



Edward John Eyre High School 2019 annual report to the school community



Government
of South Australia
Department for Education

Edward John Eyre High School Number: 1030

Partnership: Whyalla

Name of school principal:

Tim Kloeden

Name of governing council chairperson:

Janette Leever

Date of endorsement:

School context and highlights

Edward John Eyre High School is the only public senior year 11-12 school in Whyalla. There are two middle year 8-10 sites; Stuart High School and Whyalla High School. The school is also the lead school for the Eyre and Western trade school.

Our school community is complex and diverse with approximately half of the students being above compulsory school age and varied economic and cultural backgrounds.

The school offers students a variety of pathways in support of their transition from Secondary school to either University, further study or employment. At stage 1 the school offered 47 subject areas and at stage 2, 42 subject areas were offered including 19 VET programs.

The school had a number of highlights throughout the year including;

Our school's continual focus on career development and pathway exploration resulting in the school being successfully nominated and named winner in the Innovation in VET category at the State Training Awards. A truly fantastic acknowledgment of our Student Pathways team and the tireless work that they do for our school community.

Some other highlights for our school this year has included

- The successful implementation of our Student transition to employment (STEP) program. Including our first Aboriginal girls class
- The range of projects that our ACEE students undertook for the school including Verandah's, paving of a seating and our new yarnning circle by the Clontarf room.
- Our Student presidents visiting the Governor at Government house as part of his leadership program.
- The great wellbeing and coaching support for so many of our students that has seen so many more of our students engage and feel supported.
- Our staff presenting at the Australian Career Education conference in Melbourne and receiving amazing feedback from an audience coming from all over Australia.

And finally our Year 12 celebration evening that saw so many family and friends attend our school in recognition of many year 12s who have now finished their schooling education

We also ran our third STEM expo for all primary students in Whyalla at our Auditorium. It was fantastic to see so many students engaged in a variety of activities that explored their ability to problem solve and critically analyse and showed how well our schools can work together to provide these type of opportunities.

Governing council report

Edward John Eyre High School Governing Council is a representative group working together to develop the future directions of the school. Representatives include parents, staff, student and a community member

Together we monitor and report progress to continually enhance the performance of the school and the achievements of its students. The council has governance over non-curriculum management of the school, such as finances, canteen, uniform and grounds and facilities. We also ratify all Edward John Eyre High School policies. However, this year proved difficult in getting parent volunteers to be part of the Governing Council. I would like to thank the efforts of staff of approaching parents to become involved in the school.

This year has seen the Governing Council be involved with the New High School Working Party with being kept up to date with key information as well as Student Representatives attending design briefings with the new school opening for the 2020 School Year. While this is happening we still need to be able to cater for the students now but also with the view that improvements or purchases can be relocated to the new school. This has seen the school have a Commercial Kitchen installed with an accompanying restaurant for functions. This will support students in the Vocational Training Courses that they undertake and is a wonderful facility that can be hired to other businesses.

In September the school got presented with a SA Training Award for VET Innovation in Schools. This is a major accomplishment and one that the Governing Council and whole school are proud of. This award represents all the hard work that the Career Pathway Team has put in to provide opportunities for the students.

This year also saw the school be involved in the External School Review which saw the Governing Council be a part of this process. Members of the Council met with members of the Review Team to help inform them of the parent perception of the how they believe the school caters for student needs. This process has formed the direction of the school for the next 3 years. Finally, I would like to thank the dedicated teachers and SSO's who go above and beyond to support our children to reach their potential. I would also like to express my appreciation to all members of Governing Council during 2019 and to Principal Tim Kloeden and his staff for the ongoing support provided to the Governing Council enabling it to fulfil its governance responsibilities.

Improvement planning - review and evaluate

In 2019 Edward John Eyre High School identified two main goals as part of its three year plan.

The first goal was to increase the amount of students eligible and obtaining its SACE in student's 12th year of schooling.

Throughout the course of the year a range of strategies were implemented by the school in attempt to work through this first goal. The challenge identified to achieve this goal was to focus on staff professional development to ensure contextualised learning programs and assessments for individual students in our classes. Strategies implemented included

- A review of our Performance and Development plan to support the creation of an individually tailored professional learning program for staff.
- Development of a staff and student co-designed intervention policy with a focus on literacy and numeracy.
- Development of VET programs that align subjects to industry qualifications creating three new Industry Pathway Programs
- Review of the school professional learning meeting structure.

