



Bordertown High School

2022 annual report to the community

Bordertown High School Number: 894

Partnership: Tatiara

Signature

School principal:

Mrs Alicia Keatley

Governing council chair:

Kirstie Croser

Date of endorsement:

27 February 2023



Government
of South Australia
Department for Education

Context and highlights

Bordertown High School commenced the year with 286 students, an increase with the enrolments of year 7 into High School. The school prides itself on its academic and sporting achievements. It also maintains a diverse curriculum offering for students, supplemented by senior students completing courses with the Open Access College. The school has a strong Agriculture focus given the location within a rural farming community. 64 ha of land is leased from the Tatiara District Council and provides the opportunity to be involved in all aspects of farming. Many students are involved in VET, with a number of students using credits gained from certificates to complete their SACE.

Our students in the main, come from Bordertown and Mundulla Primary Schools and as such the students grow up together. It also means that most students are known to staff which benefits aspects of their schooling, such as wellbeing. Some students transition to Adelaide colleges at the end of year 9 or 10, and this move often has an impact on our SACE results.

The DfE Perspective Survey showed some directions moving into 2023 and beyond. These include developing shared leadership within the school, allowing for the development of others to step into leadership; clarifying and improving change processes; and highlighting the work of staff. Our leadership team will focus on these areas and develop strategies to build these areas in 2023.

Our overall staff numbers have increased with the introduction of year 7s to our high school, leading to an increase in teaching staff. With a shortage of teachers, we are finding many of our appointments are coming from ex-students now wanting to return to the district as teachers, which is a healthy mix with some new staff from outside our community. With changes in the complexity of students, there has also been an increase in the SSO hours required to support the learning needs of individual students. A focus into the future is better supporting these students through achieving more success with Inclusive Education Support Program (IESP) funding. The employment of an SSO in a youth worker role has also seen success with some disengaged students reengaging on a part time basis.

COVID-19 impacted our school with a both face to face and online learning being professionally managed by our teaching staff. Teachers and support staff developed strategies to connect with most of the online students, with previous structures for remote learning again supporting successful learning for students. Ongoing COVID-19 concerns through 2022 saw learning impacted by both staff and student absences, due to illness or quarantine requirements. Use of Microsoft teams by staff and students again supported student learning and allowed teachers to ensure continuity of learning.

An overarching highlight of Bordertown High School is the staff. Their tireless work to try and engage all students is valued and the amount of "over and above" they give is immense. Commitment of staff ensures the school is able to support a strong outdoor education program with camps, subject specific excursions, as well as academic support for students in addition to class time.

Governing council report

It has once again been my pleasure to carry out the role of Governing Council Chairperson in 2022. I would like to extend a massive thank you to all the members of the 2022 Governing Council for their continued support and dedication towards our school. I would especially like to thank Rhyl Opie and Craig Pietsch who joined us this year and hope that you have found it a fulfilling and rewarding role. I would also like to thank long term member Josie Williams who has been on Governing Council for many years and secretary for as long as I can remember. As well as being Secretary, Josie has been an active member of uniform, chaplaincy and canteen committees and we are certainly going to miss you and your valuable input.

Our school continues to be in a strong financial position, and I thank the staff and parents involved in the finance committees for the time they dedicate to this role. This strong financial position has enabled us to continue to provide additional support staff and reduced class sizes where required and enables us to continue to ensure that we are providing a fantastic learning environment and opportunities for all students.

This year has been a little quieter for Governing Council on the major project front but we have seen the completion of the new Poultry Facility and we have continued to monitor, review and recommend small projects around the school. On an administrative side, alongside the school leadership group, and student body representatives we reviewed and passed a new behaviour management policy and on behalf of governing council I would like to thank Lauren Kirk for the massive role she had in implementing this.

I would also like to take this opportunity to highlight the High School Equipment Fund to which Governing Council provides two members in myself and Equipment Fund Treasurer Nick Davis. The Equipment Fund has been in place since the 80's and thanks to generous donations of school and community members and meticulous management and investment over the years, the fund has purchased over \$160,000 worth of equipment for the school. On behalf of our school community, teachers and students I extend a massive thank you to Des Murray and Diana Penniment, who are retiring this year, for your passion and determination in the success of this fund. They have played a significant role in the success of this fund.

This year we welcomed the first cohort of year 7's to high school. After lots of work and planning over the previous two years it was great to see these young people eagerly take up the challenge of starting high school a year earlier and it was great to see the older students helping around the school as needed.

