Hamilton Secondary College

2022 annual report to the community

Hamilton Secondary College Number: 823

Partnership: Marion Inland

	Signature
School principal:	Mrs Peta Kourbelis
Governing council chair:	Rebecca Sherman
Date of endorsement:	**28 March 2023**

Government of South Australia

Department for Education

Context and highlights

Hamilton Secondary College has an ICSEA score of 994, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage. The school population includes 7% Aboriginal students, 12% students with disabilities, 31% EALD students, 1% children/young people in care and 40% of students eligible for School Card assistance.

Hamilton Secondary College is a co-educational secondary school that provides a year 7 -12 comprehensive educational program. It supports students to flourish through a rigorous academic program that enables them to follow a University or a Further Education Pathway. The College is a Registered Training Organisation, with a comprehensive range of nationally recognised certificate courses ranging from Certificate I to III.

The College is a STEM focus school with a vision that is focused on Space and Astronomy which is an area of growth in the College and founded on two pillars: Educating students about Space across years 5–12; and linking education to the Space Industry. It is one of two dedicated space learning facilities in Australia to deliver the Mission to Mars program and the only school in South Australia to have a planetarium. Therefore Hamilton Secondary College plays an important role in educating and inspiring young people to undertake learning in this field. In 2022, the College introduced a Space Academy for those students with a keen interest in Space Education.

Recently, the College underwent a $9m capital works which was used to complete an extensive number of projects. This included building a state-of-the-art Performing Arts Centre and Planetarium. This is an exceptional resource to enhance student learning, stretching their thinking and enabling them to better comprehend abstract concepts, particularly central in STEM subjects. The planetarium will further support learning across other learning areas, expanding students' skills around creativity, engagement and curiosity. The Performing Arts facilities showcase the diverse curriculum in Music, Dance and Drama. Other projects included the refurbishment and upgrade of existing learnings areas, the installation of air conditioning in the gym, building upgrade to incorporate entry points at the Marion Road frontage and landscaping designed to modernise the College.

The College also supports student interest and skills through co-curricular activities and clubs. These include robotics, coding, year7 and 8 camps, sports, Ice Factor as well as a wide range of zoned sports including badminton, basketball and tennis.

Governing council report

The Governing Council, has been a part of valuable conversations and has had the opportunity to contribute and make decisions that have led to improved outcomes for our students.

It was pleasing to note that a number of school activities and events have resumed after a couple of years of COVID restrictions. In particular, parents were pleased to be able to have face to face conversations with teachers during course counselling and parent teacher interviews which informed them about their child's progress and future career options. The re- introduction of activities such as year 7 and 8 camps and celebrations such as RUOK day, and Harmony Day were welcomed as they all add to the vibrancy of the College.

The Governing Council continues to support the Space Program at the College. The Planetarium has brought about an additional dimension to classroom teaching and has inspired more students to apply for entry into the Space Academy. The College's partnership with the Space Sector continues to grow and it was exciting for our College to be contacted by the US Consulate General from Melbourne to arrange for the NASA Space Communication and Navigation Division to present information about the Artemis Project to our College community. The evening was well attended. Later in the year we were pleased to welcome the Consulate General to the College and tour her through our Space facilities.

The introduction of a Mobile Phone Policy was a topic that was discussed at length at Governing Council meetings. The decision to introduce this policy stemmed from reports from the College about the misuse of mobiles during class time. In 2022, the Mobile Phone Policy allowed students to use their phones during break times but not during class time. The policy was accepted by the Governing Council and overall it was also accepted by the student body. The College saw a significant of compliance by the students. The College also investigated the option of Phone Pouches which were used in other schools. The advantages, disadvantages and the cost of the Phone Pouches were discussed at Council but a decision not to introduce them in 2022 was made.

The introduction of a new uniform polo top and jackets for winter were discussed throughout the year. A number of options were investigated and cost to parents was a key consideration. A thorough process of consultation and collaboration was undertaken by the College. The Governing Council and the whole student body actively participated in providing feedback and recommendations to the College about the proposed new uniform items. As part of the consultation process a number of designs were displayed to students which they voted on. The new uniform items will be sold at the beginning of 2023 but students will be able to wear their former tops during the transition time.

The College also continued to build relationships with their community and industry partners which have resulted in positive learning outcomes for the students. In partnership with the City of Marion Council, for example, Hamilton teachers and students participated in a project to paint murals on stobie poles outside the College. The Governing Council also discussed and made decisions on other matters throughout the year including various College policies, site facilities, the Site Improvement Plan, and communication with families.

