## Context

**School Name:** Christies Beach High School  
**School Number:** 1013  
**Principal:** Sharon Goldman  
**Region:** Southern Adelaide

At Christies Beach High School our purpose is ‘to work to together with young people and their families to lead and deliver high quality care and education so that every young person has the opportunity to be a successful learner, a confident and creative individual, and an active an informed citizen’.

### DECD Strategic Plan 2012-2016

We are a comprehensive Year 8 to 12 secondary school and also provide an adult re-entry program for adults wishing to complete their secondary school education. The school values of **Tolerance, Respect, Understanding** and **Excellence** (TRUE) focus on the achievement of personal best for all students. We have high expectations of all students and set aspirational standards for teaching, learning and achievement.

Our school offers academic and vocational pathways with a strong focus on literacy development and 21st Century learning. Our highly dedicated teachers and support staff work with students to explore the range of learning pathways that will best support them to be successful and pursue further study, training or employment beyond school. Furthermore, they provide many opportunities for students to participate in extra curricula activities that add value to the learning experiences at school and further support student personal development.

At Christies Beach High School learner intervention and support is a high priority to ensure success for all students. Approximately 20% of our students have a Negotiated Education Plan (NEP) which is designed to support student access, participation and achievement in the curriculum for students verified with disabilities. The Christies Beach Unit (CBU) co-located on our site is a special education unit that caters specifically for a 50 students with significant intellectual and/or physical disabilities.

Furthermore, our school is renowned for the flexible learning programs we deliver to support young people, who may have left school for a range of reasons, to re-engage with learning and re-connect to meaningful pathways. This year we have approximately 420 young people enrolled utilising the FLO funding model. This model provides the flexibility to design learning and wellbeing programs that are specifically tailored to the individual needs of the young person. We offer five learning programs, three of which are delivered through partnerships with other groups or organisations - The Christian Brothers (FAME), Re-engage Youth Services (external case management), and Learning Together. Southern Off-campus Learning Experience (SOLE) and the ‘New Program’ are programs delivered directly by our school.

Our school has the highest number of Aboriginal and Torres Strait Islander students in the Southern Region - approximately 10% of our student population. We have an Aboriginal Education Team that supports students, staff and families so that our students engage in and achieve success with their learning. Our school is a member of the SA Aboriginal Sports Training Academy which is an accredited learning program for young Aboriginal people interested in successful pathways in the sport and recreation industry.

For many years, our school has provided learning programs for adults wanting to re-engage with learning to improve opportunities for further education, training and employment. These adults have undertaken SACE Stage 1 and Stage 2 subjects offered through our mainstream education program and in our Adult Only program called SAIL – Supportive Adult Independent Learning.
Staff at Christies Beach High School care deeply about the students we work with every day. We greatly value the positive partnerships we develop with families and the school community to achieve high standards, excellence and success for our students.

2013 Highlights

There were many highlights across the school year that demonstrate excellence in achieving personal best in learning and through other school pursuits including community involvement and sporting endeavours. Some of the highlights include:

- The very first Southern Region Nunga Tag Community event was held on March 13. This event was run in partnership with the NRL and was a fun filled sporting, anti-drug and anti-alcohol day supported by many Aboriginal organisations, families and community members. Ten schools attended with a total of 13 teams and 130 students participating.

- Our Open Day was held for the first time on a Sunday in May. The day had a strong family focus with a ‘Yellow-Brick Road’ style self-guided tour, face painting, sausage sizzle and a range of students dressed in character interacting with families in the courtyard. During the tour families had the opportunity to participate in some activities within particular curriculum areas, observe our facilities and ask questions about the school.

- The Year 10 Health Expo – Students participated in an ‘Expo Trail’ were they participated in mini workshops about Drugs and Alcohol, Healthy Relationships, Mental Health, Skin Care and Healthy Eating. The expo was organised by Flinders University third year medical students as part of our ongoing partnership with the Onkaparinga Clinical Education Program (OCEP).

- 24 Year 9 and 10 students participated in the SA Science and Engineering Challenge. The students worked in teams to complete design tasks to the standards set by engineers. The tasks replicated real life situations such as failsafe power stations structures, bridges and radio towers. Our students demonstrated strong team work, creativity, innovation and lots of energy.

- 46 year 9, 10 and 11 students and 4 teachers participated in a 5-day Civics Trip to Canberra during week 9 of Term 3. While in Canberra the students visited the Australian War Memorial, Old and New Parliament House, The Australian Mint, Canberra Planning Centre and the High Court, as well as other destinations such as the Telstra Tower, ice skating and ten pin bowling. Consideration is being given to this experience becoming a bi-annual event in the school calendar.

- The Youth Environmental Activists continued their strong focus on sustainability with 4000 seedlings grown and planted in various locations within and outside of the school, the expansion of the vegetable garden, a chicken enclosure built along with a frog pond, and a butterfly garden planted. Also, 8 students presented at the Melbourne “Kids Teaching Kids Conference” and 3 students presented at the Natural Resource Management Forum at Aberfoyle Park.