Congratulations must be extended to all our successful school teams this year including sporting teams, the show teams and all school teams who have competing in academic competitions. We are constantly receiving feedback on how well behaved and respectful our students are when away representing the school which is always great to hear!

Congratulations and thank you to Henry Dahlitz and his SRC committee for this year. We have received fantastic updates throughout the year of the projects of SRC and congratulate them for their fundraising efforts and small projects they are able to achieve around the school that generally come from student requests. Well done!

Another special thank you to Mrs Keatley, Mrs Altus, Mrs McCarthy and Governing Council member Craig Pietsch for their work over the year in relation to Verco's Farm. This is a very popular and important Ag program that we are privileged to run here and this team has spent countless hours of time this year liaising with Tatiara District Council to ensure the security the leases for the land for future years.

A massive thank you must go to our new Principal Alicia Keatley, Acting Vice Principal Lauren Kirk, the leadership team and the entire Bordertown High School Staff for their efforts this year. We have obviously seen some big changes within the leadership staff this year with new people taking on important roles that had been held by previous staff for many years. On behalf of governing council, I would like to thank them for accepting these roles and continuing to provide a fantastic educational space for our children to learn. The culture of our school, the behaviour of our children and the results they receive are important to us all and while it seems to be becoming increasingly difficult to attract and keep quality teaching staff and the needs of students increase, I believe we are very fortunate to have a passionate and dedicated leadership team who spend many hours ensuring we can continue to try and source quality teachers to our area.

Finally, to our current year 12's, I hope that you remember your time at school fondly as sometimes it is only once we leave that we can truly appreciate what fantastic times they are! Be brave as you step out into the world and this next exciting time of your life.

Quality improvement planning

Our improvement plan shifted from three goals to two, as part of the new 2022-2024 Site Improvement Plan. The literacy goal shifted from reading to writing with actions to improve the number of students achieving SEA. The Numeracy goal continued to focus on moving students into higher grade bands in Mathematics. Our NAPLAN Numeracy results again recorded a consistently high level with 79% of students in year 9 and 72% of students in year 7 having achieved at or above the SEA.

The actions that contributed to success for students in year 9 Maths were attributed to a number of factors, including the commitment of the Maths faculty, the sharing of resources and moderation of work, using Scaffolding Numeracy in the Middle Years to diagnose and develop interventions, and the use of high impact teaching strategies. A focus continues on hands on learning tasks (manipulatives) to make Maths real, with this focus changing students' mindsets towards the subject. Three years of consistently high data shows that the work of the teachers and not necessarily cohort characteristics are at play. The increasing use of manipulatives together with the DfE curriculum materials shows potential for increases in the number of students achieving SEA as well as growth in Maths subjects being selected by students completing their SACE.

NAPLAN reading data showed that 59% of students achieved SEA or better which is lower than in previous years. This cohort of students have not been tested in 2020 due to Covid, however data for this cohort from 2018 was slightly higher than their current results. This decline is being addressed in the new SIP, while reading is not a focus, we continue to focus on reading two mornings a week, to ensure all students have some consistent reading opportunities. Additional actions include continuing with developing reading comprehension strategies in classrooms through contextualized reading across all subject areas. While our focus has changed to writing, reading and language skills continue to underpin the work of teachers. All teachers continue to identify and build student knowledge of subject specific vocabulary through the use of word walls/glossaries and identifying key words in new texts.

