



2024 annual report to the Community

Clare High School

Clare High School number: 773

Partnership: Mid North Clare



School principal:

Natasha Dunn

Signature

Date of endorsement:

04/02/2025



Government
of South Australia
Department for Education

Context Statement

Clare High School caters for students from 7-12. At the time of this report, the enrolment in 2024 is 467. Clare High School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 8% students with disabilities, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

Clare High School Governing Council Report 2024

Governing Councils in public education work directly with the principal in a shared responsibility to set and monitor the direction of a school site, their responsibilities include;

- Providing a voice between the parents, the community, and the school
- Setting a broad vision and direction for the site
- Monitoring and reviewing the Site Improvement Plan
- Policy development & review
- Oversight of financial and resource allocation

Notable accomplishments involving Governing Council in 2024 include;

- Supporting interim principal Eddie Fabijan, who stepped in for Term 1, allowing a second round of advertising for a new principal.
- Welcoming and supporting our new principal, Natasha Dunn.
- Attending a training session with the Department of Education Site Governance Team.
- Bringing the CHS Mobile Phone Policy in line with the South Australian Department of Education Requirements.
- Continued rollout of the new uniform with its new logo and innovative Ngadjuri design.
- Conducting a communications survey to find out how the school can best communicate with families.
- Upgrading the CHS website and reinstating the CHS Newsletter.
- Seeing the final stages of implementation of the Positive Behavior for Learning (PBL) program.
- Providing parent sessions to introduce both PBL and Daymap.
- Assisting with food security and other student wellbeing programs.
- Extension of the current Library Space.

After eight years of dedication we farewelled Sharryn Daly as principal of CHS late in 2023. Derek Friedrichs stepped in as acting principal whilst applications were sought for a new principal. Our outgoing Governing Council Chair, Matt Schutz took part in the selection panel. Unfortunately, the selection panel were unable to successfully appoint a replacement principal during the first round of interviews. The panels' priority was to find an appropriately experienced candidate to fit into both CHS and the community for the next 5 years. After Derek accepted the role as principal at Balaklava High School, we were very lucky to have experienced principal Eddie Fabijan, on his way to retirement, step in for Term 1 of 2024. He certainly had his work cut out, experiencing a significant number of staff changes and shortages during the term. The Governing Council would like to recognise the input and leadership of assistant principals Katie Liebelt and Kylie Alozie who were invaluable during this extended period of instability. We would also like to thank Matt for remaining on the (successful) principal selection panel.

In Term 2, we welcomed our new principal Natasha Dunn. She brought with her a wealth of experience from South Australian schools and an enthusiasm to join the team at CHS and become a part of the wider Clare community. We have enjoyed getting to know Natasha and look forward to working together to continue to support the CHS community.

The department in 2024 introduced the new strategy for public education, with an improved focus on partnering with families and communities to provide student centered learning. The Governing Council will be working with Natasha and the leadership team in 2025 to develop a new Strategic Plan for CHS in line with these recommendations.

Outside of strategic matters, the Governing Council is invested in improving communication and positive promotion of CHS. Parents provided feedback on how they wished to improve communication with the school, leading to the upgrade of the CHS website and the return of the school newsletter. We have been thrilled to see the establishment of the long-awaited Parent and Community

Engagement Group and we look forward to seeing them in action. I'd also like to recognise the council members, staff, students and community groups who have developed improved connection through the very popular Community Connection Friday BBQ's.

The Governing Council continued with their fundraising and promotional BBQs in 2024. This included the famous bacon and egg sandwiches at the Clare Show and providing support at the new parents' night. Council members also attended school assemblies, assisted with the principal's recruitment panel, interviewed our new student leaders and continued to work as a liaison between parents, the community and the school for ideas, improvements and raising concerns.

The Governing Council is responsible for all oversight of the CHS canteen. In 2024, in line with Department expectations we established a Canteen Committee, to provide direct communication with canteen staff. I want to acknowledge our wonderful canteen staff who provide a valuable service to both staff and students. All profits from the canteen are reinvested into projects and facilities at CHS, this year canteen proceeds contributed to the netting that now protects the fruit trees in the Ag block.