Quality improvement planning

In term 4 of 2021, teachers collected a range of data (collaborative moderated tasks, NAPLAN, term results and PAT) throughout the year to inform the 2022 Site improvement Plan (SIP). The College's 2021 External School Review directions also played a significant role in informing the 2022 SIP's actions to drive a cohesive and sustained approach to the improvement in all areas of the College. This included improvements to its leadership structures and the professional learning program.

The staff agreed to continue with the identified 2021 literacy goal (Improve students' writing skills) and numeracy goal (Improve students Mathematics up to year 11) as they could identify measurable progress in achieving these two goals. All teachers were involved in refining the challenges of practice and the success criteria. The staff identified that reading comprehension was an area that needed a greater focus and all teachers agreed to include this as part of the SIP. Actions were accordingly written and teachers worked within faculty teams to ensure that pedagogical practices and task designs reflected this area of focus. In terms of task design, teachers embedded tasks into their classroom practice that were designed to have various entry points and aimed to strengthen students' capacity to learn.

To measure improvement, teachers used a variety of data that had been agreed upon. This was a whole school approach and the scope of measurement included the achievement of targets. These included the use of students' semester term results to monitor if targets were met, traffic light data was used each term to monitor and track student progress and the use collaborative moderation to review the efficacy of task design was used. This whole school approach, not only measured student improvement but also assisted to establish a culture of review and strengthen the cohesiveness among all the faculties.

The SIP has been a significant and cohesive element that connects Professional Development Plans, Professional Learning processes, classroom practice and internal review practices. A weekly structured Professional Learning Program continues to be a vital aspect of the planning and implementation of the SIP's actions and the College's improvement agenda. Professional learning sessions focussed on SIP goals and in training teachers in using evidence based high impact strategies that stretch all students. In literacy, these strategies included the PEAL (scaffolding), teaching and learning cycle, explicit vocabulary teaching, modelling, development of success criteria, modelled exemplars. In Numeracy these strategies included, explicit teaching of numerical concepts, focus on data, graphs and charts.

As part of our improvement agenda, leaders facilitated workshop on how to write SMARTAR goals for the One Plans. The writing of SMARTAR goals across all learning areas, has been a vital aspect of teachers' learning in 2022. Teachers worked diligently to ensure that these goals reflected each student's personal needs as well as ensuring that they were derived from SIP goals and the success criteria.