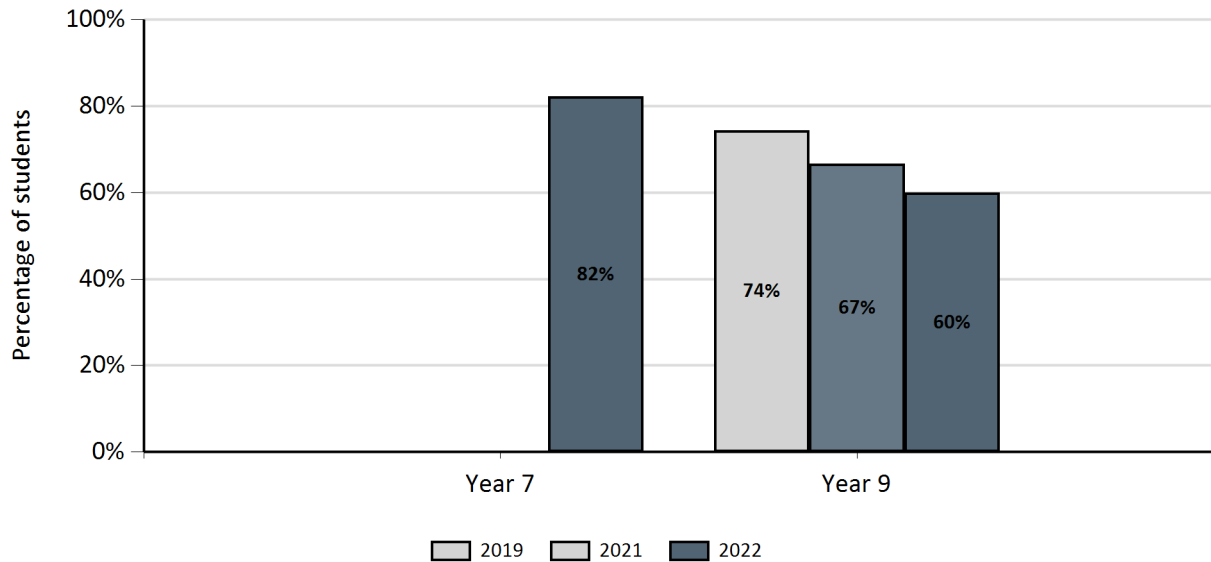
Across all subject areas, teachers are expected to implement literacy and numeracy actions, to support the development of these skills and demonstrate the links to literacy and numeracy in their subject areas. There will be a continued focus on this into 2023, as our SIP is refined and targeted actions will be further embedded in teacher pedagogy.

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

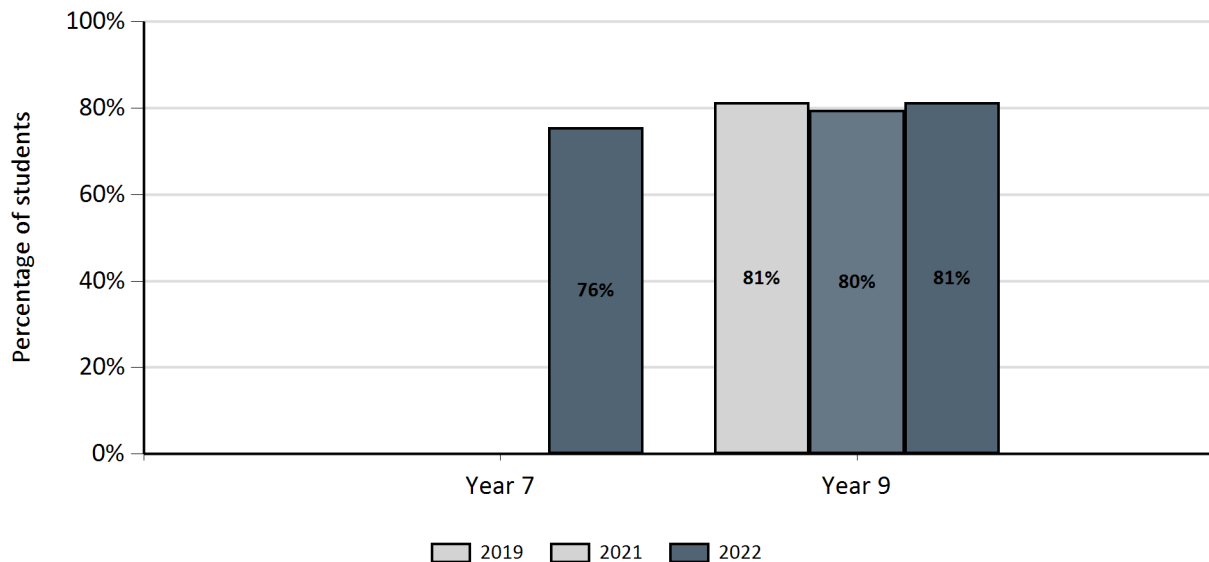


*NOTE: No NAPLAN testing was conducted in 2020.

