1. CONTEXT

School Name: Christies Beach High School  
School Number: 1013

Principal: Sharon Goldman  
Partnership: Beach Road

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

We are a comprehensive Years 8 to 12 secondary school. 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. 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, staff 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 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 to re-engage with learning and re-connect to meaningful pathways. This year we had approximately 340 young people accessing a range of different flexible learning programs. Access to these programs requires a Flexible Learning Options (FLO) enrolment. FLO is a Department for Education and Child Development (DECD) strategy that promotes a more flexible approach to learning in order to support young people who are disengaged or a risk of becoming disengaged from education. Targeted programs are delivered in partnership with a range of service providers and are supported by a multidisciplinary team of teachers, youth workers and support staff. These programs provide the flexibility to design learning and wellbeing programs that are specifically tailored to the individual needs of the young person and include:

- Year 8 Support
- In School Support
- Middle School Program
- Senior Program
- CBHS Young Mums program
- Re-Engage Youth Services Case Management (REYS)
- Learning Together

Our school has the highest number of Aboriginal and Torres Strait Islander students in the south - 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.
We also provide opportunities for adults wishing to complete their secondary school education. For many years, our school has offered learning programs for adults wanting to re-engage with learning to improve opportunities for further education, training and employment. These adults have accessed SACE Stage 1 and Stage 2 subjects through our mainstream education program to complete their secondary education.

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.

2. REPORT FROM GOVERNING COUNCIL

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.

With that said I would firstly like to say thank you to every member of the 2015 Council for the work they have contributed to throughout the year. The Council Membership continues to be small and this has impacted on what we can achieve in the school year.

The main role of the Governing Council is to:

- Focus on improving student learning outcomes in collaboration with the site leader and staff;
- Develop a cooperative working relationship between the Governing Council and the site leader and staff;
- Represent the whole school community in understanding local educational needs;
- Set general directions for the site;
- Monitor and report on achievements.

We need more Parents and Caregivers to become members of the Governing Council if we are going to make any difference and help with our most precious asset: Our Children, Our Future, Their Future.

We all need to get together to give our children the best possible future.

Please consider joining the Governing Council of Christies Beach High School.

Finally, The End of Year Awards night was another wonderful celebration of the achievements of students at Christies Beach High School. Congratulations again to Jessica who was the Governing Council Award recipient in 2015

With Regards

Stephen Dix
Chairperson
Governing Council, Christies Beach High School

3. 2015 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 reintroduction of a whole school Sports Day at the request of students in 2014. The day was very successful with high levels of participation across the school, lots of fun and colour and high levels of team and school spirit.

• Whole school end of term assemblies and our annual Awards Night which celebrated excellence in achieving personal best, foremost in learning, but also in other school pursuits.

• The SAASTA Girls team won the 2015 Power Cup played at Adelaide Oval as a prelude to the Port Adelaide match against the Western Bulldogs. The girls also won the ‘Solid team’ award for team spirit and sportsmanship over the two-day carnival.

• Our annual Wellbeing day which had a focus on increasing the awareness of youth mental health issues within the community and the celebration of the support students and staff can provide to each other in difficult times. Many external support agencies attended to promote their services.

• A range of activities to promote the Arts across the school and community which included the annual Arts Showcase, the Aldinga Art exhibition, performances at school events and in the local community.

• The Year 8 students attended a 3-day Adventure camp at Nunyara, Belair where they had the opportunity to participate in a range of activities designed to enhance team work skills and encourage problem solving whilst working with a variety of people and making new friends.

• The Year 9 and 10 trip to Canberra which provided students with the opportunity to learn about our nation’s capital through visits to significant sites as part of the Civics and Citizenship education program.

• Ongoing participation in the City School program for senior secondary students with disabilities and learning difficulties. This program operates from the Fowlers Building in North Terrace providing a range of opportunities for students to develop vocational, social, academic and recreational skills in a supportive environment.

• Students from Special Options attended Camp Calperum in the Riverland. This camp is now an annual event supported by Noarlunga Rotary.

• The Young Mum’s camp to Narnu Farm on Hindmarsh. This camp was made possible through a partnership with Edmund Rice Camps and was a positive experience for the young mums and their children. Our ongoing partnership with Taikurrendi Children and Family Centre also supports the Mums and children to access Playgroup and two excellent parenting programs - ‘Bringing Up Great Kids’ and ‘Circle of Security’.

• Students participating in a range of sporting opportunities which included rugby, netball and basketball.

4. SITE IMPROVEMENT PLANNING AND TARGETS

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 support and learning conditions. This year we identified improved curriculum, improved pedagogy and improved engagement as key priorities with a particular focus on:

• Improved Literacy and Numeracy

• Improved Pedagogy

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

**Improved Literacy and Numeracy**

A key aspect to improving literacy and numeracy outcomes at Christies Beach High School is the implementation of evidence based Intervention and Support programs for identified students. This is the third year we have used the QuickSmart Literacy program which focuses on Reading and the second year for QuickSmart Numeracy. In 2014 for students who have progressed through the QuickSmart Literacy program, the school implemented Guided Reading as a practice to support their further development of reading comprehension strategies.

Five Support staff supported the delivery of the QuickSmart programs in the Intervention and Support space which was refurbished during the year. Two teachers delivered the Guided Reading program.

**Reading:**

Of the 25 students who gained support for Reading:

- Five were Year 9 students who were continuing the Guided Reading program from Year 8. During the year, all of these students graduated from the program having attained their appropriate year level reading age.
- 20 students were in Year 8. 15 of these students participated in QuickSmart Literacy as their reading skills were below Year 5 level, while the other five were in a Guided Reading group. During the year, some students graduated from QuickSmart to Guided Reading with three students meeting their year level reading age.
- Those Year 8 students who did not meet their reading goals will continue to receive support in 2016.
- It was pleasing that eight students in total (Years 8 and 9) met their reading goals and required no further intervention.