The College's Performance and Development Program provided teachers with the opportunity to articulate the interventions and classroom strategies that they implemented in their pedagogy to ensure that all students were intellectually stretched. PDP timelines were developed with specific check-in points and requirements including drafting and reviewing of PDPs, bi-annual observations and student feedback, and 6 and 12 month reviews with line managers were conducted.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
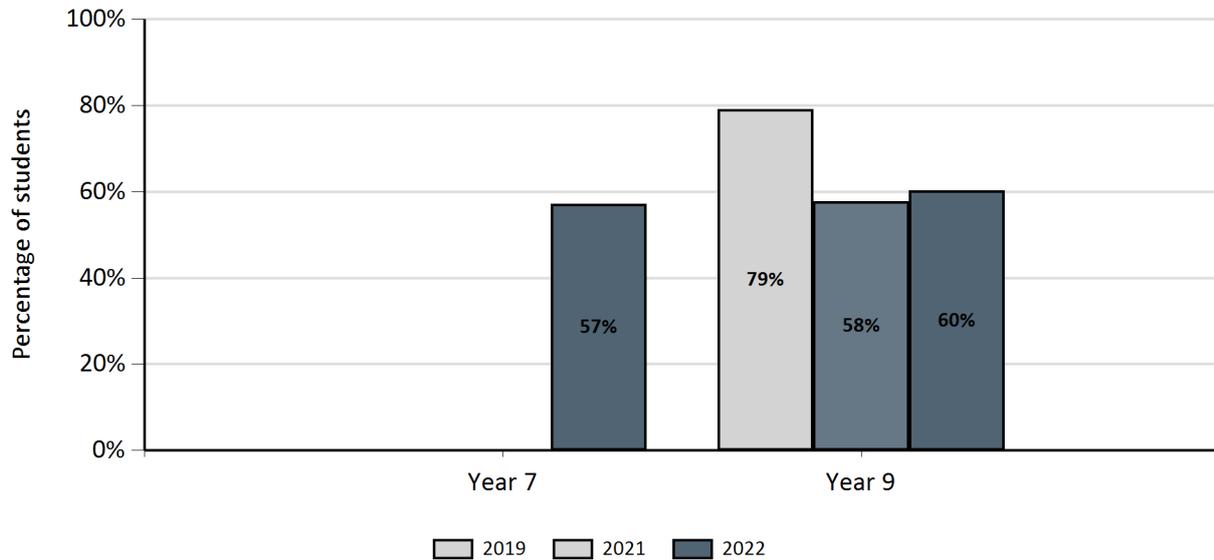
Reading
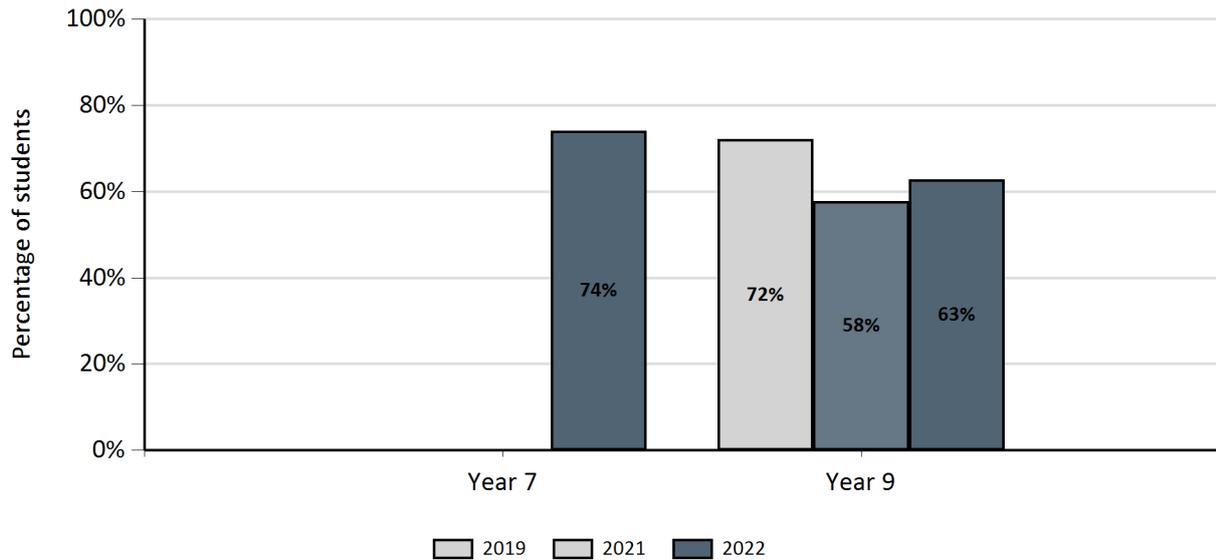
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
*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 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 07 2022	77	77	12	19	16%	25%
Year 07 2021-2022 Average	77.0	77.0	12.0	19.0	16%	25%
Year 09 2022	78	78	15	8	19%	10%
Year 09 2021-2022 Average	71.0	71.0	14.0	9.0	20%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

