2024 annual report to the Community

Heathfield High School

Heathfield High School number: 926

Partnership: Mount Lofty

School principal:	Beverley Collis	*B Collis*

Date of endorsement: 24/02/2025

Government of South Australia
Department for Education

Context Statement

Heathfield High School caters for students from 7-12. At the time of this report, the enrolment in 2024 is 1016. Heathfield High School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes, 3% students with disabilities. 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

Our Governing Council members are characterised by a common commitment to Heathfield High School's Culture of Learning and drive to "Inspire excellence and change lives".

We do this by supporting the school's leadership team and providing feedback on strategic matters as representatives of our parent, staff and student communities.

We ensure that regular tasks of financial oversight; school planning; compliance obligations; and monitoring the achievement of performance objectives and fundraising are carried out efficiently and in a timely manner.

2024 Highlights

Our 2024 Governing Council goals were to:
1. Ensure our roles are clear and establish our GC processes for effective governance
2. Build strong relationships across all GC members
3. Participate in the creation of the HHS Strategic Plan
4. Be positive ambassadors for the school

Time was set aside each meeting to collaborate and discuss topics that set the foundations of our Governing Council. These include establishing our Governing Council Guiding Document outlining our roles and responsibilities, our Culture of Learning (GC Purpose, Vision, Values) and behavioural standards.

In 2024, our Governing Council achieved the following things:
1. Broadly consulted with staff, students and parents, undertaking the Learning Environment Opportunities Study (LEOS) which then informed our building priorities,
2. Engaged in school activities to forge stronger relationships,
3. Deepened our knowledge of the Department for Education's Strategic Plan and how it is adopted within our School, and
4. Undertook to be positive ambassadors for the school in a number of forums.

Our Uniform Sub-committee worked closely with the Department's Procurement team. Whilst this work is ongoing, when completed this will provide improvements to our uniform supply and quality.

Additionally, the redesign of the school timetable focused on improving the learning outcomes for our students and is sure to have lasting benefits.

Our People

As we celebrated our Year 12 graduates, I was impressed with the breadth of student accomplishments across all subject areas. They have performed at exceptional levels with all our Year 12 completing their learning path of choice - SACE, VET and school-based apprenticeship qualifications. We wish them all the very best as they step into the next chapter of their lives.

We would like to thank the Student Voice Council and our School Captains for implementing several student initiatives to increase engagement and involvement by students in organised activities. These included introductions of a student web-based house score board and interactive school assemblies led by our School Captains.

Heathfield High School remained stable under the leadership of Mrs Bev Collis as Principal. The Governing Council would like to thank all management and teaching staff involved in maintaining a high level of education and support for our students and are confident that we will continue to do so in the years to come.

The Governing Council would like to thank both our continuing and leaving staff, volunteer parents, and student captains for their willingness to be a part of the ongoing HHS governance activities and we value your contributions.

Lastly, we thank and farewell Michael Barry, our Deputy Chairperson, who contributed 5 years of service as a parent member. He has been often heard saying that "Being on the GC enables me to better understand how our school operates and to support our hard-working teaching staff."