Governing Council want to recognise the remarkable individuals who make up the CHS staff. Thank you for your dedication and for being such a vital part of our students' journey. The extra-curricular opportunities our students are offered wouldn't exist without those individuals who are willing to give their time, act as mentors, role models and advocates for our students' success. We would also like to acknowledge the individuals, families and businesses that donate their time and or money to CHS to support and sponsor various initiatives during the year. Without your generous assistance, we wouldn't have the diversity of awards, facilities and opportunities that CHS provides for our kids.

I would like to sincerely thank all members of the Governing Council (many also sit on various sub-committees), for their hard work and time commitment to CHS in 2024;

- Secretary: Trish Byerlee
- Treasurer: Ruth Gielis
- Parent representatives: Mandy Drew, David Klaassen, Derek Quinton, Ben Marx
- Community representative: Dale Callary
- Teacher representatives: Jacob Hayes and Andy Lee.
- Student representatives: Evie Tilly and Caelan Worby

It was a privilege to watch this year's SRC representatives, Caelan Worby and Evie Tilley grow over their final year at CHS. They did a fantastic job of bringing the student voice to the GC each term. We wish them and the graduating year 12 class, all the very best in their future endeavours. We look forward to getting to know our representatives for 2025, Imogen Nitschke and Alice McMurray.