The school was able to implement these strategies throughout the year with a number of structures and systems in place for 2020. It was recognised by staff that a stronger focus on an individualised professional learning plan would tailor better to this goal's challenge of Practice. This would provide staff the ability to differentiate in individual subjects that they teach and as a result have more students eligible for their SACE in their 12th year. This was supported by our SACE achievement results in 2019 where we had only small growth in the number of students eligible and achieving their SACE from previous years.

The second goal was to increase the amount of A and B grades across all Subjects where we recognised we need to focus on more effective task design, utilisation of formative assessment and feedback in support of student achievement.

Strategies implemented included

- A student free day dedicated to building SACE performance standards into student friendly language and annotated work samples in support.
- Introduction of success criteria and learning intentions in all classrooms incorporating higher order thinking skills
- development of a consistent approach of positive behaviour and learning expectations in collaboration with students.
- Moderate formative assessment and feedback staff provided

On review the school community acknowledged the substantial work that was completed in this area by staff particularly through the school's professional practice program based around Hattee's visible learning and recognising what has the biggest impact on student learning.

Our stage 2 results for 2019 has seen an increase of over 10% in the A and B grade bands and with staff identifying this as a continued focus in 2020 we hope to see further improvements in this indicator.

In 2020 the school has decided to move from two goals to one within its School Improvement Plan. This will see us continue a deeper focus on individual staff professional learning to provide them the tools to continue our focus not only differentiation strategies but also to build both staff and students resilience, perseverance and adaptability.

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
94%	98%	99%	99%

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 Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	1%	1%
A	3%	1%	2%	3%
A-	9%	3%	4%	5%
B+	9%	7%	7%	8%
B	18%	14%	13%	21%
B-	16%	11%	14%	11%
C+	13%	15%	17%	11%
C	16%	34%	38%	35%
C-	10%	12%	4%	3%
D+	4%	1%	1%	1%
D	1%	0%	0%	0.4%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
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
87%	96%	98%	97%

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	66%	77%	60%	74%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	24%	96%	98%	97%

School performance comment

With a high SACE completion rate of 97%, 2019 has been another highly successful year for learning achievement at EJEHS. This includes 23 students that achieved their SACE, an increase of 20.1% from last year.

Over 98% of all SACE grades were achieved at a C or above, giving our school community much to celebrate.

With a SIP goal of improving the number of A's and B's, we have increased the number of Stage 2 A's and B's by 10.16% to 49.36%. While all Stage 1 learning areas achieved a success rate of 100%, we have also seen a 4.2% decline in the number of Stage 1 A's and B's to 45.8%. As a result, there is renewed focus in the SIP to increase the number of SACE A's and B's by building the resilience of our students to take on the challenge.

At stage 2 level, 6 learning areas achieved a success rate of 100% (Arts, English, HPE, Cross Disciplinary Studies and BET), while the remaining 2 areas each achieved a success rate as follows: Mathematics 94.12% and Sciences 91.12%. This highlights an area for further focus.

Three merits were achieved in stage 2 subjects: English, Workplace Practices and Humanities and the Community. This is higher than 2018 and highlights both the dedication of students, as well as the quality of curriculum delivery and support strategies in place in these subjects.

VET learning continues to be an important pathway for a large number of our students, with 74% of year 12 students undertaking VET as part of their SACE (60% in 2018). This can often fluctuate according to individual student pathways and career goals, yet continues to remain strong in subject/learning choice.

The implementation of a wide range of whole school strategies have enabled students and staff to work in partnership to achieve success. This has included tailoring curriculum to suit student needs, such as curriculum offerings: VET studied as part of SACE, specialist programs (WASP, CHAT, AHEAD, ACEE, SAASTA). The subject counselling process has also aided in optimising students' study program, based on their interest, career aspirations and personal goals. The flexibility of curriculum delivery has been a focus for staff, including up skilling staff around a number of teaching and learning strategies for differentiation. By providing further differentiation, building student and staff capacity and being responsive to data through the 2020 SIP, EJEHS will be well placed to continue on our improvement journey.