HHS GC Chairperson, 2024

Pia Wells

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.
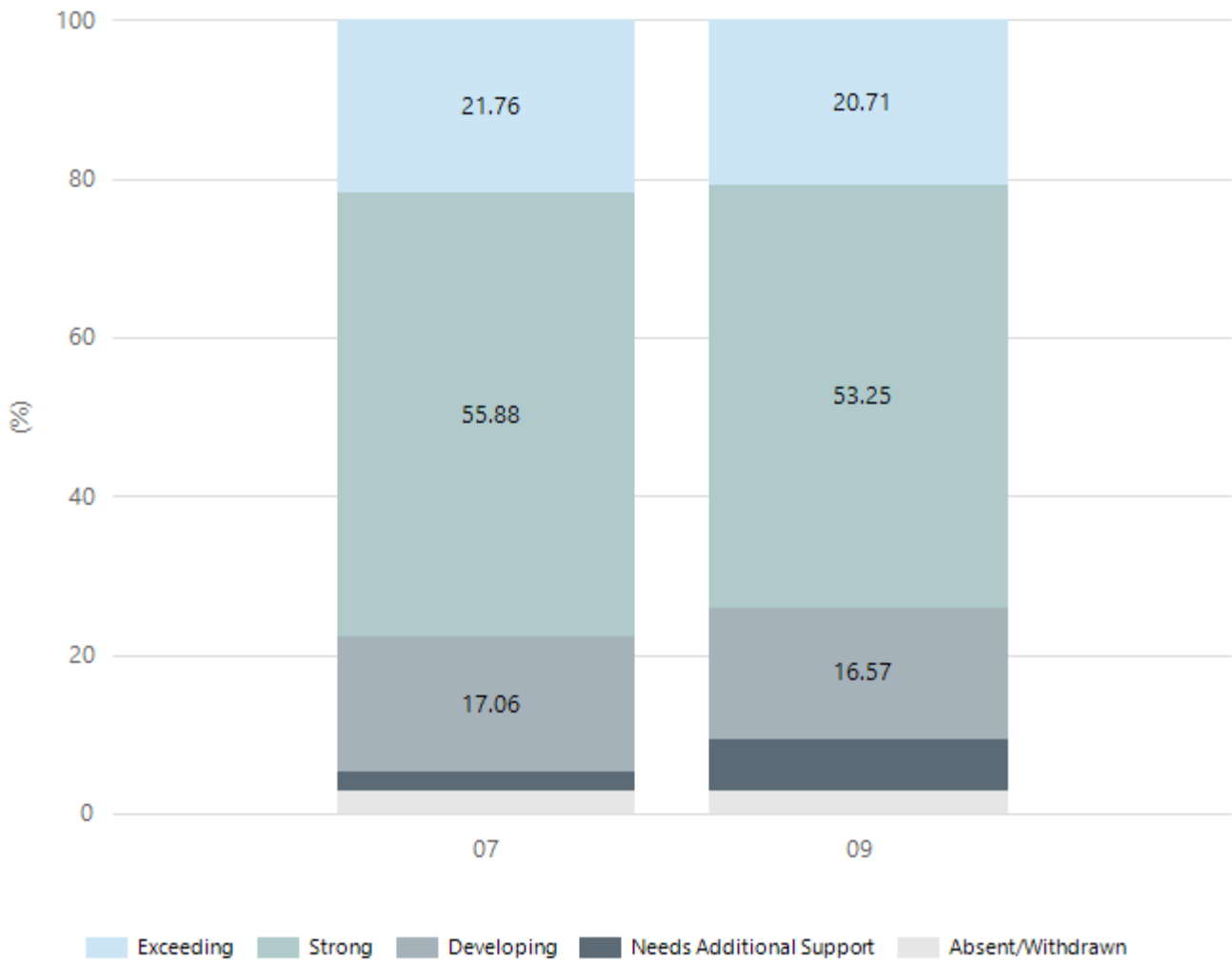
Numeracy
