teaching and learning strategies to ensure all student are accessing the curriculum to the best of their ability and being supported to grow.

Attendance

Year level	2017	2018	2019	2020
Year 8	81.0%	77.8%	79.9%	74.5%
Year 9	74.0%	79.0%	71.2%	66.2%
Year 10	81.0%	80.3%	79.0%	66.9%
Year 11	79.6%	84.3%	79.6%	76.4%
Year 12	82.5%	86.5%	84.3%	81.3%
Secondary Other	85.3%	86.6%	84.5%	73.7%
Total	80.6%	82.8%	80.2%	73.9%

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

Attendance comment

Attendance across the school began with encouraging data however a rapid decline occurred with the onset of Covid-19. 51% of students attended at least 80% of the school year. Our chronic non-attender rate sat at 49% with habitual non-attenders sitting at 24%. Systems and processes to support rigorous follow up and documentation has occurred throughout all year levels however this is not yet presented in data.

Behaviour support comment

2020 continued the implementation of 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 decreased from 12% to 6%. This reflects a culture of students and teachers working together to develop appreciation for the positive school culture being promoted. The number of exclusions increased by 0.5% however this was after multiple avenues had been pursued and had not been successful.

Client opinion summary

Through the DfE Parent Opinion surveys 86 parents provided feedback. The number of participants for 2020 doubled. The parent surveys indicate growth in the trust and communication from the school to family. Students and parents receiving feedback is highlighted as an area to improve upon.

The highest ranked items with over 90% favourable responses are:
- People respect each other at this school
- Teachers and students treat each other with respect at the school
- I feel like my child is important to the school
- I know what standard of work the school expects of my child

This provides a solid foundation on which to built increased parent engagement in school life and the learning of their children.

Intended destination

Leave Reason	Number	%
Employment	6	2.4%
Interstate/Overseas	14	5.6%
Other	17	6.8%
Seeking Employment	63	25.1%
Tertiary/TAFE/Training	4	1.6%
Transfer to Non-Govt School	4	1.6%
Transfer to SA Govt School	49	19.5%
Unknown	94	37.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All employees and volunteers have required screening clearances. These are checked by staff with human resource responsibilities and files kept of required records.

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	106
Post Graduate Qualifications	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	0.8	56.7	3.9	38.5
Persons	1	61	4	45

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$12,601,562
Grants: Commonwealth	$7,300
Parent Contributions	$292,200
Fund Raising	$0
Other	$450,396

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

2020 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 2020 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	Alternative programs accessible to students through case managed model, supported by teachers, SSO's, and Youth Workers. 8 Youth Workers employed to provide case management and wellbeing support to FLO students.	Reduction in the number of extreme behaviours and improved engagement.
	Improved outcomes for students with an additional language or dialect	Provision of leadership time for monitoring and tracking student progress. SSO-led intervention programs. Participation in the EAL/D project for aboriginal students	Targeted support for students with improved engagement in work submissions.
	Inclusive Education Support Program	3 Targeted Learning Centres for students with specialised learning needs in years 8-10 who require extensive differentiation. Direct SSO support to students years 8-12 with literacy learning and numeracy interventions.	Implementation of One Plans. Improvement in PAT scores and A-E grades.
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	Direct SSO intervention for all APAS funded students, focusing on improvement in literacy, numeracy and SACE achievement. Establishment of targeted intervention programs for ATSI students in years 8-12 below year level benchmarks. SAASTA programs continued to enhance options for SACE completion. Cultural connection programs established to increase student connection to schooling including in the Inclusive Education Centre and Flexible Learning Programs.	Individual and group intervention showed an increase in academic and engagement outcomes. Improved access to Aboriginal cultural connection activities.
Program funding for all students	Australian Curriculum	N/A	N/A
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted Learning Centres for up to 60 students. Smaller class sizes, particularly in SACE subjects. Leadership development. Teacher led cultural connections for aboriginal students.	Increase in engagement and achievement indicated by individual student growth.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A