Attendance

Year level	2016	2017	2018	2019
Year 10		82.4%	100.0%	87.5%
Year 11	83.4%	84.7%	84.7%	86.5%
Year 12	87.1%	83.9%	86.6%	89.2%
Secondary other	86.7%	81.4%	85.1%	98.8%
Total	85.2%	83.9%	85.5%	87.5%

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

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

Attendance comment

This is the 3rd year in a row in which year 11 & 12 attendance data has shown growth. Although there was a slight decrease in terms 2 & 3 where it dipped under 86%, this has not impacted on the overall growth for the year. This is due to a range of different key strategies. One being the house system. By having a team around the student to support them with attendance including home visits, career pathway meetings, wellbeing meetings and conversations with both parents and students on how to improve student attendance. The attendance of Aboriginal students has risen from 78.2% to 90.1% in 2019

Behaviour support comment

Due to a decrease in behaviour data (suspensions/take homes/exclusions) the school met this year's target of less than 100 days suspension. Although the data showed an increase in behavioural incidents in term 1 whilst students were transitioning, it decreased for the remainder of the year. Term 1 there were 29 behaviour management incidents, however in terms 2 to 4 there were only 17. In 2017 there were 133 days of suspension, with only 59 total in 2019. A stronger focus in the Site Improvement Plan was on learning and learner expectations. This was instead of focusing on behaviour that would hinder learning. It was about behaviour to help improve learning outcomes for all and this could account for the decline in the number of incidents.

Client opinion summary

During term 4 the school conducted its opinion surveys with the school community. The analysis of these outcomes are identified below. The information from these surveys have been distributed to a number of forums as part of the schools self review processes. Pleasingly we had a significant increase in student and parent responses in 2019 with over 50 % more parents and 40% more students.

Overall the results of the surveys undertaken indicates a positive perception of the school with over 85% of respondents indicating a positive response in the majority of the areas surveyed.

It is pleasing to see that the school continues to be a comfortable environment for parents and students to approach teachers about student progress (94%), concerns that they may have (91%) and that they feel welcome at our site (90%).

Equally pleasing is that our school community values the high quality education that we provide (93%) and that they believe they have access to high quality resources (96%). These are all areas we are proud of and will continue to develop over the next school year.

An important improvement in this years results has seen an increase in students feeling safe at school with 90% of the respondents identifying this. This has been aligned to the improved wellbeing for learning systems in place in support of our young people.

The school has had a strong focus in improving our facilities in support of student learning outcomes and our school community acknowledges this with over 90% of our clients feeling this was the case as was the the clear expectations of students with 90% of parents feeling this was evident.

As highlighted through the school's self review processes, student voice remained a focus in 2019 as will the school gaining parent opinion on on our site. Support for this was evident in the survey data, with parents and students wanting more communication for staff on student engagement and the sharing learning programs particularly being highlighted.

Intended destination

Leave Reason	School	
	Number	%
Employment	79	41.6%
Interstate/Overseas	12	6.3%
Other	8	4.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	66	34.7%
Transfer to Non-Govt School	5	2.6%
Transfer to SA Govt School	10	5.3%
Unknown	10	5.3%
Unknown (TG - Not Found)	0	NA

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

Relevant 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	48
Post Graduate Qualifications	15

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	0.0	31.0	1.9	28.0
Persons	0	31	2	31

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

Financial statement

Funding Source	Amount
Grants: State	7094672.28
Grants: Commonwealth	10000
Parent Contributions	179296.80
Fund Raising	1046.00
Other	532633.55

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	Funding was used to look at additional resources for engagement and tools for dealing with inconsistent behaviour.	Review and promotion of the schools behaviour management policy.
	Improved outcomes for students with an additional language or dialect	One on one support with students, flexibility of learning and assessment plan, extra support offline when needed.	Literacy and numeracy achievement.
	Improved outcomes for students with disabilities	One on one classroom support for students to help meet educational outcomes. Specific intervention plans were also put in place to help support learning outcomes.	Increase career counselling to support pathways including a focus on VET.
Targeted funding for groups of students	Improved outcomes for <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	To reduce the financial and social barriers faced by isolated/indigenous students in order to increase their ability to fully participate in education and the school community, while improving their potential to remain at school to complete their secondary education. Numeracy and literacy improvement through resources and flexible learning where necessary.	Students accessed a greater range of resources. Increase in attendance at educational excursions. Increase in student engagement in targeted programs.
Program funding for all students	Australian Curriculum	Aboriginal Education Worker to support with homework club/tutoring for language and program support.	Increase in Aboriginal student achievement in literacy and numeracy.
Other discretionary funding	Aboriginal languages programs initiatives	Improving the results that students achieve by reducing class sizes, providing greater assistance and support for students with disabilities or behavioural problems.	Targeted intervention resulted in increased education achievement in compulsory.
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		