- Within the Arts:
  - The Christies Beach High School Arts Showcase was presented at Hopgood Theatre on Tuesday, August 20th. Audience members were treated to an excellent visual art display in the foyer with background music, followed by a packed program of entertainment highlighting our students’ talent and dedication in Music, Drama, Dance and Media. The night was extremely well attended by members of the school and wider community.
  - The Art Factor Art Competition was held at school during Term 3, giving all students the opportunity to enter their artwork into one of four categories. Carol Brock facilitated the event and displayed finalists’ artwork in the Resource Centre.
o A highlight of the Arts calendar was a successful community performance event at the inaugural Onkaparinga VIEW Club meeting. Music students planned and rehearsed a half-hour program and performed to a delighted audience at the Morphett Vale Function Centre on Tuesday, 22nd October.

o Our Music students were asked on many occasions throughout the year to provide musical entertainment for a range of school events including Open Day, the Year 7 Parent Night, special assemblies and lunch time concerts.

o It was once again our school’s turn to provide entertainment at Gay Thompson MP’s Education Forum on Tuesday 19th November. A group of music students attended this event with Annette Greenshields at the Woodcroft Neighbourhood Centre, to perform for Governing Council members from schools in the southern area.

o On Sunday 15th December, a group of selected students represented our school, performing two Christmas songs, in the Southern Community Christmas Carols at South Adelaide Football Club. This was the first time our school featured at this significant community event, and the students were very excited to have an opportunity to perform among other talented guest artists in front of a very large community audience.

Report from Governing Council

I would like to thank parents/caregivers and staff for their contribution to the Governing Council this year. The work of the Governing Council is vitally important in supporting the school and its community, and the extent of that work can be a challenge as every year seems to get busier and busier for the school and families.

We started the year with 14 members on Council however across the year, attendance at meetings was variable with only a small number of members able to attend regularly. We plan to address this in 2014 by reviewing the role of Governance to lead to more authentic and effective parental involvement in school decision making.

Some of the important matters discussed at Council this year include:

- The implementation of the “Bring your Own Device” (BYOD) and further application of the Dap Map Learner Management System
- A review of the school uniform to ‘smarten up’ the look of the school, improve student identification and promote school pride
- The new Trade Training Centre which provides new and improved facilities for our VET Civil Construction, Automotive and Hospitality programs.
- Opportunities to engage with families through school events such as assemblies, parent forums and information nights
- Bullying and harassment, in particular looking at the school’s policy and processes to address such behavior and supporting students to develop a ‘student friendly’ anti-bullying document.

Finally, I would like to acknowledge the end of year Awards Night which was a wonderful celebration of the achievements of students at Christies Beach High School. The students were very proud of their achievements, and deservedly so, along with the many families, staff and community members who attended this event.

Vicky Williams Governing Council Chairperson
Site Improvement Planning

Christies Beach High School is committed to improving student learning and wellbeing so that all of our students achieve their personal best. Our underlying premise is that our students can achieve as well as students in any other school given the right learning conditions. This year we identified improved curriculum, improved pedagogy and improved engagement as key priorities with a particular focus on:

- **Literacy**
- **21st Century Learning**
- **Attendance and Connectedness**
- **Behaviours for Learning**

A variety of strategies were implemented to move us closer to the targets set in our Site Improvement Plan. These include:

**21st Century Learning**

- Learning and Curriculum Teams provided curriculum documentation on-line (Learning and Assessment Plans and key assessment tasks) using the DayMap Learner Management System so that students (and families) have increased access to programs of learning and assessment.
- The amalgamation of the Resource Centre and IT Support created a new ‘learning hub’ within the school. This involved the relocation and upgrade of the Communications Room and IT infrastructure and the redevelopment of library learning space to include a dedicated reading area and new learning spaces and furniture.
- Ongoing professional learning for teachers which focused on the use 21st Century Learning Technologies to improve student engagement, learning and achievement. Teachers accessed learning opportunities through their Learning and Curriculum teams, professional learning communities and weekly workshops along with a whole school student free day dedicated to exploring and planning 21st Century pedagogies.
- Establishment of a 21st Century Learning group to lead the vision of 21st Century learning at CBHS and plan professional learning for teachers.
- Planning and trialling for the implementation of the ‘Bring Your Own Device’ (BYOD) for 2014 (includes ipads, laptops etc).
- Installation of interactive projectors in all middle school classrooms including teacher professional learning to support digital learning.

**Priorities for 2014 will be:**

- The ongoing transition of the BYOD strategy for 2014 and beyond.
- Development of a vision statement for 21st Century learning at CBHS which will focus on evidence based best practice which will inform teacher professional learning and infrastructure planning for the future.

**Attendance and Connectedness**

It is well documented that regular attendance at school has a major impact on student learning and achievement. This year there has been a continued focus on improving student attendance in the Middle School. An improved attendance follow up procedure has been implemented which includes
inviting families in to the school to discuss their child’s attendance and together documenting an agreed Attendance Action Plan. Home visits occur where necessary. Regular meetings with the Regional Attendance Officer (RAO) support this process. This process is making a difference to student attendance and we have received positive feedback from families about our follow up processes and support for students (and families) to re-engage and connect with school. As a result, this process will continue to be developed across the whole school in 2014.

- Data from the Data Warehouse indicates a clear improvement in the Middle Years (8 and 9) when tracking over the past 3 years.
- Individual cohorts moving through the school present quite consistent data.
- Chronic non-attenders continue to be an issue for the school and our close relationship with the RAO is vital in monitoring and supporting these students and families who are much disengaged with the school system.
- Data also indicates a downward trend in the attendance of Senior School years with Stage 1 (Year 11) being of particular concern. Disruption to the structure of the Senior School Leadership team through illness and extended absence has been a contributing factor. A revitalized team in 2014 will raise the level of monitoring and directly challenge this trend.