Kelly Hilton

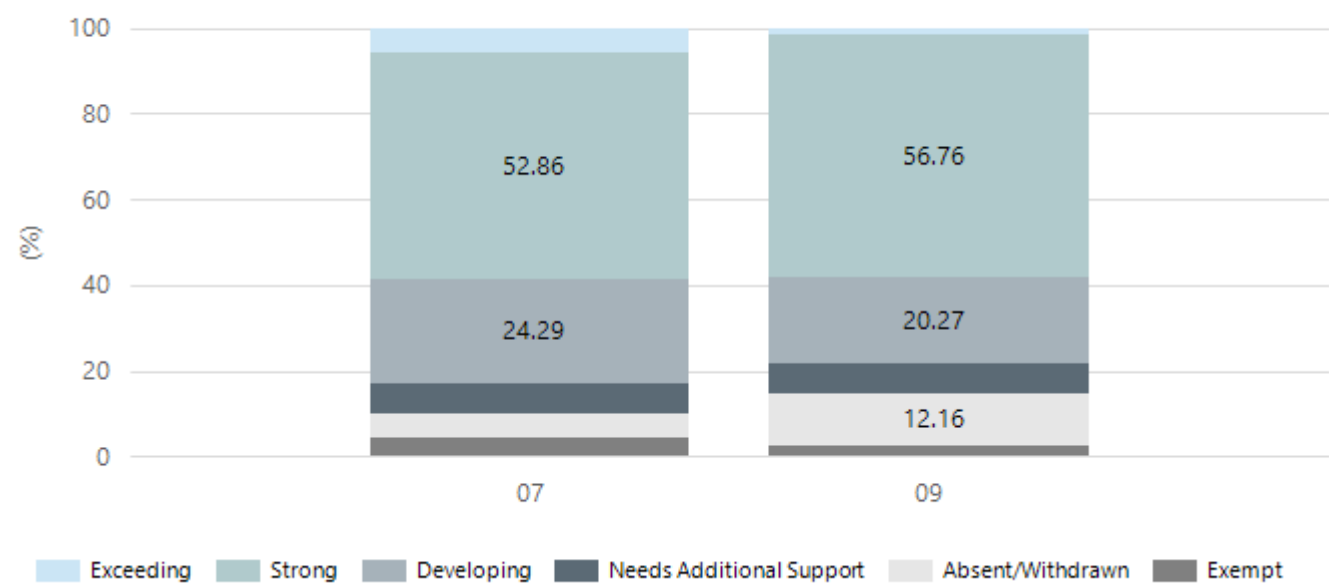
CHS Governing Council Chairperson 2024

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

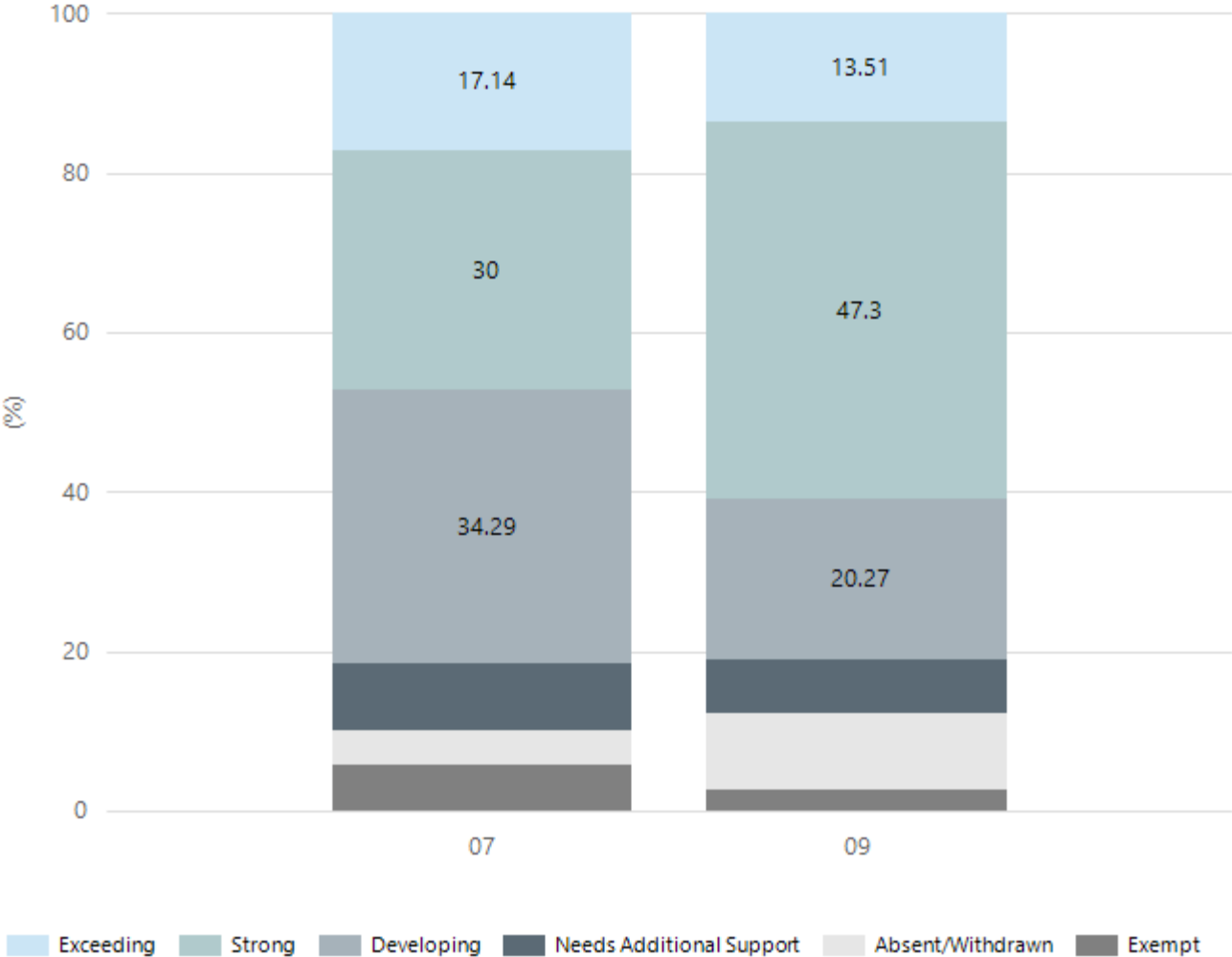
Numeracy



Year Level	07	09
Exceeding	4	1
Strong	37	42
Developing	17	15
Needs Additional Support	5	5
Absent/Withdrawn	4	9
Exempt	3	2
Total	70	74

