



Christies Beach HS & Southern Vocational College 2019 annual report to the school community



Government
of South Australia
Department for Education

Christies Beach HS & Southern Vocational College Number: 1013

Partnership: Beach Road

Name of school principal:

Graham Clark

Name of governing council chairperson:

Anne Taylor

Date of endorsement:

06 March 2020

School context and highlights

The year began with 517 students enrolled in years 8 - 12, 55 students in the Inclusive Education program and approximately 210 students enrolled via the Flexible Learning Option policy. Enrolment patterns over recent years have been steady. However, most recently CBHS has seen a gradual increase in middle school years and a slight growth in numbers for years 8 and 9 reflecting an increase in overall school size in the immediate future. Approximately 10% of students identify as Aboriginal and Torres Strait Island descent and 16% of students have a verified disability.

The 2019 school year ended with noteworthy achievement that we should celebrate as a community of learners. Of most significance was implementing the actions described in the Priority Improvement Plan resulting from the 2018 External School Review. Ambitious targets were set and through incredible commitment by all staff and external support teams, the end of year On Track Evaluation process resulted in a report summarising the high level of progress made. Accordingly, Christies Beach High School has been reviewed to be on track with improvement targets and will be reviewed again in 2022.

Over the last 3 years our school has seen a steady decline in the number of behaviour incidents resulting in suspension or exclusion from school. This trend reflects a growing positive culture of engagement and participation in learning. Typical spikes remain at predictable times during the year, however the overall downward trend is indicative of policies and procedures working.

2 significant building projects opened at the beginning of 2019: STEM Centre and Inclusive Education Centre. The Middle School redevelopments commenced and was completed prior to the 2020 school year starting. These 2 projects have changed the learning environment landscape and truly reflect world class standards of learning spaces for our students and staff to work together in.

The future looks bright for our school with enrolment numbers trending upwards. We continue to promote positive stories and focus on making a positive difference for every child we work with.

Governing council report

I have been involved with Christies Beach High School (CBHS) for 10 years now and during that time I have seen many changes to the education system and in particular, many positive changes to CBHS.

These changes have been visible to the school community during the past 3 years and it is clear to all that our school is undergoing an enormous transformation.

Redevelopment of student learning areas creating modern, bright spaces which encourage learning opportunities, coupled with improved curriculum structures all support positive outcomes for our students. The middle school project is due for completion in the near future and the upcoming redevelopment of the administration building is exciting for our school community, helping to bring CBHS to its full potential. The Governing Council of 2020 will be fortunate to witness the creation of our latest exciting building development.

As always, our core focus is the students. I am grateful to have had the opportunity to attend many events celebrating student achievements and graduations during my involvement at CBHS. We are extremely proud of all of our students and on behalf of the Governing Council I would like to acknowledge the hard work, resilience, tenacity and persistence they show us each year. We hope this strong work ethic will serve them well for successful futures in their chosen areas of interest.

I am retiring from the Governing Council Chairperson role at the end of 2019 and would like to thank the CBHS teaching and support staff for their hard work and dedication. Thank you also to the 2019 Governing Council members for supporting me and the school community throughout the year.

Anne Taylor
Chairperson.

Improvement planning - review and evaluate

The 2018 External School Review provided four directions to inform our improvement planning:

1. Increase student involvement and engagement in learning through the provision of clear learning intentions, success criteria, and high-quality feedback to all learners about their progress.
2. Develop and implement a continuum of learning across years 8 to 12, where required skills are taught using differentiated learning task design and authentic assessment.
3. Develop and implement a strategic improvement plan and ensure that all staff are skilled to contribute to its key priorities through whole-school processes and communication strategies.
4. Develop teacher and leader capacity to use data effectively to monitor student achievement and respond at the class, cohort and whole-school levels.

An aspirational Priority Improvement Plan (PIP) was approved in November 2018 with all leaders developing action plans and aligning their individual performance development planning goals to the PIP. This initiative was further strengthened with all other staff aligning their performance and development plan (PDP) goals with the PIP. The subsequent On Track Evaluation in November 2019 validated the progress made across the school to focus improvement on the 4 directions.

Substantial evidence was provided to demonstrate commitment by all staff to engage deeply in specific actions to improve student achievement across all learning areas. Staff reflected on the value placed on targeted professional learning that improved capacity to modify oral and written language used in instruction that gives better access to the curriculum for many more students. Whilst direct impact on learning achievement is yet to be reflected, the positive shift in conditions for learning and teacher practice is evident.