The implementation of the new Learner Management System - DayMap - has provided staff with a more reliable system to track and monitor student attendance to school. While some staff have experienced difficulty with the system in 2013, our review of the implementation process and further training in 2014 will allow the school to use the SMS and email messaging to inform parents/caregivers if their child is not at school. This step will further enhance our communication with families and the accuracy of the recording and the efficacy of the monitoring systems.

**Behaviours for Learning**

- Principal’s morning teas have been held each term for students who have achieved an attendance rate of 90% or better and/or a Grade Point Average of 4 or more.

- Early Term 4 staff reviewed the role of the Mentor Group teacher to develop a whole school understanding and agreement of this important role. The following were identified as key aspects for the role:
  - Relationships
  - Wellbeing
  - Communication
  - Organisation
  - Attendance

Next year staff will further progress this work to develop a clear role statement and the agreed practices to support each aspect.

- The Case Management process has been revised to provide more effective support for students in regard to attendance, wellbeing and academic achievement. In particular it uses a 3 level approach to:
  - focus support so that student learning outcomes are maximized
  - manage complex cases more effectively
  - consult and involve a range of services and agencies as requires
• In the Middle School teachers have continued to reinforce the Code of Conduct which was developed last year with students and staff. This statement makes explicit the rights of everyone to learn and for teachers to teach in safety and without disruption. This year staff have implemented agreed consistent routines and structures in the Middle School which have supported positive student behaviours. Further work is required in the Senior School for a consistent whole school approach.

### Student Achievement

The school uses Accelerus-Markbook, a computer based assessment, reporting and analysis program, which enables us to produce reliable and comparable data that is easily measured in percentages. Such a program enables the creation of a range of reports to establish baseline achievement data across the whole school and for specific cohorts. In 2013 School Leadership has continued to analyse student achievement data each term to inform the effectiveness of teaching programs and to assist with the identification of intervention and support strategies necessary to support successful student learning. This intervention program has led to the development of Common Assessment Tasks [CATS] across most Curriculum areas through 2013. These CATs support teachers to moderate results across classes and cohorts of students, thereby supporting the ongoing development of teaching standards leading to improved student outcomes.

The following graphs show the achievement of students for years 8-12 at the end of semester 1 and 2. (Year 12 data for semester 2 is from the SACE results).
For Years 8-10, students are assigned a grade in relation to the achievement of Australian Curriculum Standards and SACSA outcomes. A “C” grade or better indicates the student is demonstrating learning appropriate to their year level or better.

Through 2012 and 2013, Learning and Curriculum teams in Maths, English, Humanities [History] and Science have been redesigning their Learning and Assessment Plans to address the standards of the Australian Curriculum. All other teams have continued with the SACSA outcomes as their guide.

In 2014 Humanities [Geography], Technology, Health & Physical Education, The Arts and LOTE will begin to develop their curriculum to address the Australian Curriculum Standards.

### Year 8
- The Arts results indicate high numbers of students consistently achieving A, B or C grades
- English and Humanities results are similar with approximately 85% of students achieving a “C” grade or better – 40% achieving A and B grades
- more D grades for Science

### Year 9
- generally more D grades for all subjects in semester 2
• Humanities results for both semesters similar with approximately 10-25% of students in each grade band A-D
• more A grades for LOTE in semester 2 – approximately 150% increase
• more D grades for Science

Year 10

• an increase in A and B grades for English in Semester 2
• more D and E grades for Science

20% or more students achieving D or E grades across most subjects for both semesters

Overall, the number of students in Years 8-10 achieving D and E grades continues to be a significant concern. An obvious trend across the core subjects is for grades to slide as the pressure to complete studies and assignments builds into the second half of the year.

Learning and Curriculum teams will need to further analyse this data and develop intervention strategies to address this issue in 2014.

The SACE requires all students to achieve a ‘C’ grade in relation to the Performance Standards for Stage 1 English (20 credits equaling 2 semesters) and Stage 1 Maths (10 credits equaling one semester).

The percentage of students achieving a C grade or better for English across both semesters is consistent. However, there is a slight increase in the number of D and E grades for semester 2 and a number of students are not completing the subject.

Maths, the other compulsory Stage 1 subject, indicates approximately a third of students were not successful in achieving a “C” grade or better for Semester 2.

The N grade indicates a lack of achievement and often relates to students not completing or submitting required assessment tasks. Reasons as to why students have not been successful in both English and Maths requires further investigation to determine how we can intervene and support the full range of students to be successful.
These data indicate that the achievement trend worsens from Year 8-11. The challenge for us is to build agreed whole school approaches that support teachers to:

- clearly identify the essential learnings in each unit of work that all students will achieve
- implement (with families) a zero tolerance of work not completed or not handed in
- increase the percentage of A and B grades through extending students
- implement differentiated intervention for those students who require additional support to achieve the agreed essential learnings.

Our ultimate goal would be to have all students entering Year 11 with the agreed essential learnings from all subjects to support them be successful in Senior School.

**Curriculum Development**

The implementation of the Australian Curriculum (AC) from 2011 through to 2016 is progressing quite effectively at CBHS. Learning and Curriculum teams in Maths, Science, English and Humanities (History) have engaged with the new curriculum documents and redesigned their Learning and Assessment Plans during 2012 -13 to address the Achievement Standards.

During 2013 teams in Health & Physical Education, The Arts, Technology, LOTE and Humanities (Geography) have engaged with the developing curriculum documents in their fields to write and develop Learning Tasks and Plans in line with the emerging Achievement Standards.