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

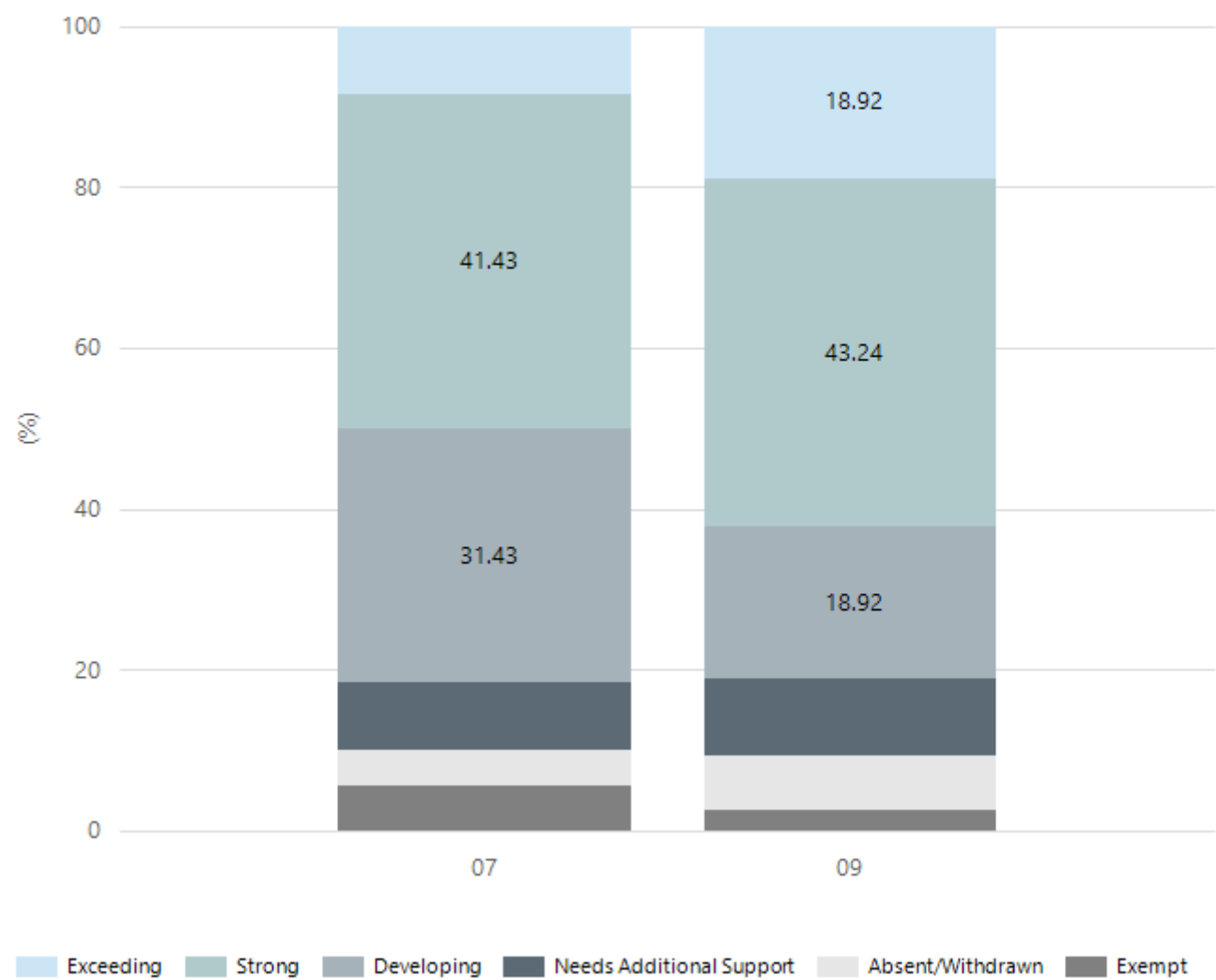
Reading



Year Level	07	09
Exceeding	12	10
Strong	21	35
Developing	24	15
Needs Additional Support	6	5
Absent/Withdrawn	3	7
Exempt	4	2
Total	70	74

