



# Stuart High School

## 2021 annual report to the community

Stuart High School Number: 1195

Partnership: Whyalla

Signature

School principal:

Ms Sue Burtenshaw

Governing council chair:

Lesley Maxwell

Date of endorsement:

10 December 2021



Government  
of South Australia  
Department for Education

## Context and highlights

The new school year commenced with five teacher positions unfilled. This remained a challenge until term 2 and 3, when staff from both The Whyalla Secondary College and Edward John Eyre High School filled these positions.

### Highlights for 2021

Combined partnership professional development day in week 0.

Teacher spotlight sessions highlighting literacy and numeracy work in relation to the SIP.

Berry Street Training (final sessions).

Continuation of the GFG program.

Our new basketball court and seating with planter boxes.

Newly carpeted halls.

Music program recommenced with a Music teacher.

Final celebrations for Stuart High School – Open day, Presentation day, Graduation and Closing ceremony.

Aquaculture Centre refurbished ready for opening of Whyalla Secondary College in 2022.

## Governing council report

This year our Governing Council spent a significant amount of time supporting staff and students as we worked towards the closure of Stuart High School.

Staffing was difficult this year, yet we saw staff take on extra classes, support relievers, work with staff from the college, etc. They have my highest respect for the way they have worked through some incredibly difficult times, going above and beyond more times than we can count. As a Governing Council we are grateful to them all, and we are thankful to the school leadership who continually fought for our students to have the education they deserve.

Our students showed great resilience in periods of instability due to staffing issues, which will stand them in good stead for the future.

One of the highlights this year was the Open night to invite ex Staff, students and parents to have a walk through and reminisce. This was an outstanding success.

It is with some sadness that my association with Stuart High comes to an end, but I'm incredibly grateful for the time I've been involved here.

Leslie Maxwell  
Chairperson

# Quality improvement planning

Goal 1: Increase student achievement in numeracy

A1: All teachers of mathematics will plan and implement lesson starters with a number sense focus.

Lesson starters being utilised by teachers. Settling students at commencement of lessons, ready for learning. Lesson Starters are continuing to be used. Tracking of student stamina in the starters has begun and is showing some improvement.

A2: The mathematics learning area teacher team will adopt a teacher reference text that outlines and supports the conceptual development of mathematical concepts and supports a whole school approach to mathematics teaching. Teachers are reporting on their use of text in planning and discussing as part of Numeracy PLC. Students thinking and talking mathematically.

Staff have been logging the use of text and any alterations to their lesson plans or activities. Students have been engaging with the modified tasks

A3: All mathematics teachers will be trained in Big Ideas in Number and use the learning and Assessment Framework for Multiplicative Thinking (LAF) to identify the developmental zone of each learner in Year 8.

Students have been split into LAF zones for one lesson per week. Seeing growth in students.

Students have been reassessed and divided into zones, class splits have also been better designed based on class dynamics. Many students have been moving up in levels.

A4: All teachers of all learning areas will continue to identify numeracy concepts, thinking and language in their learning area, as evident in the Australian Curriculum and audit existing teaching and assessment practices to ensure there are explicit references to numeracy development.

A5: Mathematics teachers regularly use stamina tools with students to track and assess numeracy stamina (Berry Street Education Model [BSEM] Throughline: Stamina for independent learning).

Teachers have implemented the stamina tools into the lesson starters. Students are becoming familiar with the link of the tool and starters, some improvement is indicated.

Goal 2: Increase student achievement in reading

A1: All teachers will take steps to build a positive reading culture across the school.

Teachers shared the various ways they focused on core texts related to reading for a reason; promoted a reading culture through learning area and cross learning area reading. Example effects on students were:

- Students developed an understanding of how numeracy is incorporated in all aspects of life, and how numeracy literacy are related.

- Students understood poetic devices: Repetition, internal rhyme, end rhyme, simile, metaphor, imagery, alliteration, onomatopoeia, hyperbole.

A2: The senior leader literacy will identify students for who intervention is urgent, teachers will put strategies in place to target and address their reading and literacy needs. Data added to students One Plans by the CG teachers. Effects on students were to record progress and update plans as needed while tying classroom literacy needs into the intervention learning.