To support this planning a number of strategies have been employed across the school:

- Release time has been provided for teachers to assist planning and Learning and Curriculum Leaders have been encouraged to attend all opportunities available so they can support teachers in their familiarisation with the Australian Curriculum
- Teachers and leaders have attended TIEL conference opportunities to develop their understanding and skills in Curriculum Design and effective teaching practice.
- Our professional development opportunities across the year (Early Closures and Student Free days) have had a continuing focus on developing Learning and Assessment Plans and Learning Tasks to directly address the Achievement Standards in the AC
- Learning and Curriculum teams have developed Common Assessment Tasks (CAT) to assist in the moderation and monitoring of student learning and achievement particularly at year 8 in 2012-13 and into years 9 and 10 as we move to 2014.
• All teachers have been engaged in Professional Learning Communities (PLC) focused on improving teaching and learning and learning task design.
• We have engaged the support of Professor Martin Westwall to enhance our professional learning program in 2014.
• The appointment of a new executive leader whose role will be to lead the development of an effective timetable which will support the delivery of a curriculum.
• General Capabilities and Cross Curriculum Priorities will be mapped across the school in 2014 as the curriculum teams implement the next phase of the AC.

Leaders and teachers of SACE programs will continue to engage with the SACE Board and developments in the senior years curriculum. A number of our SACE teachers are directly involved in the moderation of their subjects and continue to bring informed comment and subject development initiatives back to our teaching teams.

The school's leadership team reviews the SACE data each year to analyse trends and inform our intervention and development strategies for the SACE teachers.

The Southern Adelaide and Fleurieu Trade School continues to offer a broad range of vocational programs and pathways for our students from year 10 onwards. Developments in this area are documented in a separate section of this report.

### NAPLAN

Band 6 is the National Minimum Standard for students in Year 9 and is roughly equivalent to a proficient Year 5 student. The data below indicates that many students are in the lower proficiency bands for all aspects of literacy and for numeracy – approximately 50% (or more) of the year 9 cohort is at Band 5 or 6 for Numeracy, Writing and Grammar. Also of concern is the high number of students at Band 5 (below the National Minimum Standard) for writing. The percentage of students in the higher bands is small.

#### Year 9 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Numeracy</td>
<td>12.6 26.9 29.4 21.0 7.6 2.5</td>
</tr>
<tr>
<td>Reading</td>
<td>13.0 16.5 25.2 23.5 17.4 3.5 0.9</td>
</tr>
<tr>
<td>Writing</td>
<td>11.8 42.5 15.7 16.5 7.9 4.7 0.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>11.5 20.6 15.3 26.0 22.1 3.1 1.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>11.5 26.7 22.1 25.2 8.4 5.3 0.8</td>
</tr>
</tbody>
</table>

Although only a small cohort of Year 9 Aboriginal students, data indicates similar concerns for Numeracy, Writing and Grammar. However, it is pleasing to see achievement in some of the higher bands.
Year 9 Proficiency Bands by Aspect – Aboriginal Students

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 9</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>11.1</td>
</tr>
<tr>
<td>Reading</td>
<td>11.1</td>
</tr>
<tr>
<td>Writing</td>
<td>11.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>9.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>9.1</td>
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Growth

Across Australia, student growth is mapped in three bands; the norm is 25% of students (or less) in the Lower growth band, 50% (or less) in the Middle growth band and 25% (or more) in the Upper growth band.

2013 – School Progress – All Students

<table>
<thead>
<tr>
<th>Year 9 Growth</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower 25%</td>
<td>45.98%</td>
<td>35.71%</td>
<td>41.58%</td>
<td>41.75%</td>
<td>34.95%</td>
</tr>
<tr>
<td>Middle 25%</td>
<td>40.23%</td>
<td>50.00%</td>
<td>45.54%</td>
<td>44.66%</td>
<td>49.51%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>13.79%</td>
<td>14.29%</td>
<td>12.87%</td>
<td>13.59%</td>
<td>15.53%</td>
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</table>

The above data indicates (once again) that we have too many students in low growth between the NAPLAN tests and too few demonstrating upper growth. Although the students are with us for one year and one term before the year 9 tests, our efforts must continue to focus on moving the percentage of students in the low growth towards 25% by increasing the percentages in the other growth bands. This is a concern that must be addressed through a rigorous whole school approach in 2014.

The data for our Aboriginal students confirms concerns regarding low growth in Numeracy and Grammar, along with the earlier Proficiency Bands data. The Reading data for this year’s cohort is pleasing but we need to ensure that strategies in place support our Aboriginal Students to progress to the higher bands.
2013 – School Progress - Year 9 Aboriginal Students

<table>
<thead>
<tr>
<th>Year 9 Growth - ATSI</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower 25%</td>
<td>66.67%</td>
<td>0%</td>
<td>37.5%</td>
<td>55.56%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Middle 25%</td>
<td>33.33%</td>
<td>60%</td>
<td>50.00%</td>
<td>22.22%</td>
<td>44.44%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>0%</td>
<td>40%</td>
<td>12.5%</td>
<td>22.2%</td>
<td>22.22%</td>
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</table>

Student Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Year 9</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>529.4</td>
<td>523.9</td>
<td>510.9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>523.9</td>
<td>526.9</td>
<td>536.2</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>453.1</td>
<td>471.9</td>
<td>448.1</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>531.9</td>
<td>529.4</td>
<td>538.2</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>520.5</td>
<td>529.0</td>
<td>506.5</td>
<td></td>
</tr>
</tbody>
</table>

What we have achieved this year:

This year we introduced a literacy reading intervention program for identified Year 8 students. The QuickSmart Literacy program is a 30 week program designed to help students who struggle with literacy to become faster and more confident in recognising words and reading connected text. It also teaches students the strategies for working out new words and understanding what they are reading. The program involves the withdrawal of students from lessons for three sessions each week for 30 minutes for intensive 1:1 instruction with a trained facilitator.