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

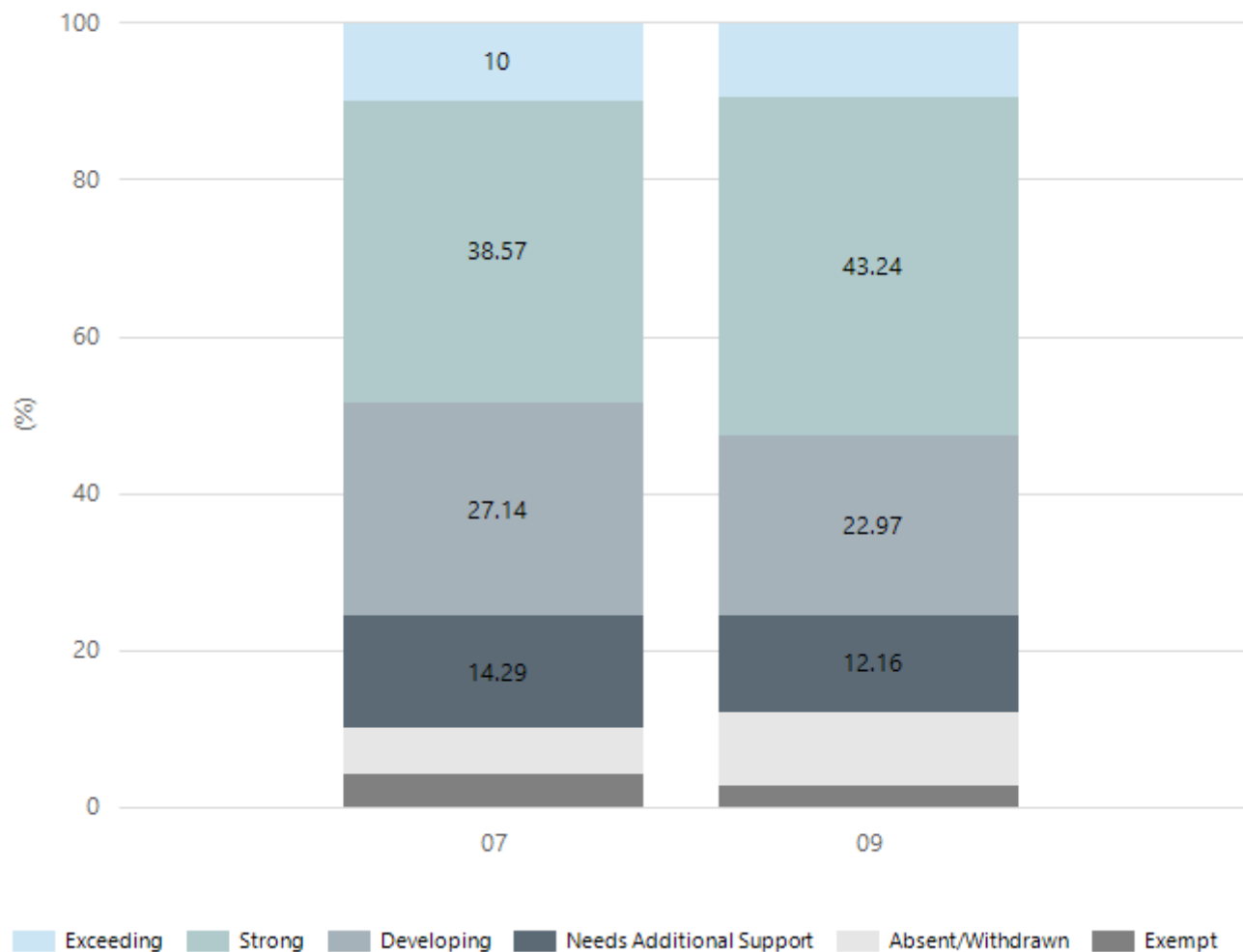
Writing



Year Level	07	09
Exceeding	6	14
Strong	29	32
Developing	22	14
Needs Additional Support	6	7
Absent/Withdrawn	3	5
Exempt	4	2
Total	70	74