A3: All teachers will use oral language strategies to build students use of topic related language. Teachers used vocabulary from their learning areas to pre-test and post-test student learning. Effects on students were growth in understanding course vocabulary and using tier 3 words in their writing.

A4: All teachers identify and prepare core texts for each new topic from which modelled and shared reading activities are developed to build the language content knowledge of the topic. Staff shared deconstruction activities. Example effects on students were:

- Mixing literacy with practical skills

- express opinions, felt confident while reading, were able to interpret the ideas

- There was an improvement from the initial activity and matching the terms activity.

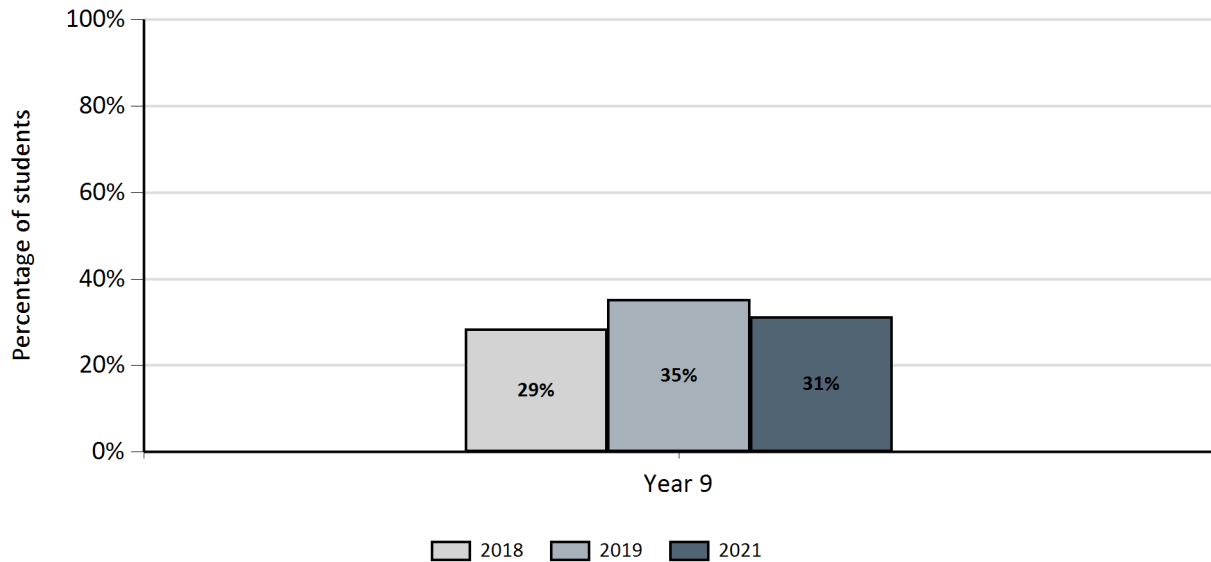
A5: All teachers implement before, during and after reading activities (BDA) based around core texts. All students to complete Reading Plus end of year diagnostic to measure current levels and growth.