Overall, the results were very pleasing with 2½ years average gain of reading ability.

**Numeracy:**

A key indicator of the success of this program is the ‘effect size’ which indicates growth or improvement associated with participation in the program. The 2015 School Report from the University of New England indicates that the ‘effect size for all QuickSmart students was 0.675 and for Indigenous students participating in the program, the size was 0.788. These effect sizes are considered very strong and are clearly positive indicators of the effectiveness of this intervention program.

To further support student numeracy, the Maths teachers have implemented agreed Numeracy strategies across all year levels. Strategies included: Quick Math (4 minutes of times tables practice every lesson), the 6S problem solving strategy, and Higher Order Thinking Questioning to extend all learners. A positive outcome for 2015 is that more students have chosen higher level Mathematics subjects in year 10, 11 and 12 for 2016.

**Progressive Achievement Tests (PAT)**

From 2015, it is a DECD requirement that students in years 3 to 10 undertake the online PAT Reading comprehension (PAT-R) and Maths (PAT-M) tests annually. The data indicate a challenge for us to provide students with engaging first wave teaching and specific second wave intervention within classroom practices. Our current data show that many of our students are below the norm.

**NAPLAN - Refer to section 5.1**
Priorities for 2016:

- Development of a whole school literacy agreement
- Teachers to track and monitor agreed literacy data to inform classroom practice
- Teachers to implement the WAVE model of intervention in classroom practice

For the Maths Learning and Curriculum Team this will mean the development of an agreed approach to the teaching of numeracy within this subject and the effective use of numeracy data to inform teaching practice.

Improved Pedagogy

This year we developed a strategic whole school approach to support improved pedagogy and effective curriculum delivery across the school. This included:

- The development of an agreed Whole School Pedagogical and Curriculum Framework (WSPCF) which makes explicit the process for developing and documenting curriculum against the mandated curriculum frameworks of the Australian Curriculum and the SACE as well as the pedagogical approach we will take in designing learning tasks to more effectively engage the range of students in learning.
- Developing curriculum leaders understanding and expertise in curriculum design through regular professional learning opportunities and the support of our DECD Secondary Australian Curriculum Implementation Officer.
- Whole staff and curriculum teams participated in Professional Learning designed to support our whole school approach. This included a focus on the concepts of ‘Learning Design’ and ‘Understanding by Design’, and ‘Learning Design’, underpinned by the Australian Curriculum and the SACE, to develop teaching and learning programs. Literacy and numeracy and the general capabilities were key aspects to be addressed in the development of curriculum along with transforming learning tasks so that they provide authentic learning experiences related to the real world.
- Curriculum teams developing common assessment tasks for Year 8-10 which enable curriculum teams to moderate student work against Achievement Standards to determine consistency of teacher judgment and to inform the teaching process.
- Further development of Professional Learning Communities (PLC’s) which facilitated staff professional learning and collaboration. These included a focus on Literacy, Craft of the Classroom, Positive Psychology and Aboriginal Education. All teaching staff participated in a PLC of interest where they collaboratively identified key focus areas to investigate and strategies for improvement. Teachers participated in Learning Walkthroughs as part of the PLC process to support professional dialogue and feedback on pedagogical approaches. Each PLC shared their learning from across the year with all staff at a staff meeting in term 4.

Priorities for 2016:

Whole school agreements, as per the Whole School Pedagogical and Curriculum Framework (WSPCF), are demonstrated in practice. This will involve revisiting the ‘Elements of a Good Lesson’ so staff have a full understanding of the whole school agreement in regard to effective teaching practices. It will also involve teaching and learning practice within all classrooms at CBHS being consistent with the WSPCF.
Key focus areas for 2016 include:

- The learning environment
- 3 key objectives
- 3 tiered lesson – differentiation
- Learning Walkthroughs.

To support the above, there will be a focus on whole school documentation and accountability of learning programs:

- Learning and Assessment Plans are documented (as per school agreement) in line with Australian Curriculum and SACE, filed in curriculum drives and available on DayMap.
- Units of work are documented using the UbD format for all key tasks.
- 2 CATs are implemented each term and moderated by L&C teams to develop consistency of teacher judgment and to inform teacher practice.
- DayMap implementation strategy
- Welcoming, attractive and supportive learning environments

**SACE Improvement** - *Refer to section 5.2*

This is the second year of our SACE Improvement focus. Acknowledging the effective strategies implemented in 2014 the following strategies were implemented in 2015:

- Implementation of the ‘Traffic Light system” to monitor and track student progress at Year 11 and 12. This strategy was recognised as a supportive SACE improvement strategy and was promoted across the state through DECD and the SACE Board
- Implementation of a destination tracking system for students who exited during the year along with supportive strategies to connect them to work and/or training
- Development of a SACE teacher professional learning profile to determine teacher expertise and to identify areas of further development
- Establishment of the Senior Learning Support Centre and the allocation of a designated teacher to support students with SACE completion.
- Clearly defined and documented expectations for Year 11 and 12 students
- Agreed processes in regard to work completion and follow up for SACE teachers

The 2015 SACE completion rate of 92.65% confirms that the strategies implemented over the last 2 years have been effective and supported students to be successful in achieving their SACE.
Priorities for 2016:

- Teachers and leaders to develop an agreed understanding of the SACE curriculum and accountability requirements
- Teachers deliver high quality SACE programs that enable success for the full range of students
- Care group teachers to support student learning, wellbeing and SACE achievement.