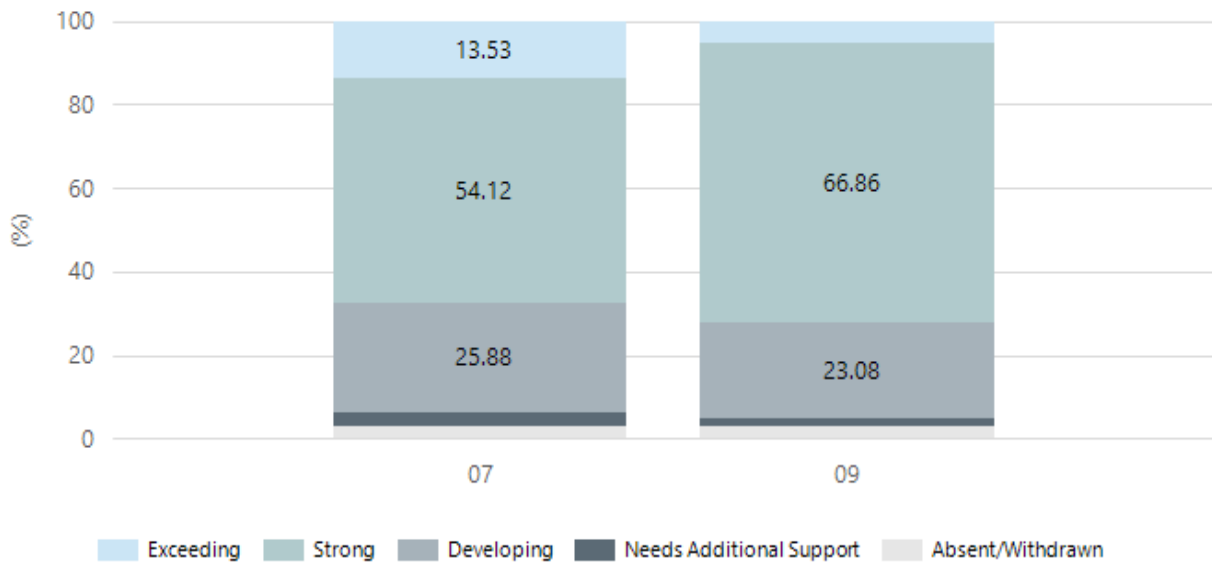
Year Level	07	09
Exceeding	23	9
Strong	92	113
Developing	44	39
Needs Additional Support	6	3
Absent/Withdrawn	5	5
Total	170	169