# 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

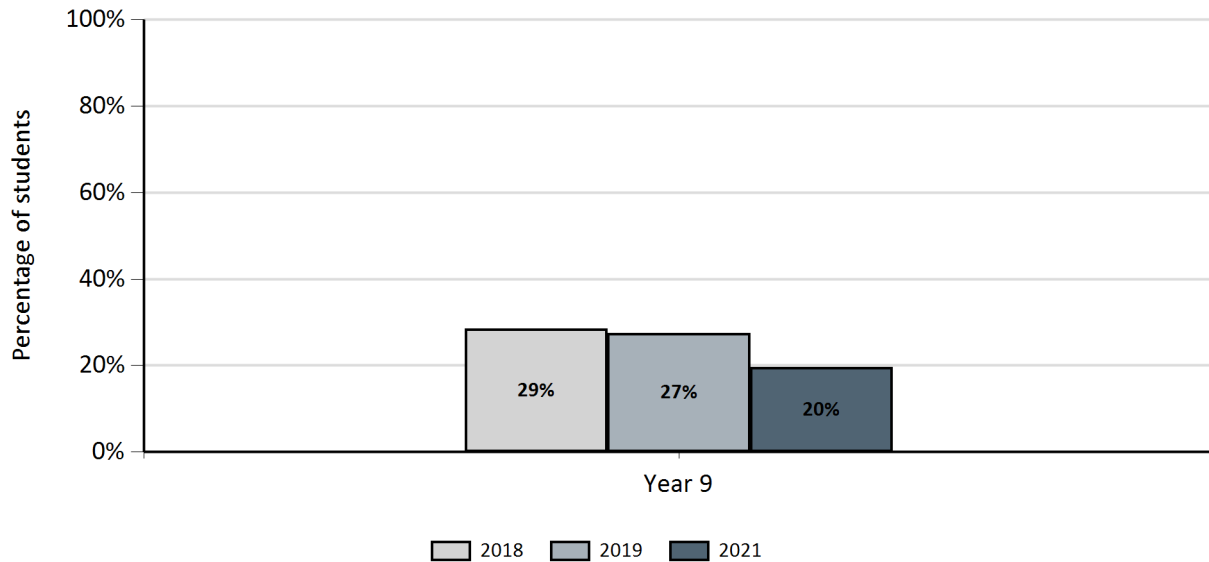


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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## NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	30%	35%
Middle progress group	50%	48%
Lower progress group	*	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	33%	34%
Middle progress group	50%	48%
Lower progress group	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2021	51	51	2	0	4%	0%
Year 9 2019-2021 Average	51.0	51.0	2.0	0.5	4%	1%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

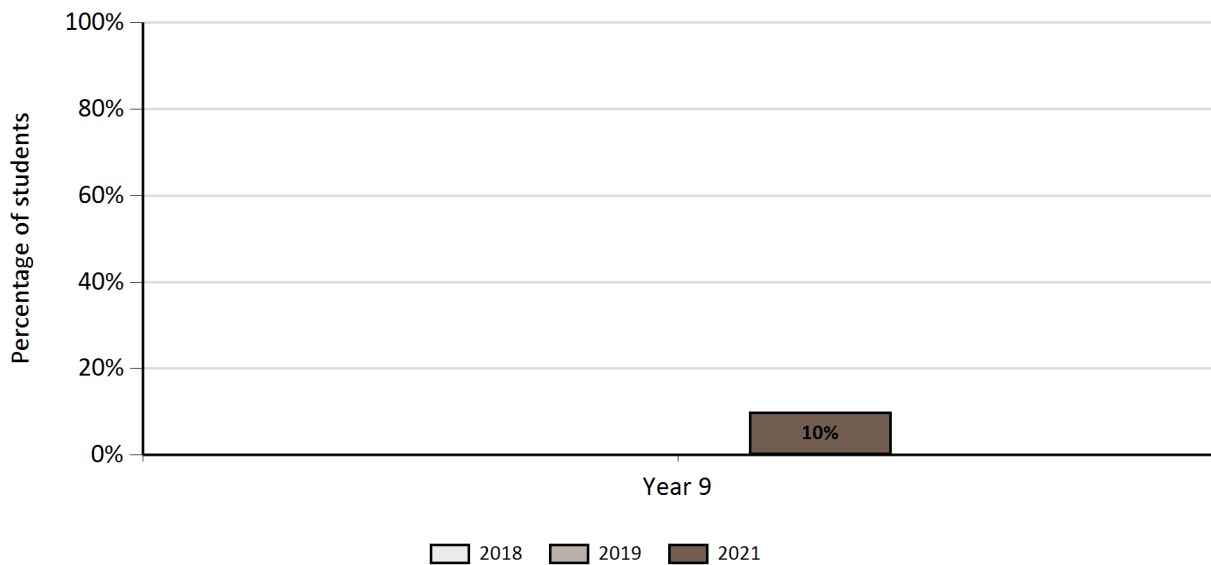
<sup>^</sup>includes absent and withdrawn students.