### 4.2 Better Schools Funding

In 2015 the school received Better Schools Funding that was intended to support:

- Improved literacy and numeracy outcomes for students as evidenced by:
  - improved NAPLAN results - more students achieving the NMS and an increase in the number of students in the upper bands, particularly for reading and numeracy
  - improved post intervention PAT-R and PAT-M test results
- Improved student engagement and intellectual stretch as evidenced by more students achieving a ‘C’ grade or above against the expected Achievement Standards
• Improved SACE retention and an increase in the number of students completing the SACE
• More students achieving A and B grades against the Performance Standards

Strategies implemented to support these intended outcomes included:

• The ongoing appointment of an Assistant Principal: Intervention and Support to lead whole school intervention and support.

• Further development of our Intervention and Support program for Year 8 and 9 students which includes the QuickSmart Literacy and Numeracy programs and Guided Reading. This year we established an Intervention and Support space for the delivery of these programs and provided ongoing staff training for the Intervention and Support team. As a result of this targeted intervention we have students who have made considerable improvements in their reading and numeracy.

• Implementation of key SACE improvement strategies:
  o establishing the Senior Learning Support Centre for Year 12 students, and providing teaching staff in this space to support student learning. Feedback from student has been extremely positive — approximately 80% of students have indicated that the space is supporting their learning.
  o the continued appointment of a Learning Mentor to work with our Aboriginal students. This position is based in our Senior Learning Support Centre and provides individual and group support to our Year 12 students with the focus on literacy and numeracy development and SACE completion. This person is a member of the Aboriginal Education Team and works closely with the Assistant Principal, Senior School and SACE.

• Implementation a whole school pedagogical approach using the Learning Design process and Understanding by Design [UbD] – led by Learning and Curriculum Leaders and the Assistant Principals responsible for Whole School Pedagogy and Intervention and Support. This approach includes the development of Common Assessment Tasks which will be moderated by teachers to ensure consistency of teacher judgment against the Achievement Standards.

5. 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 are easily measured in percentages. This program enables the creation of a range of reports to establish baseline achievement data across the whole school and for specific cohorts. In 2015 School Leadership has continued to analyse student achievement data to inform the effectiveness of teaching programs and to assist with the identification of intervention and support strategies necessary to support successful student learning.

The implementation of Common Assessment Tasks (CAT’s) in all subjects is designed to support moderation of achievement results and improve teaching and learning outcomes, further supporting achievement across the year levels and into the SACE.

Years 8-10:

The following graphs show the achievement grades 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). Please note: Grades are A-E, starting on the left for each subject.
For Years 8-10, students are assigned a grade in relation to the achievement of Australian Curriculum Standards. A “C” grade or better indicates the student is demonstrating learning appropriate to their year level or better.

While there are some specific points to observe in certain subjects there are several overall trends that deserve to be investigated and responded to in 2016 by teaching teams and leaders.

- Data across each group is quite consistent for 2014 to 2015 and semester 1 to semester 2.
- 2015 data indicates a trend towards strengthening A, B & C grades in Semester 2 while the trend for year 10 is both positive towards A & B grades but a slide towards D & E grades in Semester 2 particularly in Maths and Science.
- Improving pedagogy and consistency in our approach to teaching and learning using Learning by Design principals and closer collaboration within Learning and Curriculum Teams to develop consistency in programs, delivery and moderation of assessment tasks is having an effect.
- The drift by Year 10 C grade students in Semester 1 toward D & E grades in Semester 2 is consistent with previous years. Programs to support organisation, resilience and wellbeing are planned for 2016 to address this for all cohorts but particularly the pre SACE group that appears to struggle with academic pressures.

Further analysis and exploration of these data will help Learning and Curriculum teams continue to develop appropriate and effective intervention strategies in 2016.

**Year 11:**

The SACE requires all students to achieve a ‘C’ grade in relation to the Performance Standards for two compulsory subjects: 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 was very positive. A slight decrease in the number of D and E grades for semester 2 is evident but the number of students not completing the subject has risen to over 10%. Programs and strategies to intervene and support achievement at C grade or better are working. The school will continue the Intervention...
and Support strategies in the Middle years as a key approach to long term improvement in the N grades.

For Maths, the data indicates over 90% of students were successful in achieving a "C" grade or better for Semester 2. This is a positive sign and, in comparison to 2014 data, a trend that we will continue to monitor and improve upon.

In the majority of subjects, there were promising signs that senior school interventions had a positive effect on student outcomes. The N (Not Complete) grade indicates a lack of achievement and often relates to students not completing or submitting required assessment tasks. Reasons as to why students did not complete subjects in 2015 will continue to be investigated to determine how we can all work together to further improve our intervention and support strategies for the full range of students.

Year 12:

At the end of the year, students can request a Student Achievement Record (SAR) from the school. The SACE Board sends individual student results directly to the Year 12 students in December.

An analysis of the whole school achievement data indicates that the achievement trends are improving from Year 8-11. Our challenge is to continue building agreed whole school approaches that support teachers to:

- clearly identify and articulate the essential learnings for students in each unit of work in relation to the Achievement or Performance Standard;
- implement with students (and families) a zero tolerance of work not completed or not handed in;
- increase the percentage of A and B grades through extending students’ achievement;
- implement differentiated intervention strategies for those students who require additional support to achieve the agreed essential learnings;
- build more rigor into the earlier years, developing study habits and achievement goals.

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

All Learning and Curriculum leaders have engaged with and received significant support from our Secondary Australian Curriculum Implementation Officer. Our professional development strategy will continue with this approach into 2016 with a specific focus on Learning Design and the Understanding by Design strategy to develop more effective teaching in the classroom.