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	37	35
Strong	95	90
Developing	29	28
Needs Additional Support	4	11
Absent/Withdrawn	5	5
Total	170	169

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	23	32
Strong	99	72
Developing	35	52
Needs Additional Support	8	6
Absent/Withdrawn	5	7
Total	170	169

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.
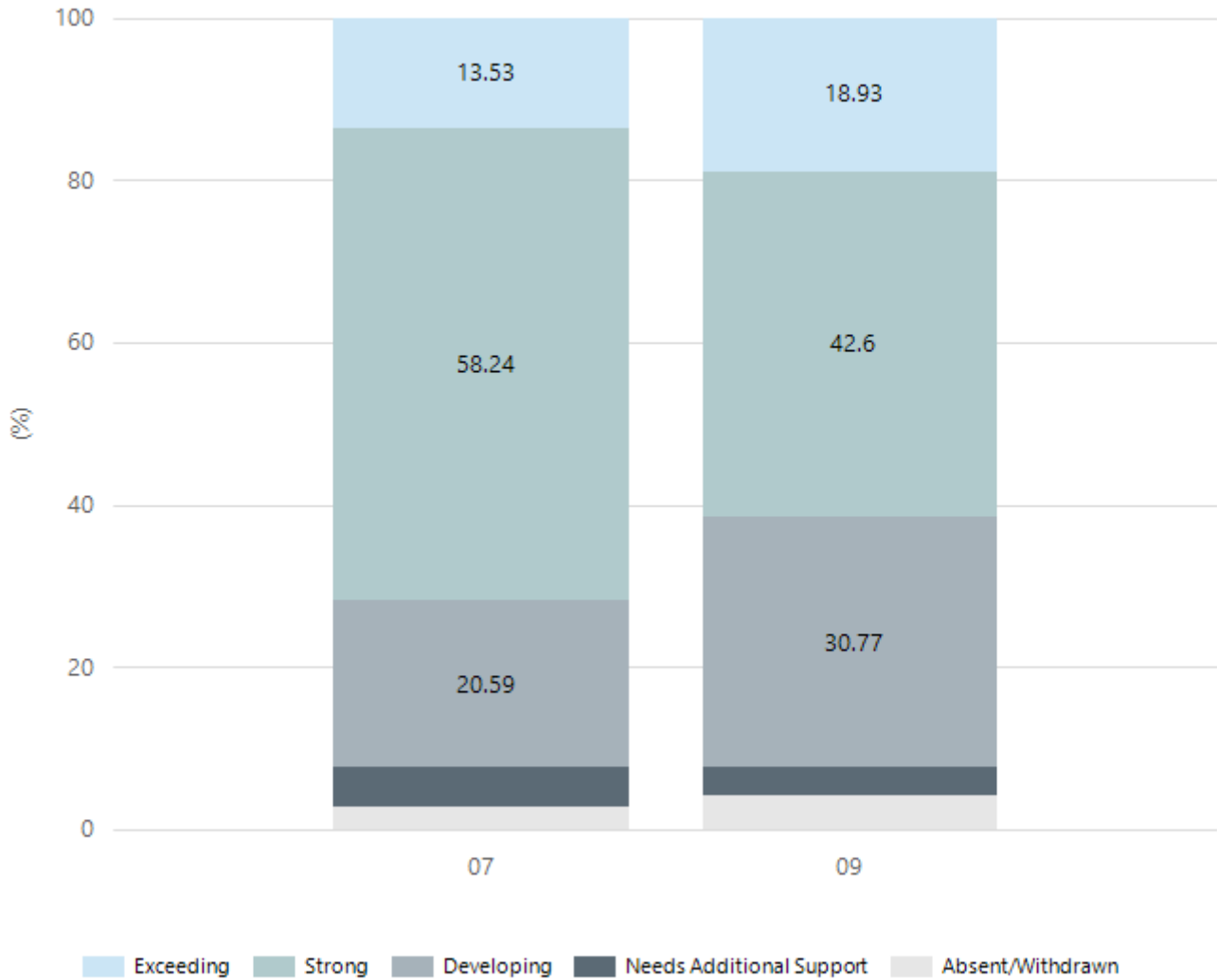
Grammar