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	45	45	7	8	16%	18%
Year 07 2021-2022 Average	45.0	45.0	7.0	8.0	16%	18%
Year 09 2022	60	59	3	4	5%	7%
Year 09 2021-2022 Average	57.0	56.5	6.0	7.0	11%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

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

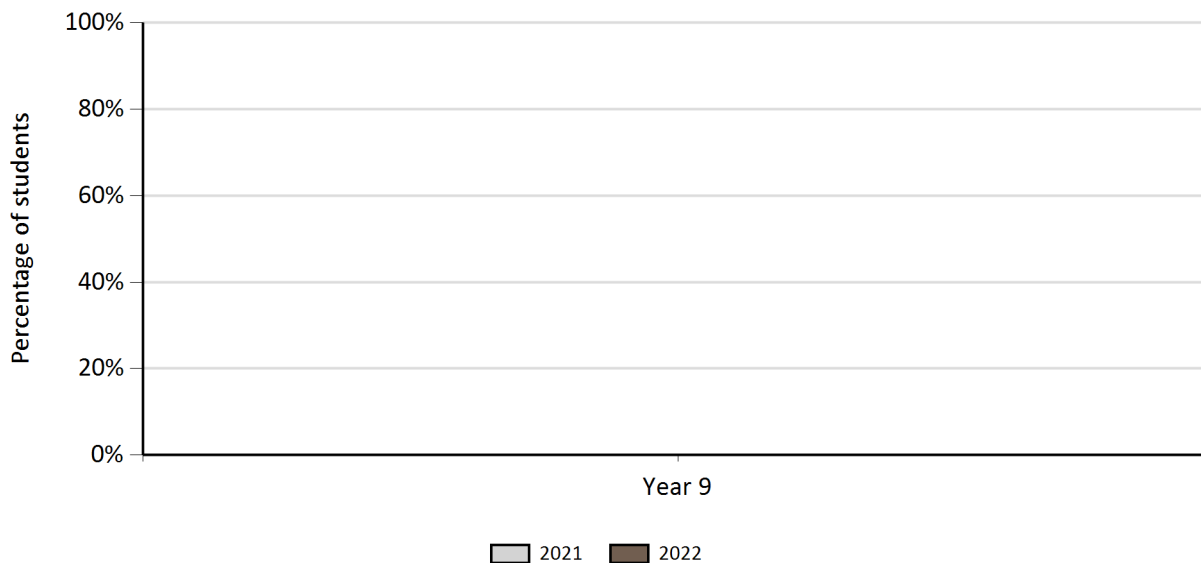
[^]includes absent and withdrawn students.

*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



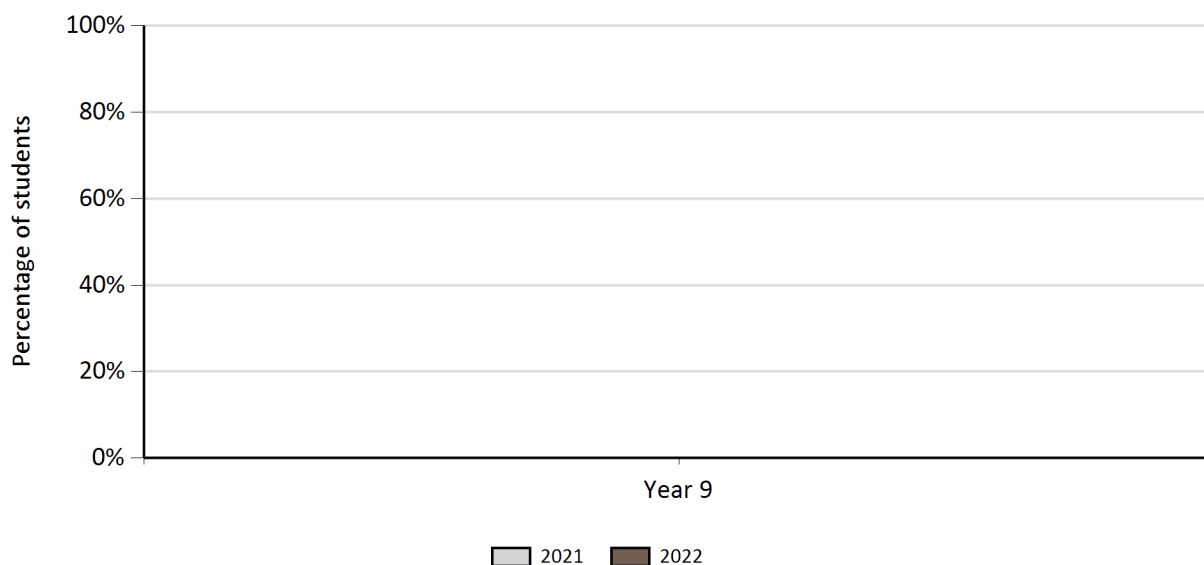
*NOTE: No NAPLAN testing was conducted in 2020.