The implementation of the Australian Curriculum (AC) through to 2016 is progressing quite effectively at CBHS. Learning and Curriculum teams have engaged with the new curriculum documents and redesigned their Learning and Assessment Plans to address the Achievement Standards in years 8 to 10.

Our Senior School teaching teams have engaged in the refinement of SACE Programs as the Australian Curriculum influences their design. All of our Senior School teachers are expected to attend SACE forums for their subject areas.

To support this planning, a number of strategies continue to be employed across the school:

- Release time will be provided for teachers to assist planning and Learning and Curriculum Leaders will be encouraged to attend all opportunities available so they can support teachers in their familiarisation with the Australian Curriculum (AC);
- Teachers and leaders to attend Understanding by Design and SACE forum / conference opportunities to develop their understanding and skills in curriculum design, effective teaching and assessment practices;
- Our professional development opportunities across the year (Early Closures and Student Free days) will continue to focus on developing Learning and Assessment Plans and Learning Tasks to directly address the Achievement Standards in the AC;
- Learning and Curriculum teams will further develop Common Assessment Tasks (CATs) to assist in the moderation and monitoring of student learning and achievement across years 8 to 10;
- All teachers will engage in Professional Learning Communities (PLC) focused on improving teaching and learning and learning task design. Into 2016 the PLC teams will be formed around our Learning and Curriculum teams providing more time to these subject areas to work together and develop teaching and learning.
- Professional development on Student Free days will focus on Literacy and Differentiation to further engaged and enhance our skills in developing powerful learners;
- General Capabilities and Cross Curriculum Priorities will be mapped across the school as the curriculum teams implement the next phase of the AC.

Into 2016

- Our Timetable will continue to include a regular early closure on Monday to focus our Professional Development for all staff.
- Curriculum Leaders will continue the drive to further implement Learning Design in each curriculum area. This team is to use the fundamentals of Understanding by Design to enhance the structure, content, delivery and assessment of all new units of study being written for 2016. A strategic time line has been developed to use our Student Free Days and Professional Development time throughout 2016 to focus on quality Teaching and Learning improvement.

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 have been directly involved in the moderation and marking of SACE subjects and will continue to bring informed comment and subject development initiatives back to our teaching teams.
Annual Report 2015

Our Senior School team will continue to engage with the SACE improvement strategy team and work together to develop enhanced strategies to support continued success for our students in the SACE. The implementation of a Traffic Light strategy by our Assistant Principal: Senior School has been very successful, widely acknowledged by the DECD SACE Improvement team and adopted by a number of other schools.

The school's leadership team will again review the SACE data to analyse trends in order to inform our intervention and development strategies to support improved student achievement in the SACE.

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.

### 5.1 NAPLAN

Proficiency Bands by Aspect

Band 6 is the indicating level where students in Year 9 are at National Minimum Standard (NMS). Bands 7 to 10 indicate students working above the NMS.

At CBHS in 2015, the percentages of students working at or above NMS were:

- Numeracy 86.2%
- Reading 66.6%
- Writing 40.6%
- Spelling 62.2%
- Grammar 62.2%

Figure 1: Year 9 Proficiency Bands by Aspect
### Table 1: Year 9 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 9</th>
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<tbody>
<tr>
<td></td>
<td>Exempt 5 6 7 8 9 10</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>Exempt</td>
<td>10.3 3.4 46.0 35.6 4.6</td>
</tr>
<tr>
<td>Reading</td>
<td>10.3 23.0 28.7 16.1 19.5 2.3</td>
</tr>
<tr>
<td>Writing</td>
<td>10.5 48.8 20.9 11.6 8.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>9.2 28.6 20.4 26.5 13.3 2.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>9.2 28.6 24.5 20.4 15.3 1.0 1.0</td>
</tr>
</tbody>
</table>

### Student Mean Scores

Overall, the mean scores remain “about the same” as last year, but with some improvement in both Numeracy and Reading. This can be attributed to the intervention programs (QuickSmart and Guided Reading where on average participating students improved their skills by 2½ years) which gave these students increased confidence and skills to do NAPLaN.

The Mean Score for Writing, Spelling and Grammar all decreased which is of concern. This will be investigated in Term 1 to determine strategies to implement in order to turn this around.