NAPLAN proficiency - Aboriginal learners

Reading

Year 7: 78%
Year 9: 36%

Legend: 2019 | 2021 | 2022

*NOTE: No NAPLAN testing was conducted in 2020.
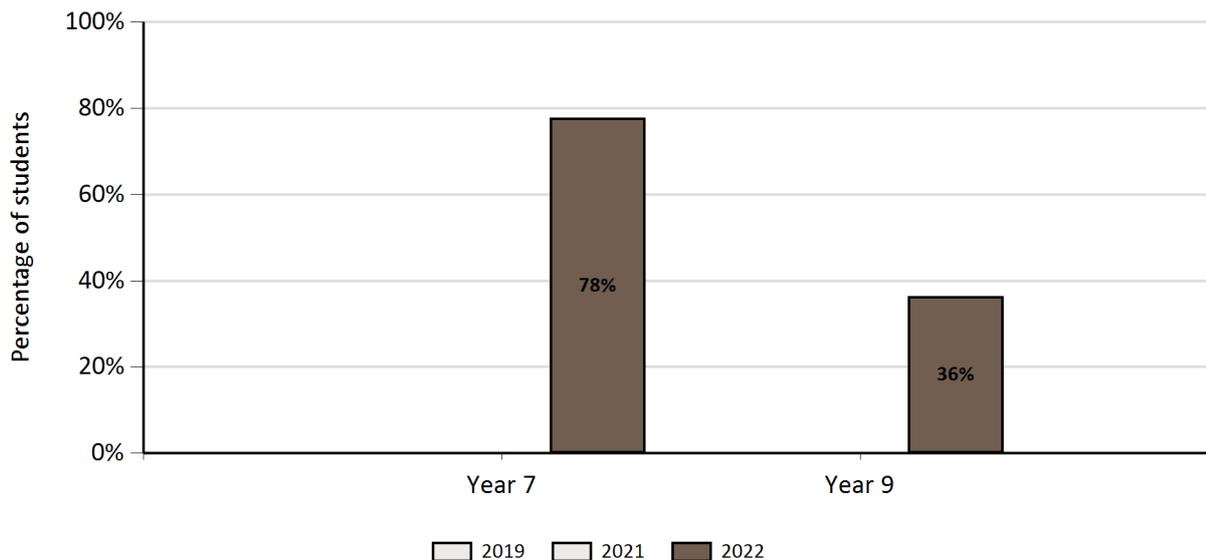Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy
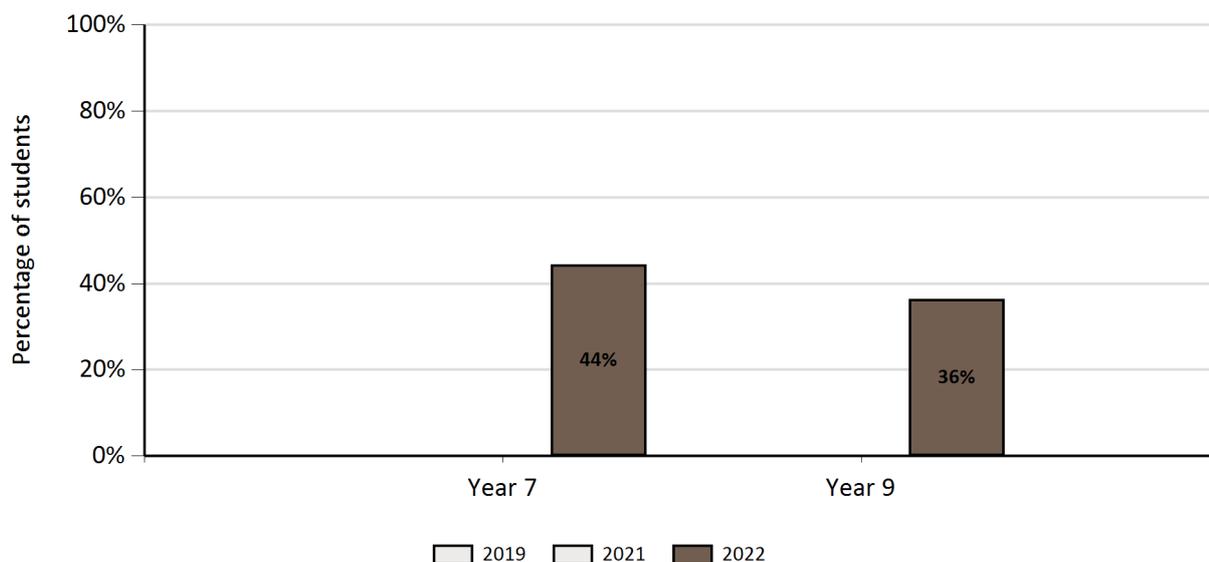

Year 7: 44%
Year 9: 36%

Legend: 2019 | 2021 | 2022

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 07 2022	9	9	0	1	0%	11%
Year 07 2021-2022 Average	9.0	9.0	0.0	1.0	0%	11%
Year 09 2022	11	11	1	0	9%	0%
Year 09 2021-2022 Average	6.0	6.0	0.5	0.0	8%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The ALALR element which was implemented in 2022 was "Data informed planning". Teachers have access to key data sets including the Dashboard, as well as other data such as term results, traffic light data and the One Plan to inform quality teaching practices and support the improvement of the Aboriginal students' literacy and numeracy.
Each student's One Plan identifies individual literacy and numeracy goals that support their learning and informs teachers about task design adjustments. This also allowed for more differentiation to occur in all subject areas. All Aboriginal students are included as part of the target group in the SIP to focus on literacy and numeracy improvement, particularly their writing and understanding of mathematical concepts. Each term the data was analysed and discussed at various level of decision making, including at Aboriginal Team to monitor and track individual achievement and growth.

