



Christies Beach HS & Southern Vocational College 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Christies Beach HS & Southern Vocational College Number: 1013

Partnership: Beach Road

Name of School Principal:

Graham Clark

Name of Governing Council Chair:

Anne Linnett

Date of Endorsement:

School Context and Highlights

The 2017 school year commenced with 525 students enrolled in mainstream year 8-12 programs, 240 in Flexible Learning Options and 56 students placed in the Christies Beach High School Disability Unit; 821 students in total. Enrolments are stable

Christies Beach High School commenced 2017 with a renewed leadership team - in particular Principal and Deputy Principal. In the first half year both positions were advertised and filled by the incumbents providing continuous leadership for the foreseeable future.

Also in the first half year a whole school curriculum review was undertaken, involving consultation with staff, students and parents. The outcome was a change to the structure of the school day and a broadening of subject offerings to better meet the diverse needs of the learning community. In summary, each school day was presented as three learning blocks, each of 95 minutes. Each year level has a dedicated "wellbeing" block to enable a curriculum focus on whole school approaches to improving student wellbeing. Middle school structures are designed to create a team-based model where year 8 and 9 students work primarily with two teachers for the core curriculum and increasingly access choices as they progress through the years of schooling. At year 12, a response to current SACE completion and achievement data is to increase access to curriculum through additional timetables lessons for all year 12 classes with a view to increase achievement levels to maximise pathway options for all exiting students.

A range of curriculum information materials were produced as part of a re-branding process that included review of all public information and promotion products. A subtle review of the school logo and colour scheme was completed and applied to all school stationery items.

Student Voice was strengthened through a regular program of meetings and opportunities to discuss matters impacting student life at school. The group visited Parliament House with local member of parliament Katrine Hildyard as host and participated in workshop activities focusing on creating a school environment free of violence and bullying. This led to a review of the school bullying policy and a set of strategies to address a positive culture of learning and engagement across the school community.

Staff, students and families within the Christies Beach High School community are optimistic for the school's future and excited by what positive impacts a renewed curriculum holds.

Governing Council Report

A focus of the Governing Council is student wellbeing and supporting transition from high school to their next chapter in life, recognised for their resilience, tenacity and persistence to achieve a high standard in their chosen areas of interest. A curriculum team reviewed the timetable and the school start times. With evidence presented by the committee to Governing Council, the decision was made to rearrange the school day in 2018. A later start time, minimal movement between classes – 3 block classes and the introduction of a wellbeing subject were key components.

Empowerment of students and giving opportunities to be involved in school decision making processes has been achieved by the Student Voice Team (SVT), providing student nominated School Captains and Vice Captains to attend Governing Council meetings. As voting members, they are participating in the running of the school, giving reports on the achievements of the SVT and sharing ideas from the student community.

Developing the site improvement plan and upgrading facilities, have been focus areas. Consultation occurred with the school community through several forums and many discussions with the various stakeholders and committee's during meetings. The forums were well attended by parents/caregivers, staff and students, resulting in:

- The upgrading of the Inclusive Education Centre which should be completed by July 2018, is very exciting and will be a huge asset to the ongoing commitment to students and families requiring support from this school pathway.
- The STEM Learning Centre investing in a cross-disciplinary approach to the teaching of the current of Mathematics, Science and Technologies will be completed around September 2018.
- The Learning Environment Opportunity Study.

Our Indigenous community has a strong support network in place, both in the school environment and with connection within the wider community, especially with sports and SAATA. Our teams have been very competitive in their chosen areas.

As Governing Council Chairperson, I wish to express my pride in the work achieved this past year by the Governing Council members, supporting the school staff and the school community. The direction to support redevelopment of the school structure, both the physical layout of the school environment and the wellbeing and emotional aspect of student life. The actions of individual council members supporting events held by the school in their official capacity and as parents/caregivers,

Improvement Planning and Outcomes

Participation in NAPLAN average across all tests increased from 55% to 75%.

Participation in PAT Reading Comprehension testing increased from 83 to 91% in year 8 and 67 to 78 in year 10. Whole school participation (Y8-10) increased from 74.6 to 81% in 2017.

Participation across year 8 to 10 in PAT Math testing increased from 74.3 to 80.5% in 2017.

Percentage of students across years 8 to 10 who were at or above the DECD SEA for PAT-Rc rose by 15% (44 to 59) from 2016 to 2017.