During 2013 the program was delivered to students who were identified by NAPLAN results and through literacy testing from ACER PAT-R program in Year 8 English lessons. Six staff attended the training days during the year to become facilitators of the program and to gain expertise with the delivery of the program to our students. 12 mainstream students commenced in May and 6 Aboriginal students commenced in June, along with 6 comparison students. Prior to commencing the QuickSmart program the students undertaking the program were low achievers, disengaged in learning and lacking in confidence in their ability. Involvement in the QuickSmart program has seen a
marked improvement in student confidence and ability. Overall students in the QuickSmart program showed greater improvement than the comparison students. The comparison students showed some improvement but were fairly static.

**Priorities for 2014:**

The Assistant Principal, Whole School Intervention and Support, appointed from the beginning of 2014, will lead whole school literacy improvement. Analysis of school literacy data will inform the direction of the whole school approach but will include continuation of the QuickSmart program at Year 8 and a revised model of learning support in the Senior School.

**Middle School**

In the Middle School we have continued to build positive behaviours for learning and transition.

A successful transition process is essential for student success. In line with well-established processes there were a number of new processes introduced to support the Year 8 cohort in their transition from primary school. These included:

- Year 7 Parent Evening
- Year 7 Transition Workshops
- Year 7 Transition Day
- Transition Week

Transition week was the result of a successful funding application for an ICAN Transition Grant. The week focused on allowing the new students to build positive relationships with their peers and their new teachers. There were several opportunities for families to be welcomed to Christies Beach High School including a morning tea with the Principal and an afternoon tea and celebration assembly at the end of week 1. This was an important part of the transition as successful home-school relationships support student success.

**Career Development and Aspirations**

CBHS has developed a strong relationship with Flinders University over a number of years, particularly in the Senior School. We have built on this successful relationship by introducing a Middle School Program to look at student aspirations and allow students to explore their post school options.

Adelaide University have also been working closely with CBHS in a similar way. Staff and students from Adelaide University worked with Year 9 students in workshops presented in the Environmental Learning Centre.

During Term 4 there were excursions to both universities where students explored the opportunities available to them in a campus activity. Over 100 year 9 students attended these events. This was a great initiative allowing students to start to focus on their career options as they progress into Senior School.

**Positive Behaviours for Learning**

During 2013 we continued to build on the positive behaviours for learning. The Code of Conduct is well established in the Middle School and sets out clear expectations for all students. The number of students referred to the Behaviour for Learning Centre (removed from class) is much reduced in comparison to 2012.
Aboriginal Education

Christies Beach High School has the largest number of Aboriginal students in the Southern Adelaide Region. We are an ATSI Focus School, a Learning Communities Hub School and belong to the South Australian Aboriginal Sports training Academy (SAASTA).

In 2013 we had an Aboriginal Education Leader, 2 teachers sharing the Aboriginal Education Teacher role and 78 hours per week to employ Level 3 Aboriginal Secondary Education Transition Officers (ASETO). Funding provided by the Aboriginal Program Assistance Scheme enabled us to employ Learning Mentors to support Aboriginal students identified below the NAPLAN National Minimum Standard for literacy and/or numeracy. Furthermore, we received funding through the Smarter School National Partnership Program for Aboriginal Student Mentoring at Year 8 and 9. This support also focused on improving student achievement along with attendance and engagement.

A significant program implemented this year was the Boys Yarning Circle group. This group was established in response to last year’s successful Girls Yarning Group, with the hope of supporting Aboriginal Boys to gain a stronger sense of Aboriginal Identity and learn about their family history and Aboriginal Culture. Through the work of community elders, teachers and support staff, students undertook cultural fishing excursions to sites in the local area, created their own artifacts and worked with senior mentor students to discuss positive Aboriginal student leadership.

Aboriginal students were also part of a number of other extra-curricular programs, learning a great deal about both their Aboriginality and the career pathways that are available to them through current studies or further education. These programs included: Deadly Start to High School, the Nunga Tag Carnival, Life in the Uni Lane, Uni SA Aboriginal Pathways Conference, ATSI Traineeships, and SAASTA.

South Australian Aboriginal Sports Training Academy (SAASTA)

This year the Christies Beach High School SAASTA program has grown with approximately 20 Year 10 – 12 students enrolled in the Academy. 2013 saw high levels of student success, including but not limited to: 5 students achieving a Certificate 3 in Sport and Recreation, a Year 12 SACE Completer, Winner of the SAASTA Shield Touch Rugby & Basketball Tournament, Runner up in the SAASTA Shield, a high finish in the Aboriginal Power Cup, SAASTA Sports Person of the Year (female) and SAASTA Coordinator of the Year. Also, all students studying the Personal Learning Plan and Research Project - two compulsory SACE subjects, were successful.

In 2014 Christies Beach High School will become a host school for a cluster model in 2014, with students from another four southern region high schools joining the program. It is expected that the increase in numbers and tightening of the recruitment process will see growth in the program and continued success for the academy. There will also be a more strategic approach to the monitoring of attendance and achievement of all Aboriginal students. This should support the improved retention of Aboriginal students in the SAASTA program.

Strategies planned for Aboriginal Education in 2014 include:

- Regular collection and monitoring of student progress to enable timely and appropriate intervention and support for identified students. This will include Individual Learning Plan Conferences involving students, parents and the Aboriginal Education Team.