The Aboriginal support team "put faces to the data" identifying individual learning and wellbeing and the actions to address these needs. APASS funding was used to provide one to one tutoring and students were encouraged to attend Homework Club for further tutoring.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

To improve learning outcomes for students, there was increased home visits. This strategy assisted to reconnect families with the College. Parent feedback collected during these home visits, provided information to further assist whole school and classroom planning to improve student attendance and success. A key outcome of the structured home visits assisted to reduce the number of unexplained absences which is one of the central causes for the underachievement of some of our Aboriginal students. The closer connection and communication with Aboriginal services provided additional support and assistance to reconnect students to school and to connect families with other external agencies. The additional funding and resourcing assisted students to plan and to continue their learning in the senior years. It was pleasing to note that there was an increased interest in STEM careers. A number of interested students participated in the STEM conference and have shown interest in pursuing careers in Information Technology, Space and Engineering.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
98%	96%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	0%	5%	2%	2%
A	7%	11%	5%	5%
A-	10%	11%	9%	13%
B+	15%	11%	15%	20%
B	15%	15%	13%	13%
B-	16%	15%	24%	13%
C+	10%	14%	14%	19%
C	19%	10%	14%	13%
C-	4%	5%	4%	2%
D+	2%	3%	1%	1%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2019	2020	2021	2022
99%	99%	98%	96%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2021	2018	2020	2019
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	19%	21%	9%	25%

2022
1%
100%

School performance comment

It is pleasing to note that 100 percent SACE completion rate was once again this year. This is a 1.3% higher than the state wide percentage. The Dux of the school achieved an ATAR of 99.8 along with four merits, including one perfect score. The grade distribution also provides strong evidence of the continued focus on stretch and challenge in the classroom. A close analysis of the SACE achievement data continues to show that 98.8 percent of grades achieved were at a C- grade or higher. There is continued success in students completing the compulsory subjects. Research project has remained at 100% for the past 4 years. Stage I Literacy and Numeracy has also remained at 100 percent completion for the past 3 years and stage 1 PLP had 100% completion for the past 2 years.

In 2022, the College had their first intake of year 7 students. These students participated in NAPLAN online. The Average NAPLAN score for our year 7s showed to be similar to those students of a similar background. The data for year 9 NAPLAN scores show that since 2018, there has been considerable improvement in Reading and that students have received similar results to those of a similar background. There has been even a significant improvement in writing since 2017, where average scored was below average. The Average NAPLAN score in 2022 showed to be similar to those students of a similar background. NAPLAN Reading higher band percentages have consistently increased where the percentage of students achieving higher bands in 2022 is more than four times that of students in 2018.

Across the Unit and Special Option Classes, 88% of students in year 7-12 have improved in their benchmark reading levels. Big Write was consolidated across all classes with 96% of students improving by one or more levels in their writing ability. There was an increase of 64% of students in their attainment by 5 or more tasks when assessed with Numicon. 100% Unit students achieved modified SACE.

The Unit has incorporated Reading Groups in their teaching and learning for students. These groups target Reading to explicitly teach reading. At the end of 2022, the benchmark assessments highlighted a significant improvement in Reading across all year levels.

Attendance

Year level	2019	2020	2021	2022
Year 5	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	77.6%
Primary Other	N/A	N/A	N/A	N/A
Year 8	81.1%	77.9%	78.7%	80.6%
Year 9	85.6%	72.2%	80.8%	77.9%
Year 10	94.7%	82.6%	74.8%	82.7%
Year 11	93.3%	83.7%	85.5%	83.0%
Year 12	89.5%	83.8%	88.7%	83.0%
Secondary Other	86.4%	83.4%	84.9%	73.2%
Total	89.7%	80.9%	81.7%	80.1%

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

Attendance comment

The College has some long standing systems to track students' daily attendance which include the SMS system. Home group teachers are also responsible to contact home for unexplained attendance. Year level managers encourage families to attend a meeting with the College to discuss the students' attendance issues and to plan for a program that would encourage them to return to learning. Some FLO outreach support and case management has been implemented which has had positive outcomes for students. Weekly calls are made by the Student Services team for students who are not attending regularly. This practice also includes sending families a registered letter by post and referrals are made to the social work duty line. Home visits continue to be the most effective way to connect Aboriginal families with school and to discuss student attendance. Aboriginal Services were also used to support chronic non-attenders to return to school. The impact of the implemented strategies assisted in improving attendance and keeping in contact with families.