The whole school (8-10) average PAT – Rc scale score increased significantly from 123 in 2016 to 130.9 in 2017.

Active promotion of participation and engagement in standardised testing (adjustments for students with NEPs, consistent delivery of test with care group teacher).

Explanation of testing to students by teachers (importance, use and how to understand their score). Almost all students wanted to know their results and asked what that meant for their learning.

Staff engaged in performance development opportunities on understanding PAT and how to use data to inform teaching and learning. Increase understanding of student needs and way to support learning.

Strong attendance follow-up for students who were absent on the day of diagnostic testing to ensure completion.

Literacy and numeracy data wall display developed and displayed from beginning of term 2 in the staff room – provoked discussion amongst staff.

Year 7- 8 transitions included a sharing of literacy data to support students as they move into high school.

NEP students were assigned PAT tests based on the Australian curriculum year level stated in their English NEP documentation.

Establishment of the CBHS Targeted Learning Centre which provides concentrated support for students who require extensive adaptation of the curriculum. Students attend the Targeted Learning Centre for all core curriculum lessons (English, Mathematics, HASS and Science). A specialist teacher delivers a modified and individualised curriculum that meets each student's different learning needs, and assisting School Support Officer is allocated to all lessons.

Quick smart Numeracy program successfully supported approximately 20 students struggling with multiplication. All students involved showed significantly improvement.

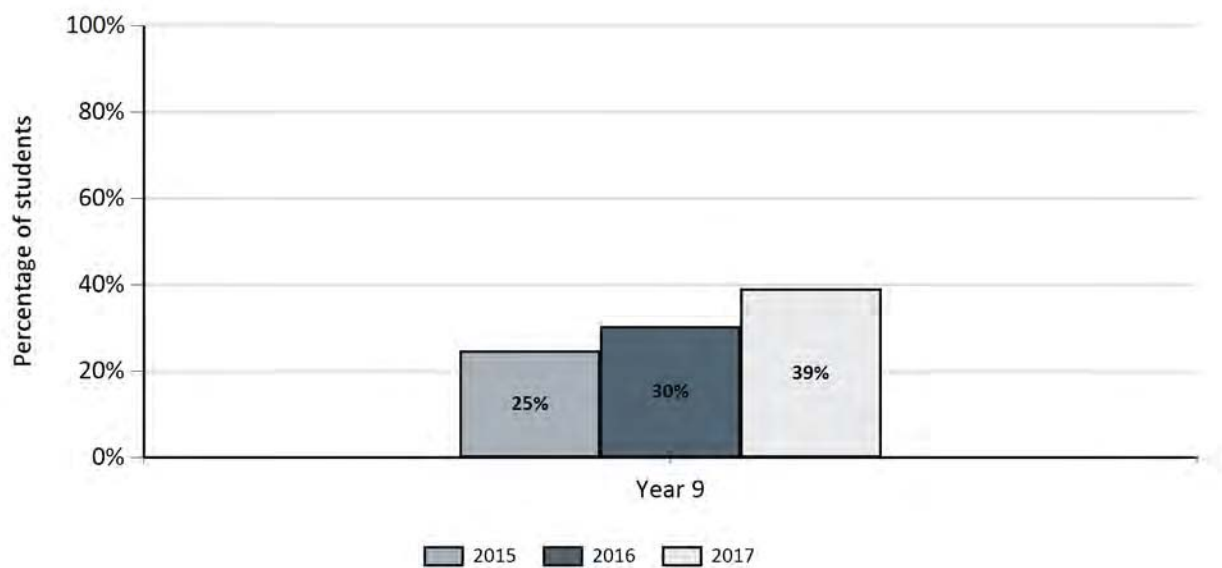
Establishment of Homework Club for year 8 and 9 students with approximately 5-10 students attending each week to receive support from their teachers.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