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



*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 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*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: Tracking & Monitoring

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

Bordertown High School has a small number of Aboriginal students with two students accounting for higher absences or behaviour incidents. In terms of the ALARA, the 2022 school focus was on tracking and monitoring growth and achievement. One of the biggest challenges faced was poor engagement of some of our learners, along with health needs which impacted the ability of some to engage in learning. The absence rate compared with non-aboriginal learners was higher, impacting continuity of learning. Behaviour issues compounded learning problems for some students. School Support Officers support students who are withdrawn from some subjects, so they are able to focus on key literacy and numeracy concepts. In line with the SIP, the development of vocabulary and writing skills continued to form a key part of developing literacy.

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

Student progress varied for a number of reasons. A key factor was the regularity of attendance. Maintaining contact with parents and management of ongoing issues by leadership have supported more engagement at school for some students. Two students in particular, who have not engaged in secondary schooling, have begun attending part days in a week, being supported by the youth worker to ensure they have some connection with the school and are receiving some literacy and numeracy support. Family issues and high anxiety have held these students back and while not engaging in regular classes, small successes will build their confidence and improve their ability to hopefully engage in some classes next year. Some of our cohort of Aboriginal learners have high needs with some assessments still being completed to better support their learning. Strategies to manage escalating emotions and behaviours have seen some improvement, and greater ability to engage in learning and achieve success.

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
94%	97%	99%	93%

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+	1%	0%	0%	0%
A	7%	6%	13%	4%
A-	13%	8%	8%	9%
B+	19%	9%	11%	19%
B	12%	18%	9%	7%
B-	15%	15%	9%	15%
C+	7%	14%	18%	12%
C	9%	19%	18%	16%
C-	10%	7%	13%	11%
D+	4%	2%	0%	5%
D	2%	1%	0%	0%
D-	1%	0%	0%	1%
E+	0%	0%	1%	1%

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
95%	90%	95%	91%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	89%	59%	43%	91%
Percentage of year 12 students undertaking vocational training or trade training	47%	23%	20%	39%

2021	2022
61%	80%
31%	29%

School performance comment

2022 SACE results showed ongoing success of students in the completion of their SACE. Our A and B grade bands continue to be strong with 44% of grades achieving a B- or better and 13% of grades achieving in the A grade band, 7% lower than in 2021. 93% of grades were a C- or better. 30% of students who were working towards an ATAR, achieved an ATAR above 80 which is a great achievement and shows their dedication and hard work over the year. Our highest ATAR for 2022 was 93.70.

Most of our students achieved good results and those who were seeking university placement to were all offered a place, with many of them receiving their first or second ranked course. First round offers were made in Nursing, Speech Pathology, Engineering, Primary Teaching, Health Science and Animal Science. This is a great achievement for our students.

Vocational Education and Training programs continue to provide alternative pathways for a number of students. The Cert 1 Automotive program provides opportunities for students to explore the Automotive Industry and historically, students who are involved in this course, obtain school-based apprenticeships from the work placement process. Our community continues to support an early start into many trades, with school-based apprenticeships obtainable in year 11 and for some students, moving to full apprenticeships, while staying connected to the school to achieve their SACE through competency completion. The school continues to monitor their results and track their progress until completing the required SACE credits.

Staff complete traffic light surveys in week 5 of each term, using red, yellow and green as a snapshot of student progress in a range of areas. Staff in each year level share reasons for allocating a red or yellow with the year level coordinators. Based on this discussion, follow up with individual students provides support and strategies for improvement. All students are made aware of their traffic light status and this information is compared to A-E grades to monitor any interventions that have been put in place for individual students.

A-E grades are an important part of student performance reviews. Students are graded 4 times a year. Early in each term during home group, students will reflect on their own grade performance and identify factors that contributed to success. Students who are working below their capacity are mentored by staff and encouraged to seek regular feedback on the quality of tasks. Parent Teacher interviews allow staff to discuss with parents what aspects of their student's schooling is going well, what areas need improvement and how that can be achieved.

Attendance

Year level	2019	2020	2021	2022
Year 7	100.0%	N/A	N/A	86.8%
Year 8	91.8%	92.4%	88.0%	88.5%
Year 9	92.3%	90.6%	90.4%	82.3%
Year 10	92.7%	92.3%	83.8%	86.6%
Year 11	92.3%	89.0%	89.6%	81.2%
Year 12	96.2%	97.7%	94.0%	93.5%
Secondary Other	N/A	N/A	N/A	N/A
Total	93.0%	92.0%	88.6%	86.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Overall, school attendance has been declining over the past 5 years. While COVID-19 has certainly impacted attendance across the year levels, the attendance shows a direct correlation to cohort groups over their years of schooling. General engagement and students leaving early for family reasons such as sport or shopping trips continues to impact attendance data. Absences due to student wellbeing, particularly anxiety and mental health have also increased. Our Year 10 cohort have been most consistent with year 9 and 11 reporting the highest non-attendance. A small number of high absence students have skewed the data across year levels. Many of these students are not engaged with school and programs such as FLO are not able to be easily sourced.