Year Level	07	09
Exceeding	28	26
Strong	78	68
Developing	45	54
Needs Additional Support	13	14
Absent/Withdrawn	6	7
Total	170	169

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.
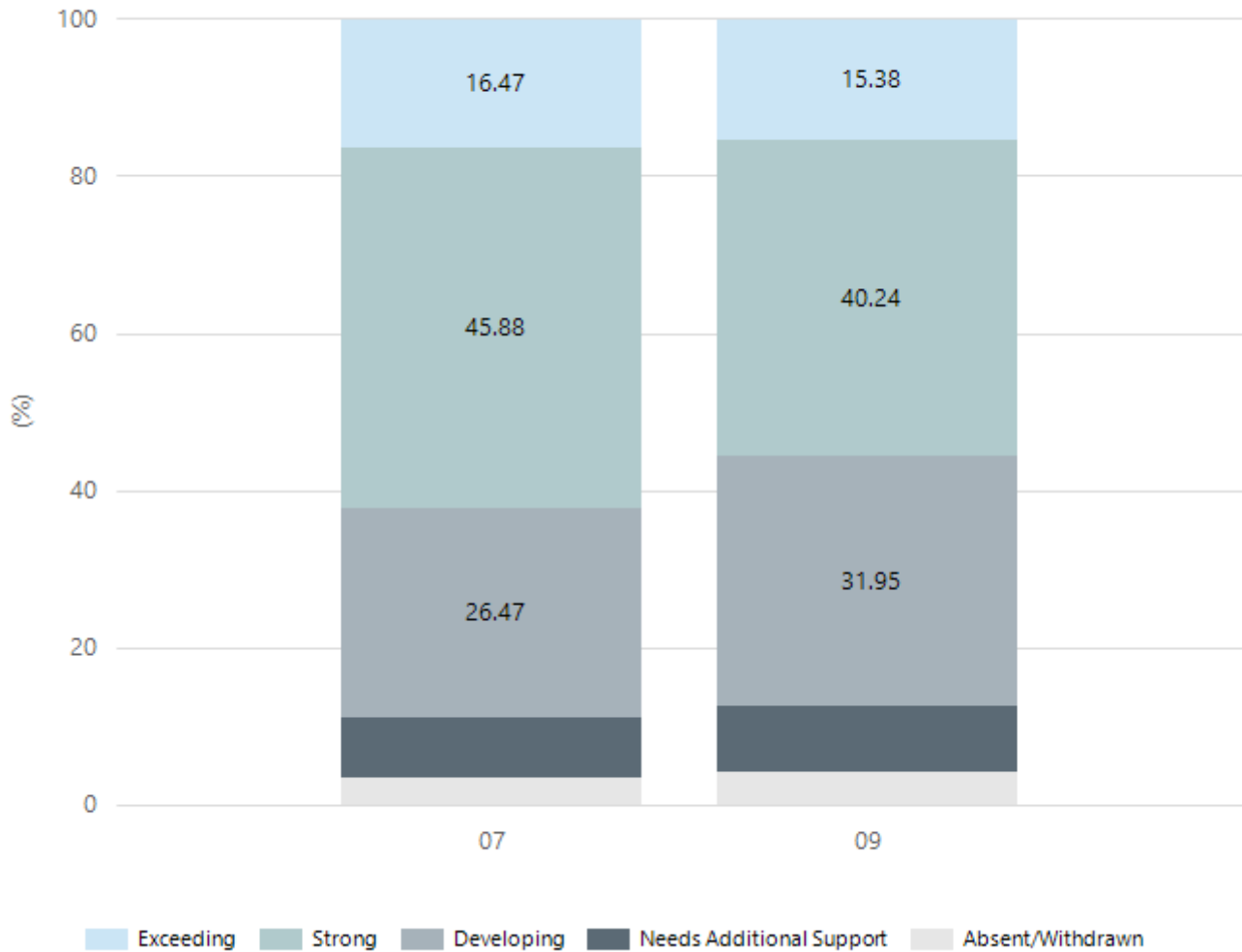
Spelling