\*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



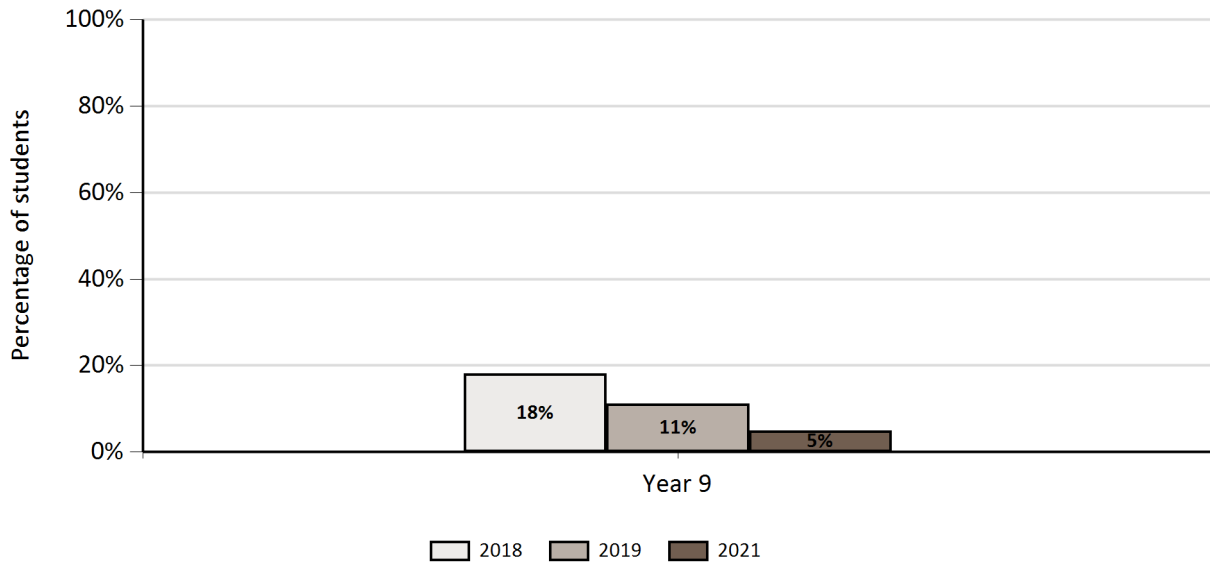
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2021	20	20	0	0	0%	0%
Year 9 2019-2021 Average	14.5	14.5	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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 2021: Data Informed Planning

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

In 2021 we focused on element one of the ALALR: Data informed planning. We focused on identifying an Assessment schedule and providing in depth analysis of literacy and numeracy data to inform decision making in classrooms. We focused then on applying this analysis to students One Plans and using all the data we have on hand in order to set realistic goals for our students, as well as identify patterns across the cohort. Specific time was taken to discuss our Aboriginal Learners as they make up a large percentage of our overall cohort. We were supported by the Senior Leader for Aboriginal Education from Whyalla Secondary College to work with our individual English and Math teachers on how they analyze data and make decisions in their classrooms when designing their learning programs by using data sources available. These included the LAF Zone reporting and monitoring process, school traffic lights and Bright Path Data.

Another new improvement action was to specifically add Aboriginal learners into our Site Improvement plan in 2021. This included for SIP Literacy- Positive Reading culture insured by culturally responsive texts (flow on effect to other actions) and SIP Numeracy- AET Auditing teaching practices of numeracy for cult

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

While there was no growth in PAT scores for reading and numeracy (less than 0.5% growth in scores from last year), there was not a reduction in scores that we have previously seen in the past. When considering students who are regular attenders, the growth shows increases marginally from -0.2 to 0.7 although this still represents no growth. For LAF zones Aboriginal students have moved on average one level upwards with a majority currently in Zone 2. This is still far below the expected numeracy level for their age.

In the future, further intervention and targets for Aboriginal learners would be set and the ALALR used to increase outcomes for Aboriginal Learners.