Behaviour support comment

2022 has seen an increase in behaviour incidents, in part due to a change of dynamics with some new students and tension from outside the school impacting our daily routine. The use of social media, as well as the new trend in vaping are impacting behaviour incidents. The school is being proactive with SAPOL and Encounter Youth presentations on use of social media and Vaping to support better choices by students. General behaviour incidents are low, due to the application of the behaviour management policy by staff and leaders. The use of a PCW and youth worker roles also supports individual students in this area. Our Behaviour Management Policy was reviewed in 2022, with incidents monitored by leaders throughout the year.

Parent opinion survey summary

The parent opinion survey completed early in the year showed that across the domains polled parents were in the main happy with the work the school is doing with their students. The culture of respect at Bordertown High School is clearly evident with 76% of parents stating that teachers and students respect each other. Eighty three percent of parents feel like their child is important to the school. In terms of effective communication to parents, 78% felt that was evident at Bordertown High, this is slightly lower than in 2021. The school's work in formative assessment paid off in 2022, with 86% of parents agreeing that teachers provide their students with useful feedback.

The overwhelming majority of parents think that education is important to their child's future, with 82% of parents feeling equipped to help their child plan what they will do after school. Responses to the opinion survey show that the school could investigate ways to give parents more assistance in supporting their child's learning. Seventy eight percent of parents knowing what standard of work the school expects of their child, which has declined slightly from 2021 and is an area that can be focused on to improve.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.3%
QL - LEFT SA FOR QLD	2	10.5%
SM - SEEKING EMPLOYMENT IN SA	3	15.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	26.3%
U - UNKNOWN	2	10.5%
VI - LEFT SA FOR VIC	6	31.6%

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

All staff have completed their Working with Children Checks and RRHAN-EC training. Regular contractors, visitors and volunteers have their screening status checked to ensure compliance.

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	35
Post Graduate Qualifications	7

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	20.6	0.0	8.8
Persons	0	24	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$4,257,678
Grants: Commonwealth	\$0
Parent Contributions	\$83,027
Fund Raising	\$2,698
Other	\$0

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	Support programs in place to support student engagement and retention. Wellbeing Coordinator and PCW support wellbeing of students. The youth worker role provides additional support for disengaged students and supports development of pathways to employment if required.	Some disengaged students are now better connected with the school. Many students utilise the PCW for personal support, which results in better engagement at school.
	Improved outcomes for students with an additional language or dialect	EALD funding allocated to additional classroom support for individual students. This allowed more targeted in class support, due to EALD teacher taking leave. Support was targeted to needs of student in relation to their work and supporting greater development of literacy skills.	Literacy development ongoing with teacher and SSO support.
	Inclusive Education Support Program	In class and individual support given to students to achieve short term goals and map achievement against them. Support allowed students to access practical areas of the curriculum such as Home Ec and Tech Studies, achieving success in these subjects.	Individual learning programs developed. Students able to access whole curriculum.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Additional support provided to EALD students.</p> <p>Additional SSO support was provided for targeted groups to support literacy and numeracy development.</p> <p>Rural and isolated students benefited from having the cost of transport fully covered. This included travel for curriculum based excursions, visiting performers, camps and sporting events.</p> <p>SSOs are employed to work with a range of students who are ineligible for extra support and some students who are below SEA.</p> <p>Youth worker role was created to support student engagement for targeted students, either to support them to attend school, or support with work related skills.</p>	Increased engagement in a range of learning programs and greater equity for all students.
Program funding for all students	Australian Curriculum	<p>Year 7 content built using DfE Curriculum units of work.</p> <p>English, Mathematics, Science and HASS implementing parts of DfE Curriculum units of work.</p> <p>Greater focus on development of differentiated learning programs.</p>	All faculties have scope and sequences for subject areas.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	<p>SSOs employed to work with students assessed as ineligible for extra support, such as students operating below SEA.</p> <p>Intervention programs to support students operating below SEA.</p>	Improved engagement and achievement for targeted students.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
--	---------------------------------------	-----	-----