- Use of Stronger Smarter philosophies to implement a strategic and explicit approach to improved access, engagement and performance of Aboriginal and Torres Strait Islander students. This will be done through a focus on school leadership, quality teaching and learning and engagement with the local ATSI community.
CBU and Special Class

2013 was a very busy but exciting year in the Disability Unit and Special Class. There were a number of new initiatives as well as further development of existing structures. Improvement across all areas of the curriculum with a focus on engagement and learning outcomes was a high priority.

Transition to Post School Options

A more personalised approach to learning was initiated across all levels of schooling, with a particular focus on transition programs for senior students.

Four students enrolled in the VET Certificate 1 in Conservation Land Management and completed all competencies with one of these students continuing in 2014 to complete the Certificate 2. In preparation for these modules, the CBU are now offering an elective in Horticulture to identify students with interests in this area.

Three senior students successfully completed TAFE short courses in Hair and Beauty and five students accessed a range of programs at the Daws Rd Centre Transition program. As part of the development of a strong “School to Work” program, new networks were developed with Minda Incoorporated, resulting in a weekly group work experience at TRAK Furniture, Lonsdale and Craigburn Farm Nursery, Blackwood. Next year, this program will extend to landscaping and a commercial laundry for one day a week. From these experiences, two students have secured employment while also finishing SACE programs at school.

Whole School Recycling

Students are learning ‘on the job’ skills in this new program for students with disabilities. Each week, students get ready for work by wearing protective equipment, and embark on this large and complex task. Students are learning many skills including important knowledge about looking after our environment, auditing classrooms for necessary containers, managing time, working in a team and communicating with others outside of the Unit. As part of a Business Enterprise program in 2014, students will learn skills in managing a board meeting, managing the budget and purchasing of equipment for smooth running of the program. Feedback from all staff has been outstanding and very supportive of students learning a complex task.

Attending to Individual Student Need

In the Middle School, two students successfully transferred back to mainstream and others joined mainstream classes for PE, Dance and Art. Students identified PE and Art, taught by specialist teachers, as the highlights for this year. CBU staff completed ‘goals based’ Negotiated Education Plans (NEPs) for the first time. These included face to face consultation with all families and termly reviews to update the plans. A number of students also had targeted intervention plans to assist with managing anxiety and behavior concerns that posed a safety risk to others.

Community Literacy Program

The Special Class accessed this program each week in the Noarlunga Centre Precinct. The program focuses on functional literacy, social skills, time management, practical money skills and team work. Students complete tasks in small groups and then report learning back to the group. This is based on the Hyde St Program model which we are planning to begin in 2014.

Extended Water Safety Program

12 students regularly participated in this weekly DECD program based at Noarlunga Aquatic Centre. This will continue for 2014 and beyond as part of the HPD curriculum for students with disabilities.
Transport Training

The Special Education Resource Unit, who manages the DECD transport assistance program for students with disabilities, reported that CBHS Disability Unit and another northern secondary school are leading the state in the volume of students successfully transport trained in 2013. This is a great achievement for students, a credit to staff as this life skill is essential for transition.

National Partnerships: More Support for Students with Disabilities Initiative

- All CBU staff accessed online learning for Autism Spectrum Disorders. A number of other staff continue to attend specific professional learning as related to their Performance and Development Plan.
- Three teachers attended extensive training in Relationships & Sexual Health (Shine SA Program) in preparation for a detailed and structured program beginning in 2014.
- Autism SA is providing a consultancy service in the development of a sensory room located in the Unit, as well as curriculum specific resources for a changing cohort of students in the future.
- 32 IPADS were purchased and are now accessed as part of learning across the curriculum
- All staff have a key focus area as part of their contribution to the learning and wellbeing programs in the CBU
- Family Forum meetings initially occurred 3 times a term and will continue for 2014 each term

Flinders University Disability Students

A highlight this year has been the placement of tertiary students undertaking a graduate, post graduate or Master’s degree in Disability Studies. Seven students successfully completed placements within the Unit, each undertaking a project which improved learning outcomes for individual students. Flinders University provided excellent feedback in the support that the students were provided with during placement.

Ladies of Variety - LOV

Students attended the first LOV event as a Unit and are looking forward to participating in many more.

Case Management Model for 2014

To support engagement and wellbeing of complex students with disabilities and additional needs, a case management model will be introduced for 2014.

All Unit mentor group teachers will manage the whole child in relation to communication with the family, general learning issues as well as celebrating success. Leadership are always available to support complex issues requiring coordination of external agencies, Students in Care, complex medical, mental health etc.

Leadership will support teachers to complete Access Profiles on all students which provide a snapshot of student’s individual needs with details of disability, learning, behavior, health and personal care and general management strategies.

Other Plans for 2014

- Staff to continue to visit other sites with Disability Units with a focus on 21st Century learning for students with complex disabilities and implement as appropriate.
• Staff to strengthen and further develop relationships with families.

**Adult Education**

Adults made an easy transition from the ACE Centre to the new Adult Learning Centre in the main campus this year. However, there was a considerable drop in adult numbers due to the new DECD Adult Education Policy which states that adult students can only enrol if they plan to study and complete the SACE. In addition, DECD have introduced criminal screening checks for all adult students.

21st Century learning has been a main focus; this has benefited Stage 2 SAIL students with the introduction of Cloud Technology, Google Docs and OneNote. The Certificate II in Education and Skill Development was expanded for Stage 1 SAIL students to include Humanities, English and Maths. Stage 1 Introduction to Computing was well supported, with most adult students increasing their IT skills.