## School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. This year we put a variety of strategies in place to maximise participation in NAPLAN. In 2021 there is a similar result in the overall results from NAPLAN as last year. A majority of our students have maintained their Achievement Group in NAPLAN Literary and Numeracy from previous years. Compared to our previous cohorts we have seen an increase in participation in the NAPLAN and potentially as a result a slight reduction in the proportion of students that have met the SEA. NAPLAN is not the only measure that is used. We have seen students maintaining their achievement levels in the PAT-R and PAT-M test. This year there has been a scale score average growth of 2.3 in our students in literacy based on the PAT Reading test. This is roughly equivalent to the growth that would be expected in half of a year of learning. Based on this 56% of our students that took the test this year have met the SEA for Literacy. This year students have grown on average 2.0 in their scale score for PAT Maths test. This is approximate to the growth that would be expected in half a year of learning. 2021 also saw the beginning of the standardised collection of A-E grading for subjects. These data revealed the impact that unfilled vacancies had on some subject areas in particular PE which saw a much lower level of B to A grades in semester one where positions were unfilled compared to semester two where trained staff were secured.

## Attendance

Year level	2018	2019	2020	2021
Year 7	N/A	N/A	21.4%	2.9%
Year 8	72.8%	69.7%	63.1%	64.9%
Year 9	68.2%	70.3%	60.1%	58.2%
Year 10	64.4%	69.7%	60.7%	59.8%
Year 11	5.9%	15.4%	0.0%	N/A
Secondary Other	75.1%	87.2%	62.9%	67.3%
Total	68.8%	72.1%	61.2%	61.7%

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

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

## Attendance comment

Attendance this year at SHS has declined. As of week 7, attendance was at 58% overall attendance. Year 9 had the lowest attendance at 50%, and year 8 had the highest. A gap between our Aboriginal Learners (50%) and non Aboriginal Learners (64.3%) was also noted. A variety of reasons were observed, including family and a big gap with students leading into and out of COVID statewide lock down. SHS followed department regulations for attendance follow up. With SSO2- Attendance collating documentation. The Wellbeing Leader also worked closely with the Social Work: Truancy team to identify patterns of behavior and promotion of attendance.

## Behaviour support comment

In 2021 there were 130 suspensions across the year. The incidence of suspension increased 66% compared to 2020. Significant disruption to learning programs with many teacher shortages and a large component of relieving teachers may have exacerbated behaviours for some students. The percentage of violence and bullying was 46%, an increase of 14% from 2020. The school's leadership has continued to assess the levels of support and strategies needed for our more complex cohorts, and is communicating with the new Whyalla Secondary College staff to support the needs of those students who are suspended frequently.

## Parent opinion survey summary

Not completed

## Intended destination

Leave Reason	Number	%
PE - PAID EMPLOYMENT IN SA	1	1.4%
SM - SEEKING EMPLOYMENT IN SA	1	1.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	5.6%
U - UNKNOWN	63	87.5%
VI - LEFT SA FOR VIC	3	4.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff on site are required to have an up to date WWCC, this is recorded in the HR system of EDU Portal. New staff must present their WWCC upon arrival and this is recorded and placed into a file. Existing staff with expiring WWCC certificates must update their status within 6 months of the expiration of their current certificate. Administration activate the application for staff to complete, once the new certificate has been sent, it is presented to administration to record in HR.

## 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	20
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	14.0	1.9	11.5
Persons	0	14	2	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$59,227
Fund Raising	\$0
Other	\$17,173

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

## 2021 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 2021 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	Documentation of Team Around the Child/ Site meetings, year level meetings also established to bring together teachers and support staff to support best practice.	Wellbeing room Team Around Child/ Year level meetings established
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSOs work in classrooms with individual students. Teachers & SSOs working with Clontarf Academy staff to deliver learning programs to specific student groups. SSO2- Complex needs funded and expanded	Improvement in engagement for students with targeted funding
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	Classroom support implemented for targeted students with additional needs. Emphasis placed on developing healthy relationships with supportive adults and gathering information about the child as a whole. MacQlit literacy intervention program ongoing and expanded  Operation of the Student Wellbeing Room. Identifying students with mental health needs and supporting access to additional external services such as Headspace off site (including transport and supervision), particularly during COVID lockdown. Extensive documentation for transition.	Monitoring data and attendance of students transitioning to and from face to face learning. Increased documentation for identified cohorts of student.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