Leaders from learning area teams have initiated curriculum review processes in which teachers have reviewed the demands of the curriculum to support more effective learning design. This has developed the capacity of teachers to be more familiar with the curriculum progression from years 8 to 12 and their ability to differentiate practice to meet the needs of students. A skills mapping exercise supported by leaders has provided focus to teachers to identify important curriculum demands for planning. While this is in the early stages of development it has allowed learning area teams to review curriculum continuity from years 8 to 12 and for teachers to explore the use of learning intentions and success criteria in making the learning expectations clearer to students.

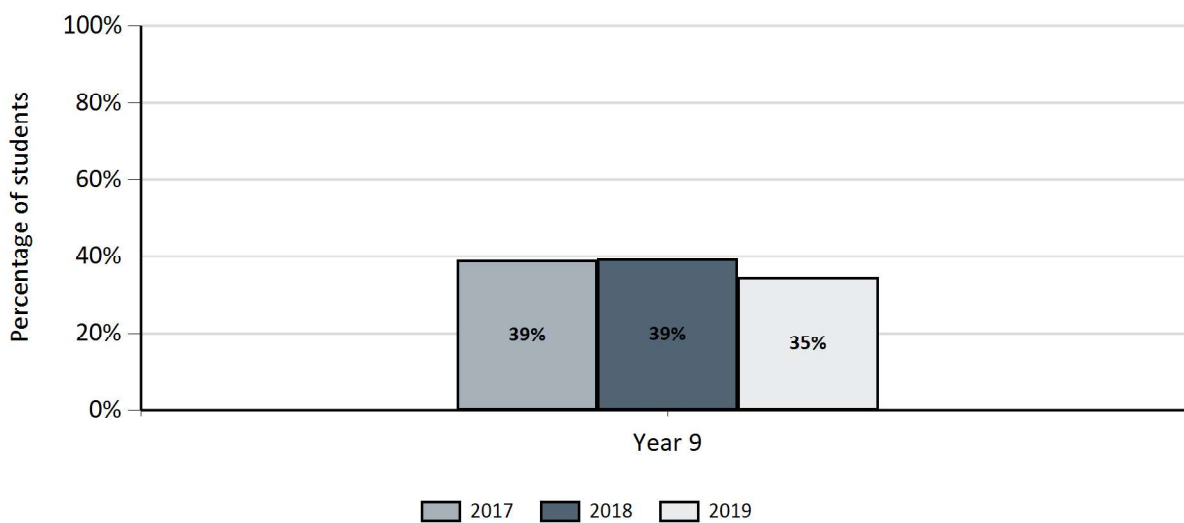
The external school review panel found that the clarity and focus of leadership in managing the successful actioning of the directions of the PIP has developed a positive school culture. Whilst this improvement is at an early stage the school is well placed with staff feeling supported and engaged in the improvement agenda and positive about the direction the school is heading.

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.

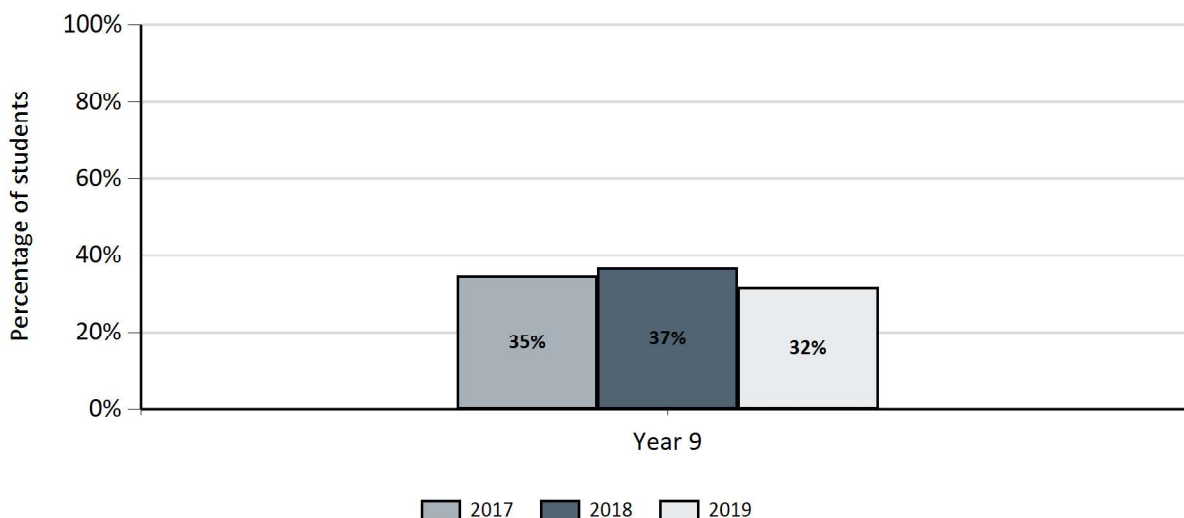
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	20%	25%
Middle progress group	53%	50%
Lower progress group	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	20%	25%
Middle progress group	47%	50%
Lower progress group	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	98	98	5	0	5%	0%
Year 9 2017-19 average	118.7	118.7	5.0	0.7	4%	1%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
96%	91%	96%	90.3%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdraw Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	0%	0%
A	1%	1%	1%	1.87%
A-	9%	5%	4%	4.10%
B+	7%	7%	6%	7.09%
B	15%	14%	17%	12.69%
B-	16%	16%	16%	13.43%
C+	20%	17%	15%	15.67%
C	24%	24%	34%	29.48%
C-	5%	7%	3%	5.97%
D+	2%	3%	2%	2.61%
D	1%	3%	1%	4.48%
D-	1%	2%	0%	0.37%
E+	0%	0%	0%	0.75%
E	0%	1%	0%	1.12%
E-	0%	0%	1%	0.37%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*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