Year Level	07	09
Exceeding	26	11
Strong	99	111
Developing	32	32
Needs Additional Support	7	8
Absent/Withdrawn	6	7
Total	170	169

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.
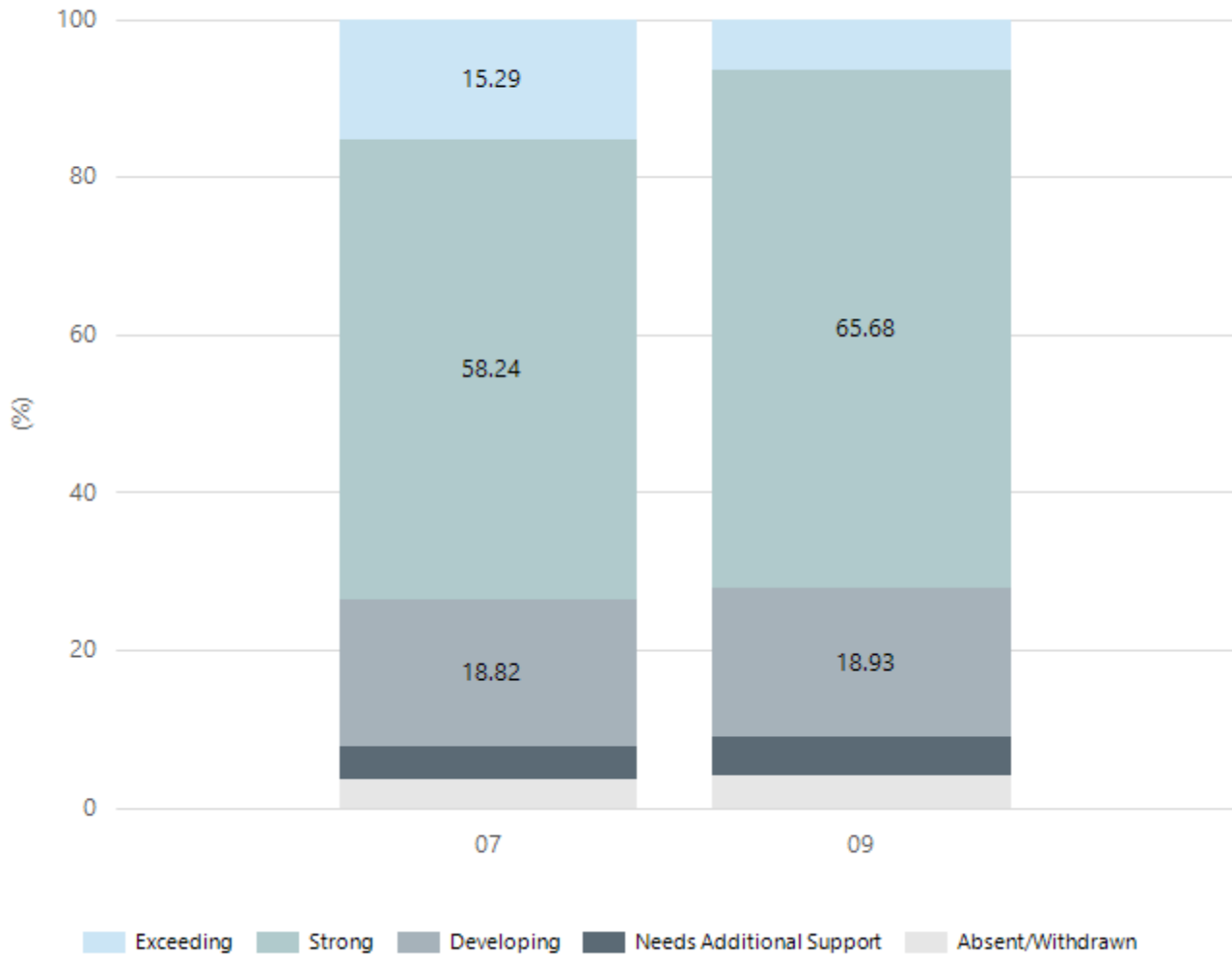
South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
99%	99%	99%	99.9%