A number of students will complete their SACE this year and move on to university or TAFE pathways. Despite lower enrolments in 2013 both SAIL and mainstream will continue to be options in 2014 for adult students aspiring for SACE completion.

**Senior Secondary**

2013 was generally a mixed year for senior students. Some students took some time to take advantage of the many opportunities afforded to them to support their learning, wellbeing and future pathways.

Representatives from the tertiary sectors met with Year 10 students to promote possible pathway decisions and more students chose to take up VET pathways. Also Year 10 students entered the SACE for the first time through being enrolled in the Personal Learning Plan where a ‘C’ standard was the minimum requirement.

Year 11 students entered their first full year of SACE and this meant that they needed to ensure the requirement of achieving a ‘C’ standard as a minimum in Maths and English. Students were helped to achieve the required standards by a cohort of dedicated teachers using extra time to help.

Year 12 students made use of the many opportunities afforded to them to understand the range of university pathways. The Flinders University open days were well attended and representatives from all tertiary sectors were invited to the school to provide information to students and answer questions.

The careers expos were also well attended as were the TAFE open days. Students across the Senior School were encouraged to attend.

The significant number of VET courses offered to students and the increasing numbers of students taking up this opportunity to fulfill SACE credits and create life pathways is a credit to the school. 40% of students utilized the recognition arrangements for VET in SACE to successfully complete the SACE.

However, the 2013 SACE data indicates a decline in SACE completion – from 88.61% in 2012 to 76.32% in 2013. This is a concern that will be addressed in 2014. A SACE Improvement Plan, which focuses on student work completion and improvement of work standards, will be developed and implemented. This will be led by the Senior School Team, along with the development of a positive culture of learning and study habits to support improved student achievement.
Students in Years 10, 11 and 12 Undertaking Vocational or Trade Training

Christies Beach High School is the lead school for the Southern Adelaide and Fleurieu Trade School (SAFTS). The tables below show the number of students from CBHS that participated in Vocational Education and Training Certificate courses. These courses are available to senior students in other schools that are part of the SAFTS alliance.

For courses hosted at Christies Beach High School:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>01</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td>Community Services</td>
<td>06</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Conservation and Land Management</td>
<td>04</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Civil Construction</td>
<td></td>
<td>03</td>
<td>07</td>
</tr>
<tr>
<td>Creative Industries 'Media'</td>
<td>02</td>
<td></td>
<td>01</td>
</tr>
<tr>
<td>Engineering</td>
<td>06</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Health Support Services</td>
<td>04</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Hospitality</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Information Technology</td>
<td>05</td>
<td>05</td>
<td>01</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>03</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>Retail</td>
<td>02</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Small Business Management</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>36</strong></td>
<td><strong>30</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

For courses hosted at other schools:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Host School</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Assistant</td>
<td>Reynella East College</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Aberfoyle Park High School</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Hallett Cove School</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrotechnology PLUS</td>
<td>Hallett Cove School</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>Reynella East College</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Hallett Cove School</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Wirreanda High School</td>
<td></td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Wirreanda High School</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>02</strong></td>
<td><strong>02</strong></td>
<td><strong>05</strong></td>
</tr>
</tbody>
</table>

Other Christies Beach High School VET data:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBHS</td>
<td>139</td>
<td>117</td>
<td>105</td>
<td>86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate 1</th>
<th>Certificate 2</th>
<th>Certificate 3</th>
<th>Certificate 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>169</td>
<td>49</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CBHS Australian School Based Apprenticeships:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
## Student Data

### Attendance

#### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Year 8</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 9</td>
<td>84.4</td>
</tr>
<tr>
<td>Year 10</td>
<td>83.4</td>
</tr>
<tr>
<td>Year 11</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 12</td>
<td>88.8</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>89.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>86.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>84.9</td>
</tr>
</tbody>
</table>
The pattern of attendance to school is decreasing across Years 8-12 and is a significant concern for the school, particularly at Year 10 and 11. We have developed a whole school approach to monitor and follow up student non-attendance which includes the process for identified staff to follow. The implementation of the new Learner Management System, DayMap, has assisted staff to scrutinise attendance in more detail but the challenge is for all staff to consistently follow up non-attendance as soon as possible. Improved (and tighter) processes for students ‘signing in and out’ of school, for the allocation of a Senior School Leave Pass and regular attendance checks across the year are planned for 2014. Hopefully these improved strategies will impact particularly at Year 10 and 11.

## Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Employment</td>
<td>35</td>
<td>8.2%</td>
<td>2.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>21</td>
<td>4.9%</td>
<td>8.7%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Other</td>
<td>49</td>
<td>11.4%</td>
<td>1.3%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>52</td>
<td>12.1%</td>
<td>2.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>16</td>
<td>3.7%</td>
<td>5.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>7</td>
<td>1.6%</td>
<td>9.9%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>67</td>
<td>15.7%</td>
<td>45.8%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>181</td>
<td>42.3%</td>
<td>23.3%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

It is interesting to note that we have more students leaving for employment than for other categories of schools. This is a positive outcome when the work students are employed in is meaningful and consists of a significant number of hours across a week.

Our destination data highlights that we have a significant number of students who leave to ‘unknown’ destinations – 42.3%. This is much higher than for schools with a similar student population however, we are pleased that the overall percentage has decreased from 2010 (58%). This is due to improvements implemented to follow up students exiting the school.