### Figure 2: Year 9 Mean Scores

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<table>
<thead>
<tr>
<th>Test Aspect</th>
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<tr>
<td></td>
<td>2013</td>
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<tr>
<td>Numeracy</td>
<td>510.9</td>
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<tr>
<td>Reading</td>
<td>536.2</td>
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<tr>
<td>Writing</td>
<td>448.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>538.2</td>
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<tr>
<td>Grammar</td>
<td>506.5</td>
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</tbody>
</table>
```
Growth

Student growth from Year 7 to Year 9 is mapped in three bands: Lower, Middle and Upper. On average the norms are: 25% or less in the Lower Growth Band, 50% or less in the Middle Growth Band and 25% or more in the Upper Growth Band.

Growth from Year 7 to Year 9 is close to the norm of 50% for the middle range in both Numeracy and Reading which is pleasing. The upper range growth for Numeracy was low though.

Figure 3: Year 7-9 Growth

![NAPLAN School Growth: Year 7-9](image)

Table 3: Year 7-9 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 7-9</th>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Middle School

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

We believe a successful transition process is essential for student success. A series of successful processes supported the Year 8 cohort with their transition from primary school. These included:

- Year 7 Parent Evening
- Year 7 Transition Workshops
- The “Wishes and Worries” program. This was designed by the Year 8 leader and was co-delivered with the Year 7 teachers. The program assists students to explore their anxieties about starting High School
- Year 7 Transition Day
- Week 1 Orientation Week
- Extended transition for a range of students with specific needs.
Feedback from our Year 8 students and families, and the local primary schools, has remained very positive and continues to inform our program. Also, student numbers are improving with increased enrolments for 2016.

**Positive Behaviours for Learning**

During 2015 we continued to build on 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 (i.e. removed from class) was reduced in comparison to previous years.

New policies have been developed to support successful learning; these include a mobile phone policy and a deadlines policy. There has been a consultation process with staff and Governing Council and both of these policies will be implemented in 2016.

There have been a variety of programs to support students to develop positive behaviours for learning and wellbeing which include:

- Weekly year level assemblies which have focused on school values, citizenship, work ethic, harassment and cyber bullying
- Year 8 camp to Nunyara, Belair
- A range of programs to support targeted students as appropriate to their needs. This has included Drumbeat, Rock and Water, Operation Flinders and the In–School Psychology service.

**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 2015 approximately 110 Aboriginal students were enrolled with about 50% of the cohort in mainstream classes, 45% in Flexible Learning program and 5% in the Disability Unit.

Aboriginal student learning at CBHS was supported by an Aboriginal Education Coordinator, 2 Aboriginal Secondary Education Transition Officers (ASETOS), a 0.4 Aboriginal Education Teacher (AET) and a Learning Mentor. This model facilitated a case management approach to student engagement and learning and was beneficial in achieving higher attendance, better academic results and greater communication between school and home.

In 2015 the SAASTA program continued to be an excellent pathway for students to achieve their SACE, and all students enrolled in SAASTA, who continued in all their subjects through to the end of the year, achieved their SACE. In addition, 3 SAASTA students who did not engage successfully in other subjects were still able to achieve their Certificate III in Sport and Recreation. One SAASTA student achieved Tertiary admission into Psychology.

In Term 2 the Christies Beach Girls Power Cup team won the Power Cup Grand final on Adelaide Oval. This was a wonderful reward for the girls’ hard work.

The QuickSmart Literacy and Numeracy programs continued to make a significant impact in raising baseline literacy and numeracy levels to much closer to the appropriate year level for a number of Middle School Aboriginal. QuickSmart Literacy and Numeracy kits were also purchased for use in our Aboriginal Education Office so that Year 10,11 and 12 students could continue in these programs in a more private environment.

Aboriginal student assemblies were introduced in 2015 with an emphasis on celebrating academic achievement, high levels of endeavor, high attendance and community achievement. They were also used to communicate important information, to inspire students through the use of motivational speakers and to build the students sense of community.
Volunteer Mentors from Uni SA were accessed for a 5-week period in Term 3 to assist Year 11 and 12 Aboriginal students who were at risk of not completing SACE assessment tasks. 5 mentors attended twice a week for 5 weeks from 3pm to 5pm each day. The program was particularly successful with over a dozen senior students regularly attending. A number of students who did attend every mentoring session were students whose attendance in subjects was quite sporadic. All students who attended the after school mentoring found the program to be very beneficial and a number continued to email and work with their mentors to complete tasks even after the 5-week block had concluded.

Aboriginal students were also part of a number of other extra-curricular programs, including: Deadly Start to High School, the Nunga Tag Carnival, Boys Yarning Group, Life in the Uni Lane, Uni SA Aboriginal Pathways Conference, Aboriginal and Torres Strait (ATSI) Traineeships and Powerful Futures. These programs assisted students to learn a great deal about both their Aboriginality and the career pathways that are available to them through current studies or further education.

**Strategies planned for Aboriginal Education in 2016 include:**

- Greater use of data from the PAT-R and PAT-M test results to provide targeted support to students
- Raising standards for entry into the SAASTA program and a greater number of enrolments into the program from across southern high schools.
- Increased use of student assemblies and the establishment of an Aboriginal parent consultative group to foster a sense of community and to help improve student attendance and engagement.
- Participation in the AIME mentoring program and the establishment of a weekly homework club for Aboriginal students as part of a focus on raising the aspirations and achievement levels of CBHS Aboriginal students
- Cultural competency training to be included as part of whole staff professional development
- Boys and Girls Yarning groups to be timetabled as a half line subject run by the ASETO’s with support from an allocated teacher. The Yarning Groups will have a detailed program which will include a Learning and Assessment plan.

**Special Options**

2015 was a busy year focusing on consolidating pedagogy and increasing student engagement through targeted professional learning. Current programs were further strengthened with increased communication structures between families, outside agencies and the school community. Special Options staff worked collaboratively with the whole school to celebrate special events such as Book Week, wellbeing day - Hats Off for Mental Health and Sports Day. Such days positively showcased the diversity of students enrolled at CBHS. The following additional programs added value to an already engaging curriculum for students with disabilities:

- Camp Calperum - 10 senior students participated in a 4-day camp at Renmark sponsored by Noarlunga Rotary. On return to school, the students presented a slide show of their learnings. Many students had not slept away from home before and had a wonderful time.
- Whole School Recycling – each class in Special Options played a significant role in paper, cardboard, can and bottle recycling across the school. Money raised was donated to the Cheetah program at Monarto Zoo for a second year.
- City School Program - 10 senior students successfully achieved 20 credits for Integrated Learning as part of this transition program. All families supported the program with all requesting continuation for 2016 to complete Stage 2 and further consolidate skills in independence and communication.
- Termly NEP review meetings were introduced where strong communication between home and school was a highlight. All teachers developed goals collaboratively and displayed these
in classrooms so that they were embedded across the curriculum. All students moved forward with their learning both academically, socially and emotionally.

- Transport Training – 4 students were successfully 'transport trained' by support staff. This meant that they no longer required the DECD Transport Assistance Program. These students, now walk, ride, and catch public transport to school promoting independence, health and wellbeing.

- Modified SACE – Special Options senior school teachers implemented Stage 2 Modified SACE. Families have requested ongoing focus on transition to work, social skills and independence for the future.

- Community Learning- a Community Learning Program was developed collaboratively with all staff and operated 1 day a week across all classes. Students increased skills in transport training, positive behavior in the community and confidence in communicating with others.

- Targeted lunchtime programs were delivered to students who required extra support. This support was integrated into the mainstream yard resulting in students feeling safer and more confident to solve potential issues between peers.

- 18 students accessed the DECD Extended Water Safety Program using the Noarlunga Aquatic Centre. This included a weekly swimming lesson for identified students. Families supported inclusion in this program as a valuable part of the HPE curriculum.

- Special Option’s teachers used whole school processes to develop Learning Assessment Plans for each area of the curriculum. They also followed the Understanding by Design framework in line with mainstream teachers, attending all professional learning and implementation time frames.

- Support staff were re-classified as level 2 following a review of the J&P in Special Options.

- Group work experience occurred at TRAK Furniture and Craigburn Farm Nursery for 1 day a week. These structured work experience programs assisted 3 students to begin a work transition to work programs for up to 3 days a week ongoing.

- Middle School classes participated in Ladies of Variety events such as Movie Days, Discos, Easter Picnic and Christmas Party to enhanced social skills and increased friendships of students in other special options programs.

**Flexible Learning**

Christies Beach High School is renowned for the flexible learning programs we deliver to support young people to re-engage with learning and re-connect to meaningful pathways. This year we had approximately 340 young people accessing 7 different flexible learning programs. Access to these programs required a Flexible Learning Options (FLO) enrolment. FLO is a Department for Education and Child Development (DECD) strategy that promotes a more flexible approach to learning in order to support young people who are disengaged or a risk of becoming disengaged from education. Targeted programs are delivered in partnership with a range of service providers and are supported by a multidisciplinary team of teachers, youth workers and support staff. These programs provide the flexibility to design learning and wellbeing responses that are specifically tailored to the individual needs of the young person and include:

- Year 8 Support
- In-School Support
- Middle School Program
- Senior Program
- CBHS Young Mums Program
- Re-Engage Youth Services Case Management (REYS)
- Learning Together
The following programs operated in 2015 using the DECD Flexible Learning Option Strategy:

**Year 8 Support**

The year 8 program supported the successful transition of students from primary school into high school and provided ongoing assistance to keep students connected to education. The support included 1:1 case management, in-class support, access to additional programs (eg Drumbeat, Rock and Water), linking with parents and caregivers and the opportunity for informal catch-ups throughout the day as required.

**In School Support**

In-School support was a newly introduced strategy in 2015 with a youth worker employed to work with identified students who were experiencing significant complexities, but still had a strong connection to mainstream. Support included 1:1 case management, linking students in with external agencies and services, negotiating flexible access to learning and providing support to achieve SACE results.

**Middle School Program**

The Middle School Program, which was established in 2014, continued in 2015 and focused on learning and wellbeing for targeted students in years 9 and 10. The program provided 1:1 case management to address issues and barriers to learning and flexible timetables with a focus on the Australian Curriculum, Vocational Education and short course options and SACE (Personal Learning Plan).

**Senior Program**

As a result of a comprehensive review and evaluation of the SOLE Program (Southern Outreach Learning Program) in 2014, the SOLE Program was closed, and the CBHS Senior Program established. The Senior Program was co-located at Noarlunga TafeSA in a newly renovated space and staffed by CBHS teachers, Re-Engage Youth Services Case Managers and an Intervention and Support SSO. The Senior Program catered specifically for students in year 11 and 12 who were struggling to stay connected with mainstream school. The focus was on achieving SACE and Vocational Education qualifications with access to case management and wellbeing support, to address barriers to learning.

**CBHS Young Mums**

The CBHS Young Mum’s Program provided an educational option for students who were keen to achieve their SACE or other vocational qualifications while managing the demands of pregnancy or parenting. Support was provided through case management, access to tailored learning and parent specific programs such as playgroup, Circle of Security and Bringing Up Great Kids through a strong partnership with Taikurrendi Children and Family Centre. The program also provided access to pre-natal and ante-natal care through a community mid-wife.

**Re-Engage Youth Services Case Management (REYS)**

Re-Engage Youth Services is a community based case management service provider. CBHS students who are experiencing multiple and complex needs, issues and barriers to learning can be referred to REYS for assertive outreach case management support. This support included individualized 1:1 case management with qualified youth workers and access to a diverse range of programs.

**Learning Together**

A small number of CBHS students were enrolled in Learning Together based at Christie Downs Primary School. Learning Together is a DECD program for families with children aged birth to four, which has operated in South Australia since 2003. The program is based on national and international research affirming the crucial importance of the very early years of life in laying the foundation for children's learning and well-being.
Complexities