2016	2017	2018	2019
97%	97%	94%	90.79%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	0.25%	1.50%	0.47%	0.50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	64.18%	77.97%	58.44%	68.12%

School performance comment

NAPLAN writing test mean scores show 3% improvement from 2018 to 2019, and whilst growth is incremental, the positive trend in the last 3 years continues. The percentage of students in the upper and middle growth bands for reading has increased from 66% in 2018 to 73% in 2019. The percentage of students in the upper and middle bands for numeracy declined to 67% in 2019. Improvement priorities for 2020 will continue to address the literacy elements of numeracy based problems as evidence suggests students face language barriers to interpreting what is being asked.

The percentage of year 8 students at or above the DfE standard of educational achievement (SEA) for PAT Reading comprehension has increased significantly between 2018 and 2019 from 51% to 81%. This is a result of purposeful learning design, where teachers develop learning activities that focus on areas of improvement highlighted through diagnostic data. A strong focus on explicit vocabulary teaching has also contributed to an increase in PAT reading results. The percentage of year 9 students at or above the DfE SEA for reading has increased between 2018 and 2019 from 70% to 74%. The percentage of year 10 students at or above the DfE SEA for reading has increased between 2018 and 2019 from 73% to 80%.

The percentage of year 8 students at or above the DfE SEA for PAT mathematics has increased from 34% to 59% due to implementation of numeracy skills blocks where students are explicitly taught how to decode worded questions and learning is developed based on areas for improvement identified through diagnostic data results. The percentage of year 9 students at or above the DfE SEA for PAT mathematics remained at 55%, whilst the percentage of year 10 students meeting the SEA in PAT mathematics declined, highlighting the need for a whole school approach to numeracy instruction in 2020.

In English there was a growth of 20% in the higher grade bands amongst the same cohort. In mathematics there is negligible growth in improvement from year 8 to year 9 grades. There appears to be a disconnect between A-E grades in mathematics and PAT/NAPLAN SEA hence this becomes a focus area for the 2020 SIP development.

SACE results showed a completion rate of 91%, maintaining the levels from the previous years. There was a slight increase in the number of students receiving A and B grades in Stage 1 subjects, suggesting a potential improvement trend into Stage 2 2020. A high number of C grades continues to be a pattern at Stage 2, and whilst this is a positive indicator of SACE achievement, it asks a question about aspirational targets and all students reaching full capacity, ie What can we do to lift the bar to see if more students can achieve in the A and B bands?

Attendance

Year level	2016	2017	2018	2019
Year 8	78.5%	81.0%	77.8%	79.9%
Year 9	80.7%	74.0%	79.0%	71.2%
Year 10	80.3%	81.0%	80.3%	79.0%
Year 11	79.1%	79.6%	84.3%	79.6%
Year 12	87.3%	82.5%	86.5%	84.3%
Secondary other	83.4%	85.3%	86.6%	84.5%
Total	82.2%	80.6%	82.8%	80.2%

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

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

Attendance comment

Attendance across the school began with encouraging data however a gradual decline occurred. Year 9 was a concern for the entire year. Factors influencing this trend include an increased number a chronic non-attenders and patterns of irregular attendance for a core group of students. A high number FLO enrolments are reflected in this data.