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%	2%	2%	3%
A	9%	11%	11%	11%
A-	16%	13%	16%	15%
B+	15%	16%	15%	16%
B	14%	17%	16%	16%
B-	16%	13%	11%	17%
C+	12%	13%	10%	12%
C	12%	10%	13%	8%
C-	2%	2%	6%	3%
D+	1%	1%	1%	
D				
D-				
E+				

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
100%	99%	100%	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	16	19	36
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	100	100	100

Data Source: School supplied data

School Attendance

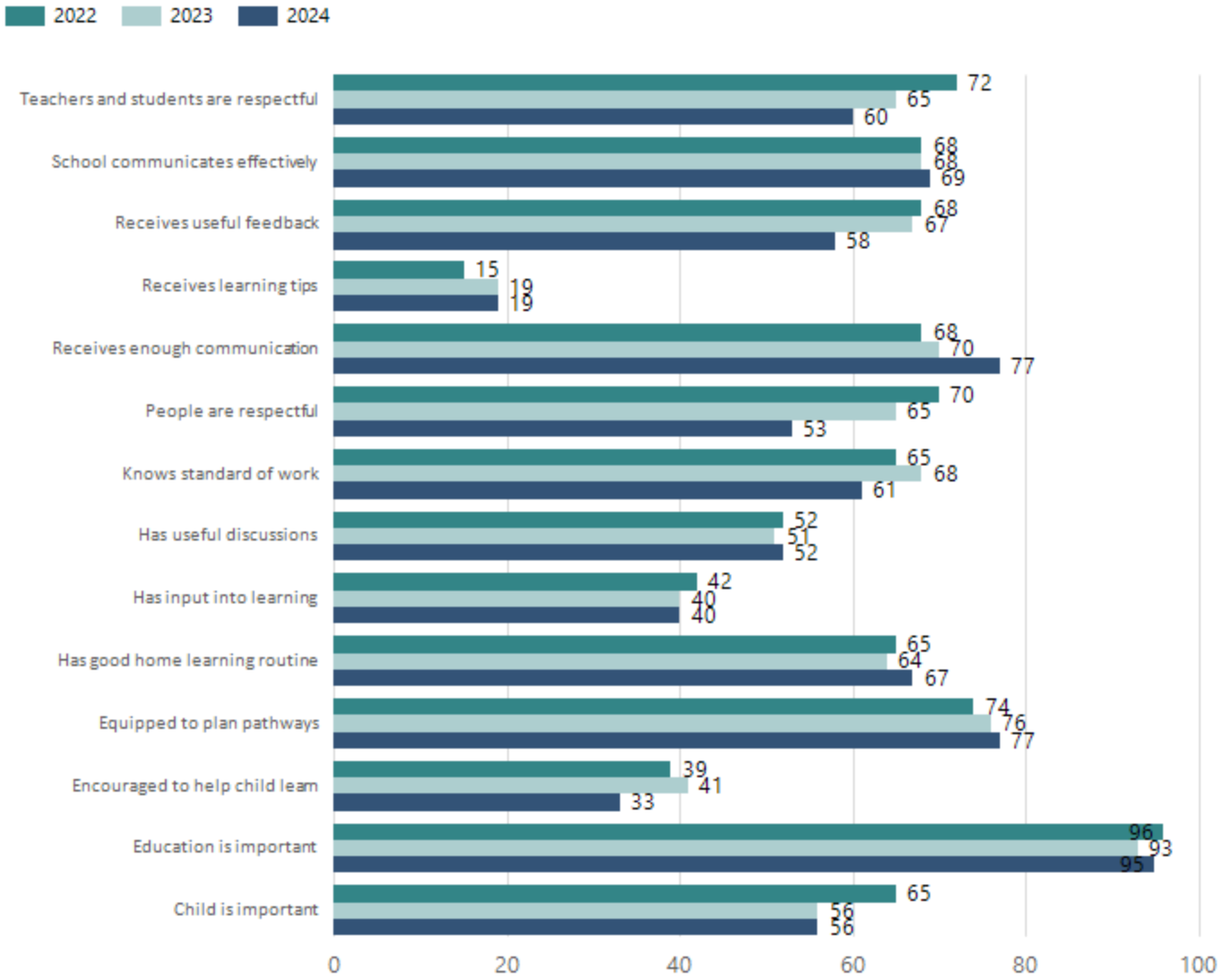| Year Level	2022	2023	2024
Year 07	88.5%	91.9%	91.7%
Year 08	87.8%	89.9%	88.4%
Year 09	86.6%	88.2%	88.5%
Year 10	86.5%	88.7%	86.6%
Year 11	85.5%	88.8%	88.3%
Year 12	86.7%	88.5%	87.0%
Secondary Other	91.5%		
Total	87.0%	89.4%	88.5%

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

Proportion of agree/strongly agree response(%)

Legend: 2022, 2023, 2024

Category	2022	2023	2024
Teachers and students are respectful	72	65	60
School communicates effectively	68	68	69
Receives useful feedback	68	67	58
Receives learning tips	15	19	19
Receives enough communication	68	70	77
People are respectful	70	65	53
Knows standard of work	65	68	61
Has useful discussions	52	51	52
Has input into learning	42	40	40
Has good home learning routine	65	64	67
Equipped to plan pathways	74	76	77
Encouraged to help child learn	39	41	33
Education is important	96	93	95
Child is important	65	56	56

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

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	24.0%
OV - LEFT SA FOR OVERSEAS	13	26.0%
PE - PAID EMPLOYMENT IN SA	7	14.0%
SM - SEEKING EMPLOYMENT IN SA	2	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	24.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	4.0%

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	40
Postgraduate Qualifications	39

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

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.9	1.0	73.4
Persons	0.0	35.0	1.0	78.0

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	12,464,595.32
Grants: Commonwealth	3,315.00
Parent Contributions	2,167,441.60
Fund Raising	32,541.73
Other	184,931.77

Data Source: School supplied data.

Funding Source	Amount