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

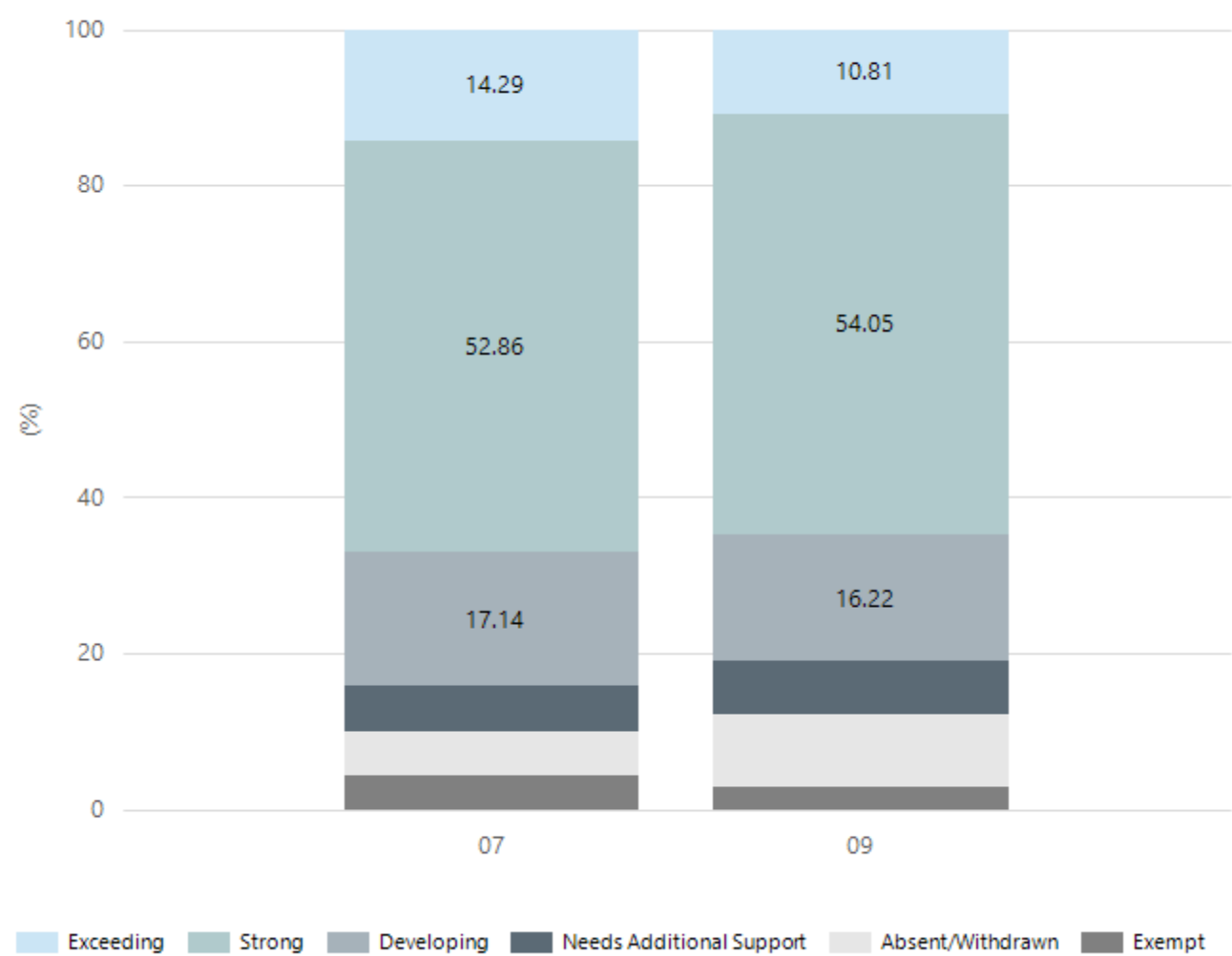
Grammar



Year Level	07	09
Exceeding	7	7
Strong	27	32
Developing	19	17
Needs Additional Support	10	9
Absent/Withdrawn	4	7
Exempt	3	2
Total	70	74

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	07	09
Exceeding	10	8
Strong	37	40
Developing	12	12
Needs Additional Support	4	5
Absent/Withdrawn	4	7
Exempt	3	2
Total	70	74

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
94%	93%	94%	98.8%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	2%	1%	1%	2.0%
A	11%	9%	11%	7.1%
A-	9%	13%	14%	16.3%
B+	12%	11%	15%	12.7%
B	15%	16%	10%	11.5%
B-	16%	10%	13%	13.5%
C+	9%	14%	12%	12.3%
C	10%	14%	13%	17.9%
C-	10%	5%	5%	5.6%
D+	2%	3%	3%	
D	2%	1%	1%	
D-		2%	0%	0.8%
E+	1%	1%	0%	
E	0%		0%	0.4%
E-	0%	1%		

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

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

2021	2022	2023	2024
88%	96%	93%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	27.78%	20.00%	16.57%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	22.22%	16.00%	10.42%