An attendance audit enabled us to better manage systems and processes to support rigorous follow up and documentation however a change is not yet presented in data.

Behaviour support comment

2019 continued the implementation of a renewed set of processes to more consistently address student behaviour, with a focus on promoting Positive Behaviours for Learning. Classroom expectations and behaviour agreements emerged across the school and patterns of improvement became evident.

Behaviour that results in suspension and/or exclusion responses followed the consistent pattern of a peak in mid term 1 which then tailed off towards the end of the year. This reflects a culture of students and teachers working together to develop appreciation for the positive school culture being promoted. The number of violent incidents trended downwards however these remain a focus of positive intervention strategies across the whole school.

Client opinion summary

In the DfE School Opinion surveys 56 parents, 81 staff and 175 students answered the survey. The number of participants for both staff and students has quadrupled since 2017. Staff opinions overall have shown growth in many areas including support, feedback and meeting student's needs. The parent surveys have remained consistent with minimal growth while student surveys are on the incline in all areas.

The question scoring the lowest satisfaction in staff and student surveys is with regard to 'student behaviour is well managed.' This has been the case every year, despite many interventions to be inclusive. The lowest scores for the statement is 2.8 out of 5 for students; 3.5 for parents and 3.5 for teachers. Parents, students and staff also identify their opinions being taken seriously as an area for improvement (Parents 3.4, Students 3.1 and staff 3.5).

We have implemented and continued to develop a number of key strategies to support student behaviour including targeted alternative programs, key leadership supporting each learning block, Positive Behaviours for Learning Policy being strategically supported as well as three targeted learning classes for students with low literacy and numeracy ability.

The highest scores (Parents 4.0, Staff 4.5, and Students 4.2) were with regard to:
"Teachers expect students to do their best," (Students and Parents)
"The school looks for ways to improve" (Staff).

Intended destination

Leave Reason	School	
	Number	%
Employment	38	15.7%
Interstate/Overseas	13	5.4%
Other	15	6.2%
Seeking Employment	48	19.8%
Tertiary/TAFE/Training	33	13.6%
Transfer to Non-Govt School	8	3.3%
Transfer to SA Govt School	42	17.4%
Unknown	45	18.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All staff and volunteers meet required history screening.

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	93
Post Graduate Qualifications	33

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalent	0.8	58.3	3.0	41.1
Persons	1	61	3	50

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$12,680,899.60
Grants: Commonwealth	\$4,500.00
Parent Contributions	\$362,542.98
Fund Raising	Nil
Other	\$164,550.82

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

2019 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 2019 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 behaviour management and engagement	Alternative programs accessible to students through case managed model, supported by teachers, SSO's, Youth Workers and hourly paid Instructors. Youth Workers employed to provide case management and wellbeing support.	Improved attendance and engagement for disengaged and chronic non-attenders.
	Improved outcomes for students with an additional language or dialect	Employment of an EALD teacher. Provision of leadership time for monitoring and tracking student progress. SSO-led intervention programs.	Targeted support for students with improved engagement in work submissions.
Targeted funding for groups of students	Improved outcomes for students with disabilities <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	3 Targeted Learning Centres for students with specialised learning needs in years 8-10 who require extensive differentiation. Direct SSO support to students years 8-12 with literacy learning and numeracy interventions. Direct SSO intervention for all APAS funded students, focusing on improvement in literacy, numeracy and SACE achievement. Establishment of targeted intervention programs for ATSI students in years 8-12 below year level benchmarks. AIME and SAASTA programs continued. Cultural connection programs established to increase student connection to schooling including in the Inclusive Education Centre and Flexible Learning Programs. ASETO and AET employed to work directly with Aboriginal students and families, as well as foster Aboriginal community participation.	Implementation of One Plans. Improvement in PAT scores and A-E grading. Individual and group intervention showed an increase in academic and engagement outcomes. Improved access to Aboriginal cultural connection activities.
Program funding for all students	Australian Curriculum	Not applicable.	
	Aboriginal languages programs initiatives	Not applicable.	
Other discretionary funding	Better schools funding	Targeted Learning Centres for up to 60 students. Small class sizes, particularly in SACE subjects. Full-time speech pathology providing whole-school intervention on oral and written instructional language accessibility.	Increase in engagement and academic levels.
	Specialist school reporting (as required)	Not applicable.	
	Improved outcomes for gifted students	Not applicable.	
	Primary school counsellor (if applicable)	Not applicable.	