In 2015 a comprehensive survey was conducted with the students in the CBHS based programs (Year 8 Support, In-school Support, Middle School Program, Senior Program) to identify the range of complexities and barriers students were facing, which had contributed to their disengagement from education. The findings are represented in the following table:

The information has provided further reinforced our understanding of the complexities some young people are facing in our school community and the need for additional support and access to targeted services.

Learning outcomes

In 2015, 81% of all FLO students at CBHS were engaged in accredited learning. 19% of FLO students were experiencing such a high level of complexity that they were only accessing case management and coaching session relating to their wellbeing and personal goals.
* Some students were engaged in a range of options

The certificate courses accessed by students included a range of industry areas such as hospitality, education, community services, aged care, retail, sound production and music, horticulture, landscaping, construction and business.

A range of students were also successful in obtaining their First Aid Certificate, White Card and Driver’s License.

### 5.2 Senior Secondary

2015 was a positive year for senior students at Christies Beach High School. Many students took some time to take advantage of the opportunities afforded to them to support their learning, wellbeing and future pathways.

Representatives from the tertiary sectors; particularly Flinders University with whom the school has close connections through their Student Access Unit; met with Year 10, 11, and 12 students throughout the year to promote possible pathways.

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

SACE completion rates continued to remain positive with 63 students out of a possible 68 completing their SACE with an overall percentage of 93%. This compared favourably with the overall state result of 96%. In 2014 we had a completion rate of 94.55% and the state that year had a completion rate of 94.54%.

Overall Year 12 students who chose to leave the school before SACE completion indicated solid pathways with only 2 students whose pathways were unknown:

- 16 students chose to return in 2016
- 4 gained employment
- 11 left to go to a TAFE course
- 2 students were from the FLO program; one chose to leave school to seek employment, the other gained their SACE certificate
- 3 left to seek work
- 7 were adult students of whom 2 gained their SACE certificate.
In 2015 Stage 2 student grades improved overall with 87% of students achieving results in the A+ to C- grade bands and a greater number of A & B results. As a school we are constantly striving to find ways to improve student learning.

Stage 1 student grades also improved significantly with 80% of students achieving results in the A – C grade bands and a greater number of A & B results. Although encouraging there is still much to be done to raise and maintain consistently high student results in 2016.

The PLP (Personal Learning Plan) which is a SACE Stage 1 subject is completed by students in Year 10. In 2015 the school outperformed the rest of the State in the B & C bands and all students who completed their PLP achieved at a C standard or better. 50% achieved at the C standard, 42% achieved at the B standard and 8% achieved at the A standard.

Another strategy to support SACE completion was that more students chose to take up VET pathways - 23 students used VET to complete their SACE and another 39 completed their SACE using some VET. 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.

**Students in Year 12 Undertaking Vocational or Trade Training**

% of Year 12 students undertaking vocational training or training in a trade

![Diagram showing SACE achievement with some VET studied from 2011 to 2015]
## Number of students who completed SACE with some VET

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>36</td>
<td>37.6%</td>
</tr>
<tr>
<td>2012</td>
<td>46</td>
<td>38.0%</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>41.0%</td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>61.54%</td>
</tr>
<tr>
<td>2015</td>
<td>39</td>
<td>61.9%</td>
</tr>
</tbody>
</table>

## Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

<table>
<thead>
<tr>
<th>Year</th>
<th>Potential Completers in October</th>
<th>SACE Completers</th>
<th>% SACE Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>65</td>
<td>58</td>
<td>89%</td>
</tr>
<tr>
<td>2012</td>
<td>79</td>
<td>70</td>
<td>88.6%</td>
</tr>
<tr>
<td>2013</td>
<td>76</td>
<td>58</td>
<td>77.3%</td>
</tr>
<tr>
<td>2014</td>
<td>55</td>
<td>52</td>
<td>94.5%</td>
</tr>
<tr>
<td>2015</td>
<td>68</td>
<td>63</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

Our SACE Improvement Plan, which focuses on student work completion and improvement of work standards, was developed and implemented in 2015. This was led by the Senior School Team, along with the development of a positive culture of learning and study habits to support improved student achievement.

In 2015, this SACE Improvement Plan focused on a strong intervention and support program with Learning and Curriculum leaders, teachers and students.

- Teachers engaged in significant professional development to keep abreast of the constant evolution of SACE guidelines and course content.
- Student progress with work completion and higher achievement was tracked and monitored through the schools “Traffic Light system”. This process will continue in 2016 to include Year 10 students.
- Year 11 students for the first time experienced “Summer School” designed for those students who could not complete the Compulsory subjects of English, Maths and the Research Project. This operated in Senior Learning Support Centre in weeks 7, 8 and 9. Year 10 students who had not completed the PLP attended in week 10. This was a resounding success and was well attended with both staff and students finding this a rewarding experience. Consequently, this program will again run in 2016.
- Year 10 students were, for the first time, exposed to two days of “Introductory Seminars” to the SACE. These were well received by students and helped to enhance their knowledge of future study.
In 2016 students will continue to be strongly supported with a number of intervention processes:

- The Senior Learning Support Centre will be staffed with 2 X 0.5 teachers, along with NEP support at both year 11 and year 12 level and indigenous support at year 11 and 12.
- Year 12 students will be required to stay on site for all non-scheduled lessons.
- A mobile phone policy will be introduced requiring students to be more engaged with their learning.
- A Deadlines and Work Completion policy will operate throughout the school.
- Extended Care Group time will be introduced to support the “Learning Curve” Learning and Wellbeing planner that addresses student wellbeing and supports student personal organisation and study habits.

2016 holds great promise with a commitment to improve results at all levels even further, to further increase the achievement trend to higher levels of achievement and to continue to empower young people to take responsibility for their learning.

### 6. STUDENT DATA

#### 6.1 Attendance

**Figure 4: Attendance by Year Level**

**Table 4: Attendance by Year Level**

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Year 8</td>
<td>84.4</td>
</tr>
<tr>
<td>Year 9</td>
<td>80.8</td>
</tr>
<tr>
<td>Year 10</td>
<td>76.5</td>
</tr>
<tr>
<td>Year 11</td>
<td>75.1</td>
</tr>
<tr>
<td>Year 12</td>
<td>83.5</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>88.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>80.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>80.4</td>
</tr>
</tbody>
</table>