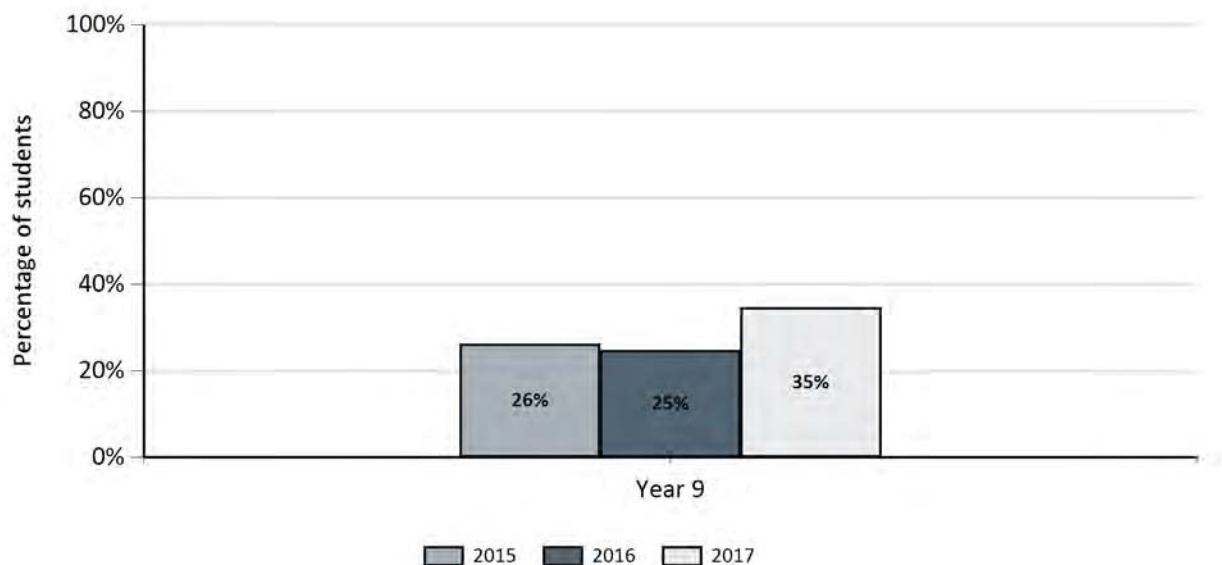
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	22%	25%
Middle progress group	56%	50%
Lower progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	11%	25%
Middle progress group	45%	50%
Lower progress group	44%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2017	141	141	2	1	1%	1%
Year 9 2015-17 Average	133.0	133.0	2.0	0.3	2%	0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2014	2015	2016	2017
92%	87%	96%	91%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	1%	2%	1%	1%
A-	1%	3%	9%	5%
B+	3%	6%	7%	7%
B	18%	19%	16%	14%
B-	16%	15%	16%	16%
C+	20%	14%	20%	17%
C	24%	24%	23%	24%
C-	9%	6%	5%	7%
D+	1%	5%	2%	3%
D	1%	5%	1%	3%
D-	2%	1%	1%	2%
E+	2%	1%	0%	0%
E	1%	1%	0%	1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

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

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

2014	2015	2016	2017
95%	93%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	61%	61%	64%	78%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School Performance Comment

During 2017 the focus of school improvement was the establishment of a simplified and coherent Site Improvement Plan that was influenced by the collective voices from across the school community - staff, students and parents. This was achieved by the end of term 1 and targeted strategies commenced within three identified priority areas:

1. High Quality Teaching and Learning
2. Improve Student Wellbeing for Learning
3. Improve Conditions for Learning.

A secondary driver of improvement was an externally sourced review of school culture and opinion across the staff group. This review highlighted a number of recommendations centred on building positive school culture, involving all staff in improvement processes and focusing on student entitlement to quality teaching and learning. This review triggered significant work on developing renewed positive school culture alongside self review on school performance leading to a focused SIP.

The most obvious growth area across the year was an increased level of data available for each student, with concerted effort in ensuring baseline data was available for all students, whereas previously large gaps existed. As an example, NAPLAN participation rates grew by approximately 25% across all test areas, reflecting a subsequent increase in mean scores. This alone triggered questions about assumed capacity of all students to be successful in literacy and numeracy rich subjects.

A whole school curriculum review and subsequent redevelopment of timetable structures and staff/leadership profiles created a new focus on ensuring the curriculum aligned with student interest, need and pathways. Increased provision of VET programs as well as increased access to programs including Outdoor Education, Technologies, Home Economics and higher level senior school subjects meant students were better able to access pathways that meet personalised need. A redeveloped block timetable structured was designed to create a less interrupted day as a strategy to settle students into routines, reduce behaviour incidents and build stronger relationships between teachers and students. The middle school structure was designed to focus on teams, consistency of teachers and interdisciplinary learning across the four core Australian Curriculum subjects.

Overall, 2017 was a year of rebuilding expectations, culture and structures to create conditions for high quality contemporary learning. 2018 will be the year of implementation and ongoing self-review to monitor and assess success and adjust as needed.