Behaviour support comment

Although there were a number of suspensions and a small number of exclusions, this was mainly due to a small number of students with repeated challenging behaviours. Overall students who were suspended had been given several warnings about their inappropriate behaviour and pre suspension meetings with parents had been conducted. Most of the behaviours that resulted in suspensions were due to student non-compliance to school expectations and classroom expectations. In each case, good communication with home and the agreement to the behavioural goals by the student was an important aspect in the student's successful return to school. The Wellbeing coordinator also played an integral part in the students' successful transition as they often touched base with the student to monitor their behaviour.

Parent opinion survey summary

Each year the Department for Education conducts an online parent engagement survey, designed to collect data from parents and provide useful feedback to the College to incorporate into their school improvement planning. The categories that the survey seeks feedback about communication channels, school culture and learning at the school. 132 parents completed the survey. Overall parent feedback was positive.

In the area of learning at the College, the higher levels of satisfaction indicated by parents included knowing the standard of work and receiving useful feedback. 97% of parents indicated that education was important to them. It was also pleasing to note that 83% of parents indicated that they engaged in discussion with their child about their education. In the area of school culture, it was noted that the majority of parents indicated that students and teachers respect each other. In the area of Communication Channels, the vast majority of parents indicated that they prefer to communicate and receive communication through email and by text message. It was useful that some parents took the time to write additional comments which clarified some of the data and provided some guidance for future planning, particularly in terms of communication and use of daymap. The data also indicated that parents would like more tips on how to support their child in their learning at home. This has been useful feedback that will support future conversations with our families.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	13.3%
OV - LEFT SA FOR OVERSEAS	13	15.7%
PE - PAID EMPLOYMENT IN SA	6	7.2%
QL - LEFT SA FOR QLD	1	1.2%
SM - SEEKING EMPLOYMENT IN SA	13	15.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	31	37.3%
U - UNKNOWN	7	8.4%
VI - LEFT SA FOR VIC	1	1.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The Business Manger ensures that all staff, volunteers, external providers, VET trainers, contractors, and pre-service teachers, have current and relevant screening requirements including the Working with Children Check. The screening forms are collected and stored as part of the College's processes. The Business Manager is also responsible to initiate the application process. It is then the responsibility of the requesting person to log in to the system, follow the instructions and complete the application.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	71
Post Graduate Qualifications	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	0.0	38.1	1.0	14.6
Persons	0	43	1	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$7,972,122
Grants: Commonwealth	$2,500
Parent Contributions	$209,190
Fund Raising	$0
Other	$46,400

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	FLO funding is used to re-engage students in learning	Student capacity to re-engage is improved through accredited programs. Students work towards completing their SACE
	Improved outcomes for students with an additional language or dialect	EALD classes were run from Years 10-12	Improved tracking through EALS Levelling and improved literacy of EALD students
	Inclusive Education Support Program	Funding was used to provide one- to- one support for targeted students who were performing significantly below the SEA. Funding was also used to employ SSOs to case manage students with low literacy skills. Funding for alternative programs via outside agencies that were negotiated and agreed to in consultation with families.	Progress of students tracked and monitored to assess their progress and the value of the implemented strategy/program.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding was used for student support through tutors. Leadership position for Aboriginal learners with responsibility to lead Aboriginal team Leadership position with responsibility for providing Professional Learning for staff Targeted professional learning for the development of One Plan template and tracking and monitoring of student progress. Release time for Assistant Principal to coach teachers in AC task design and collaborative moderation.	Strong connections with Aboriginal families and improved future pathways planning. Literacy support for students. Differentiation is a key strategy in classroom pedagogy to support diverse needs of students.
Program funding for all students	Australian Curriculum	Funding for a leader to guide the improvement in literacy and numeracy. Provision for professional learning workshops to build capacity of teachers to implement high impact strategies in their classrooms which cater for the diverse needs of students. Employment of SSO responsible for the collection, recording and entering of data in formats that enables teachers and leaders to analyse data for curriculum planning. Students with IESP funded are supported via in-class support, individualised support and wrap around support via the inclusion of various agencies.	Students experience various enhancement programs. Students' progress is tracked to ensure that there is improvement in learning. Effective strategies are implemented in the classroom to support student engagement, wellbeing and learning
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding to support students who perform significantly below the SEA in literacy and numeracy. Funding also used to provide case management for students with significant attendance issues to support their re-engagement to school and their wellbeing.	Progress of students tracked and monitored through intervention programs

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A