At CBHS we have a clearly documented whole school approach to monitoring and following up student non-attendance to school. This approach resulted in improved attendance across all year levels in 2014. However, this was not the case for 2015. The cause for this requires investigation as the approach in place is targeted, highly intensive and well supported by the DECD Attendance Officer. Attendance rates have continued to improve for Year 11 and 12 but have declined for Years 8-10.

As a school we continue to work with students and families regarding the importance of regular and punctual attendance to school to support student connectedness, wellbeing, engagement and learning. We need to develop greater student voice and unearth the reasons for non-attendance in the early cohorts in order to work together to resolve the issues.

### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>25</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>21</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>43</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>40</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>10</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>61</td>
</tr>
<tr>
<td>Unknown</td>
<td>117</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
</tr>
</tbody>
</table>

### 7. CLIENT OPINION

As a school community we continue to struggle to get a representative sample of parents/caregivers and students to complete the surveys. In 2016 it will be important to conduct the survey early in term 4 to capture a greater range of students. Also, we need to ensure the feedback is inclusive of our Aboriginal students, families and staff and students and families from our Special Options and Flexible Learning programs.

**Parent Opinion Survey**

Only 6 parents/caregivers responded to the survey. As the sample is so small the results are not statistically valid.

**Student Opinion Survey**

38 students responded to the survey compared to 74 in 2014. The majority of the students were in Year 10 with two thirds of them being female. None of the students identified as Aboriginal or Torres Strait Islander.
Again, due to small numbers, this is a statistically invalid survey. However, this sample group is generally satisfied with the school but express concern about how student behaviour is managed. An area of focus identified for 2016 is to provide more authentic opportunities for students to participate in school decision making.

**Staff Opinion Survey**

28 staff responded to the survey. The majority were female with 6 being in leadership roles and 21 have teaching responsibilities. In 2016, steps need to be taken to encourage and enable more – if not all - staff to complete the survey.

Analysis of the responses indicates the following areas of concern:

- **‘The school is well maintained’ 3.0** – This is a decline from 2014 despite the efforts of the Grounds staff, Business Manager, and the Facilities Committee. Improvement of school grounds and facilities continues to be a focus with the following just a sample of improvements in 2015:
  - New furniture in Building 4
  - Establishment of the Senior Learning Support Centre and the Intervention and Support space
  - Refurbishment of the Middle School FLO
  - Establishment of the Senior Learning Centre
  - Painting of the Performing Arts space
  - New windows in the PE transportable

- **‘The school takes staff opinions seriously’ 2.3** – consultation and communication has been identified as an ongoing concern for some staff. In 2014 and 2015, the Executive Leadership Team (ELT) implemented a weekly ‘staff update’ to improve communication processes. ELT continues to work on improving consultation processes with staff where consultation needs to be acknowledged as a 2-way process.
• ‘I receive useful feedback about my work’ 3.0 – We have Learning and Curriculum line-managers, Learning and Curriculum team meetings, PLCs and Walkthrough processes in place to provide staff with feedback on content and teaching practices. These will all continue and Performance and Development will be a key focus in 2016 with all staff expected to produce a PDP in Term 1. This will be in line with school priorities. Apart from ongoing verbal feedback, all staff will receive written feedback about their performance in Term 4.

• ‘Staff are well supported’ 2.5 – 39% of respondents do not believe they are supported, either by their peers and/or leaders. despite the range of supports in place (as above) and for staff through performance and development processes.

8. ACCOUNTABILITY

8.1 Behaviour Management

The school has a clearly documented whole school anti-bullying and harassment policy which is available to families via the school’s website and takes seriously any reported incidents of harassment and bullying.

The School Counsellors, Year Level Leaders and our Flexible Learning Case Managers provide an excellent service to students to support wellbeing issues including bullying and harassment. The school has continued to access the services of a psychologist through the In-School Psychology Service to support students and families. Also, we make extensive use of the range of DECD services to support student wellbeing and behavior, along with other programs available to schools – these
include our local Community Police Officers, Safe Party and Cyber Safety programs, Headspace, and Shine.

During Term 3 students in Year 8 and 9 participated in the DECD Student Wellbeing Survey. This survey provided the school with a detailed report about five dimensions that are critical components of development and which are strongly linked to wellbeing, health, academic achievement, and success throughout the school and later in life. One aspect of the survey reflects on “School Experiences” and provides data on how students perceive the school environment, their sense of school belonging and victimisation at school. This data, along with the Student Opinion survey, will inform programs and practices that help students to feel valued, safe and connected to school. It will be important to involve student voice in determining possible strategies.

During Term 4 students were asked to identify those areas within the school where they felt safe and areas of concern. This data was used to inform teacher yard duty allocations so that students are supported and feel safe during breaks.

Another strategy implemented this year was the Safe Place Café which provided a safe place during the lunch break for vulnerable Middle School students.


8.2 Relevant History Screening

Site leaders are responsible for ensuring their sites comply with the DECD screening verification responsibilities. This includes maintaining the accuracy of screening information on EDSAS, HRS or site files.

All teaching staff are screened every three years as a requirement for Teacher Registration in South Australia.

A current screening clearance is a condition of employment for DECD ancillary staff...

For all other adults connected to the school on a regular basis, clearances are sighted and the clearance information is recorded on the school’s EDSAS or HRS system (or copies of clearances are maintained if not connected to these systems). The range of adults connected to our school include: adult students, youth workers, the school psychologist, mentors and volunteers, tertiary students on placement, Governing Council members, canteen staff, music instructors and health professionals.

A DECD audit conducted in 2014 verified that our processes are effective.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 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>124</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>37</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than one 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.
8.3.2 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>0.14</td>
<td>72.42</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>77</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

Please see Financial Statements following.