Data Source: School supplied data

School Attendance

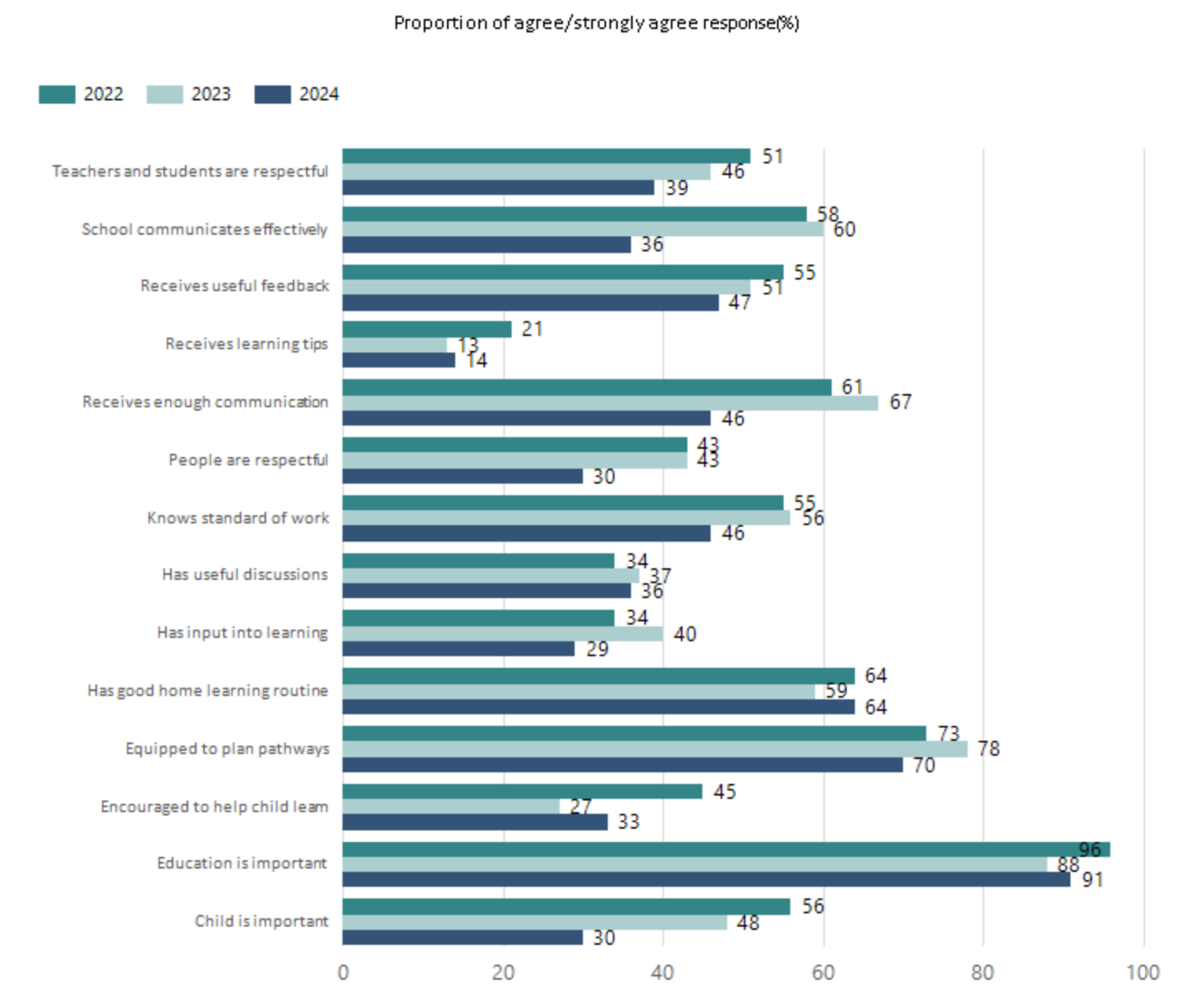
Year Level	2022	2023	2024
Year 07	84.2%	85.6%	85.9%
Year 08	81.8%	84.1%	80.7%
Year 09	82.6%	85.3%	84.2%
Year 10	71.2%	79.3%	82.7%
Year 11	82.1%	81.0%	82.3%
Year 12	81.8%	82.4%	84.2%
Secondary Other	69.9%	66.3%	75.9%
Total	80.1%	82.1%	83.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
PE - PAID EMPLOYMENT IN SA	4	20.0%
QL - LEFT SA FOR QLD	1	5.0%
SM - SEEKING EMPLOYMENT IN SA	3	15.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	55.0%
U - UNKNOWN	1	5.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	26
Postgraduate Qualifications	13

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	39.8	0.9	14.1
Persons	0.0	43.0	1.0	20.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$51,129.04
Grants: Commonwealth	\$4,000.00
Parent Contributions	\$202,575.75
Fund Raising	\$12,510.97 (Net)
Other	Nil

Data Source: School supplied data.