The categories ‘Seeking Employment’ and ‘Other’ are concerning and require further investigation as both are much higher than for other schools.

In 2014 a priority will be to track the destination of non-returning students from 2013 to ensure ‘leaving students’ have a suitable destination and support to engage with education, training or work.

## Behaviour Management

The school takes seriously reported incidents of harassment and bullying. We have a clearly documented whole school anti-bullying and harassment policy which is available to families via the school’s website. Late in 2013 a small group of students worked with one of the school counsellors to develop a draft student friendly version. This document will require further development in 2014 and endorsement by the student cohort.

Also in 2014 the school will be involved in a pilot research, along with five other SA schools, to gather data about bullying in schools and its effects on wellbeing. This research is led by the University of SA
and information gathered from students, teachers and families will inform how best to respond to such behaviours and will inform a whole school ‘proactive’ approach.

The School Counsellors, Year Level Leaders and our Christian Pastoral Support Worker continue to provide an excellent service to students to support wellbeing issues including bullying and harassment. Also, we make extensive use of the range of regional support services to support student wellbeing and behavior, along with other programs available to schools – these include our local community police officers, Safe Partying and Cyber Safety programs, the Sammy D Foundation, Headspace, Second Story and Shine.

The school’s Code of Conduct is well established in the Middle School and teachers have implemented consistent strategies to reinforce appropriate behaviours to support positive learning. As the students transition into the Senior School we expect improved behaviours across the school which will lead to an improved learning culture across the school. Authentic student leadership and student involvement in school decision making are strategies that will also positively influence the school culture.

**Client Opinion**

**Parent Opinion Survey – 50 Responses**
This year we had 50 responses to the Parent Opinion survey compared to 21 responses in 2012 and 3 in 2011. This is a pleasing improvement over time as the information gathered in these surveys continues to inform our work with families. An area identified for improvement is how we listen and respond to family concerns so that parents/caregivers feel valued, informed and part of a solution-based process to support their child’s learning and wellbeing. It is pleasing to note that parents/caregiver rate the ability to talk to their child’s teachers as 3.4/5.

Student Opinion Survey – 58 Responses
58 students responded compared to 56 students in 2012.

The response to the first question is very pleasing because it indicates that our message of personal best and high expectations is having an impact on students – 75% of students ‘agreed’ or ‘highly agreed’. Of concerns to students were the school environment and how it is maintained, the management of student behaviours and taking student opinions seriously. Student voice and involvement in school decision making is an area identified for improvement. Late in 2013 staff and students participated in plenary forums to investigate possible models for 2014. This work will continue in 2014.

Staff Opinion Survey – 26 Responses
Only 26 staff completed the survey compared to 57 last year. Responses indicate that staff are positive about the quality of teaching and learning and the support provided however, the challenge is to continue to engage and support the full range of learners at CBHS. Areas of concern identified and requiring further analysis are the inclusion of staff in school decision making so that staff input is considered and valued and the provision of support and follow up for staff.

My School website
http://www.myschool.edu.au/

Accountability

National Partnerships

The Australian Government Smarter Schools National Partnerships are designed to build the capacity of South Australian schools and contribute to the achievement of the following National Education Agreement Outcomes:

- All children are engaged in and benefiting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes social inclusion and reduces educational disadvantage of children, especially indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study.
To support the achievement of these outcomes, Christies Beach High School participated in the following Smarter Schools National Partnerships Strategies in 2013:

The **Innovative Community Action Network (ICAN)** takes a student-centred, strength-based approach to address complex life issues that impact upon successful engagement with learning. Participating in ICAN means that our young people have access to individual case management services and customised, flexible and accredited learning programs to support their successful re-engagement with learning and transition to further education, training and employment pathways. Referred young people are placed in Flexible Learning Options (FLO) funded programs suitable for their individual learning needs and/or level of support required. These programs cater for a range of needs which are identified by the school in consultation with the previous school of enrolment, Regional Support Services, the young person, families and service providers. At CBHS we offer 5 flexible learning programs for identified students.

The **Aboriginal Student Mentoring Program** and the **Student Mentoring and Youth Development Program** have provided our school with mentoring support to flexibly meet the individual needs of Aboriginal students and other students in Years 8 and 9 who may not be reaching their full potential and/or are on the verge of disengaging. Furthermore mentoring has supported student transition from primary to secondary school. Mentoring is planned in conjunction with students’ Individual Learning Plans and complements current curriculum, educational pathways, initiatives and intervention strategies already put in place by the school.

The **Vocational Education and Training (VET) Scholarships program** targets our “at risk” learners and Aboriginal students. Scholarships assist in the purchase of VET courses from a Registered Training Provider that lead to Certificate III qualifications in areas of significance to the state of South Australia. In 2013 students participated in a range of VET Scholarships across a number of different industry areas.

The **Career Change Teacher Leader Program** is a strategy to attract and retain quality Maths and Science teachers to “harder to staff” schools. At CBHS, the Career Change Teacher Leader is actually our Maths leader. This leader has had a strong focus on the teaching of mathematics and has mentored beginning, and less experienced, Maths teachers to develop teaching skills, practice and confidence that will lead to engaged Maths learning. Furthermore, this leader has continued to support our students and teachers involved in the Science and Maths at Flinders (SMAF) program and promoted Maths and Science pathways to Year 8-12 students.

### Staff

#### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>147</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>53</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.17</td>
<td>77.7</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>85</td>
</tr>
</tbody>
</table>

Financial Statement

Please refer to the 2013 Profit and Loss Statement attached to this document.