Attendance

Year level	2014	2015	2016	2017
Year 8	86.3%	83.5%	78.5%	81.0%
Year 9	81.3%	80.4%	80.7%	74.0%
Year 10	84.7%	78.6%	80.3%	81.0%
Year 11	77.1%	84.5%	79.1%	79.6%
Year 12	86.5%	89.3%	87.3%	82.5%
Secondary Other	81.4%	84.7%	83.4%	85.3%
Total	83.0%	84.2%	82.2%	80.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Renewed focus was placed on accuracy of attendance reporting through Daymap during 2017. The school is more confident the attendance records are a true reflection of actual student attendance.

Clearly the attendance rates create cause for concern. Key strategies in place from 2108 to improve attendance and engagement include: reviewed timetable and structure of the school day (later start, 3 learning blocks, middle school structure), renewed curriculum with student voice impacting subject offerings.

A number of chronic non-attenders have been referred to FLO programs.

Behaviour Management Comment

During 2017 a renewed Positive Behaviours for Learning (PBL) Policy was developed in response to high numbers of students exited classes for behaviour related matters. The focus is on supporting students to develop and demonstrate positive behaviours that support engagement in learning and providing teachers with strategies to focus on PBL rather than punitive responses alone.

Behaviour that results in suspension and exclusion responses showed a steady decline over the four terms with significant reductions in the incidence of violence. Drivers for this are recognised to include partnership with SAPOL as a proactive support strategy, education programs by a range of community organisations and consistent application of behaviour expectations.

Client Opinion Summary

Parent, Student and Staff Opinion Surveys were conducted in October.

Overall parent opinion indicated positive reflections on the school with the following indicators scoring highest:

- This school is well maintained.
- Teachers at this school expect my child to do his or her best.
- My child is making good progress at this school

Growth areas from the parent survey are:

- This school takes parents' opinions seriously.
- This school works with me to support my child's learning.

These indicators were supported by written comments that focused on a need for more direct communication with school and in particular continuous feedback about student learning progress. These points have been addressed in the 2018 Site Improvement Plan, in particular a review of assessment and reporting processes.

Students shared similar views with a particular focus on seeking more ability to access support from teachers when required. Positive views were reflected about the level of expectation students felt from their teachers and the general sense of wellbeing across the school.

Staff rated the following indicators highest:

- Students feel safe at this school.
- Students at this school can talk to their teachers about their concerns.

The following were less supported and have given reason to address relevant policies and procedures in the 2018 Site Improvement Plan.:

- Student behaviour is well managed at this school
- I receive useful feedback about my work at this school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	15	5.2%
Interstate/Overseas	26	9.0%
Other	8	2.8%
Seeking Employment	14	4.8%
Tertiary/TAFE/Training	7	2.4%
Transfer to Non-Govt School	11	3.8%
Transfer to SA Govt School	46	15.9%
Unknown	162	56.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

DECD Relevant History Screening requirements are applied for all people working with students.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	121
Post Graduate Qualifications	39

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.8	58.5	2.0	29.3
Persons	1	64	2	34

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$12 713 188
Grants: Commonwealth	\$20 800
Parent Contributions	\$300 528
Fund Raising	nil
Other	nil

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	4 targeted Flexible Learning Programs catering for approx 230 students - Assistant Principal, teachers and support staff. Middle School Literacy and Numeracy, Senior School SACE/VET.	Increased number of FLO students completing accredited learning outcomes.
	Improved Outcomes for Students with an Additional Language or Dialect	Provision of targeted support through middle school and senior school learning support centres, staffed by teachers and SSOs.	Accurate assessments completed for all identified students to establish baseline
	Improved Outcomes for Students with Disabilities	Targeted Learning Centre for students in years 8-9 (one full time teacher plus SSO), in class support. Senior Learning Support Centre for students to access support from teacher or SSO in class. Reduced class sizes.	Improved individual learning plans and monitoring of SMARTAR goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal students and others identified with low level literacy and or numeracy are supported through middle and senior school learning support structures included targeted learning centres and direct support in classrooms. These programs in lieu of FLO enrolment for middle school students seeking reconnection with targeted and appropriate learning programs.	Increased engagement, attendance and participation in learning programs for all identified groups. 25% increase in diagnostic test participation.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Reduced Class sizes across the school, particularly SACE programs. Supervised study blocks for year 11/12 students across the timetable enabling.	Increase in SACE completion to 97%. Broadened pathway options.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	