



Bordertown High School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Bordertown High School Number: 894

Partnership: Tatiara - Wrattobully

Name of School Principal:

Mick O'Connell

Name of Governing Council Chair:

Jason Rodda

Date of Endorsement:

31 March 2017

School Context and Highlights

- 98% Year 9 students in Numeracy and 94% in Reading achieved the NAPLAN National Minimum Standard
- Student progress in NAPLAN Numeracy and Reading from Year 7 to 9 was significantly above the national average
- SACE Stage 2 Completion 90% and 67% students with an ATAR greater than 70
- 96% Stage 2 SACE grades C- or better
- 66% Stage 2 SACE grades A or B
- 139 Year 10 to 12 students enrolled in VET (156 in 2014, 155 in 2015)
- Building of the second house by the Doorways to Construction students
- Ski Trip to Mt Hotham
- Winning SESSSA Cross Country
- Second in SESSSA Swimming
- Winning the schools' section of Kingston Triathlon
- Hosting the interschool MASA Maths Quiz Night
- Excellent Adelaide Show results
- 84% of Year 12 students received their first or second preference for tertiary study
- Inaugural BHS Pedal Prix team competed

Governing Council Report

One of the roles of the Governing Council, in conjunction with the Finance Committee, is to ensure that the school remains in a strong financial position and I am pleased to report that the school, is and will remain financially sound. This will occur, even with factors such as slightly reduced student numbers that are indicated for next year and are believed to level out in 2018. Keeping the school in the black allows us to continue to invest in the current and future students and to improve the level and quality of education provided. This year has seen a number of projects undertaken and completed.

The school facilities continue to be of a high standard and this year has seen the redevelopment of the main block toilets and a number of classrooms repaired, repainted and recarpeted. A number of students and teachers have commented to the Governing Council about how much this upgrade program has improved the class environment and enjoyment to learn and work in these classrooms. The Home Economics Centre has been upgraded to allow senior students to undertake a certified learning curriculum and thanks to the Equipment Fund further improvements to the facility will allow students to undertake a certified course in learning Coffee Barristering.

Bordertown High School is and will always be a school of choice. Whilst some students do choose to complete some of their schooling away, this High School still remains an excellent option for those that choose to stay in Bordertown. This school offers the opportunity to learn in a friendly classroom environment, with smaller numbers per class, which enables a more hands on and focused style of teaching and learning.

The External Review looked at all areas of the school and engaged students, teachers and parents. The result of this was a resounding tick for Bordertown High School. Further proof of the school moving in the right direction was a grant from the Government for 2.5 million dollars to develop and change the Resource Centre into the new STEM Centre. The school and Equipment Fund are purchasing robot kits in the new-year that will allow year 8s to be exposed to robotics as a subject within the STEM learning. This is an exciting step forward.

The school has also invested in a new laptop computer program for Year 10, 11 and 12 students. The Governing Council and school have budgeted and committed \$150,000.

Jason Rodda, Chairperson

Improvement Planning and Outcomes

Three SIP priorities - Literacy, Numeracy and Teacher Improvement. Termly survey feedback from staff used as self review to measure achievement.

Literacy

- Most Year 8 to 10 programs written to cover the Australian Curriculum.
 - Teachers had a focus on improving reading for students and this was indicated by the improved growth from Year 7 to 9 in NAPLAN (27% in the Upper Band in 2015 to 32% in 2016).
 - All Year 8 to 10 students participated in PAT-R testing and the results used by staff to improve student learning.
 - MultiLit used to improve the reading and spelling of selected students
 - A Drafting Policy for student work implemented across the school, improving student drafting techniques
- In 2017 will collaboratively mark work both within and with other schools to ensure marking standards are consistent and use the feedback to transform assessment tasks and work to ensure students have functional reading fluency

Numeracy

- Targeted Teaching program resulted in improved numeracy skills of most students
 - Targeted Teaching program was taken up by a Year 7 teacher
 - Numeracy tasks redesigned to promote a growth mindset (Growth Mindset posters displayed in all class rooms)
 - Numeracy growth from Year 7 to Year 9, although slightly above the average for like schools was less than the previous year
 - PAT-M results distributed and used by staff to improve student learning
 - Numeracy Coach worked with two staff to improve teaching pedagogy and lead implementation of the Targeted Teaching program
- In 2017 the Numeracy Improvement Facilitator (previously Coach) will extend the Targeted Teaching program to include all Year 8 and some 9 students and work with staff across the school to improve the use of numeracy in assessment tasks

Teacher Improvement

- All staff participate in the Dylan William Formative Assessment program to improve student learning using a greater variety of formative assessment techniques and verified using peer observation
- All staff have a Personal Development Plan incorporating some of the priorities from the SIP
- All staff incorporated the partnership priorities of Wait Time, Explicit Intent and Tell to Ask (Transforming Tasks) into their teaching
- A variety of motivation videos used to support staff well-being and this was reflected in improved results in Staff Opinion and Psychological Health Surveys
- Staff are provided with and are using a range of data (PAT, NAPLAN, Traffic Light) to provide a differentiated curriculum to students
- Staff organised the completion by students of a Disposition Survey at the beginning and end of the semester to measure improvement

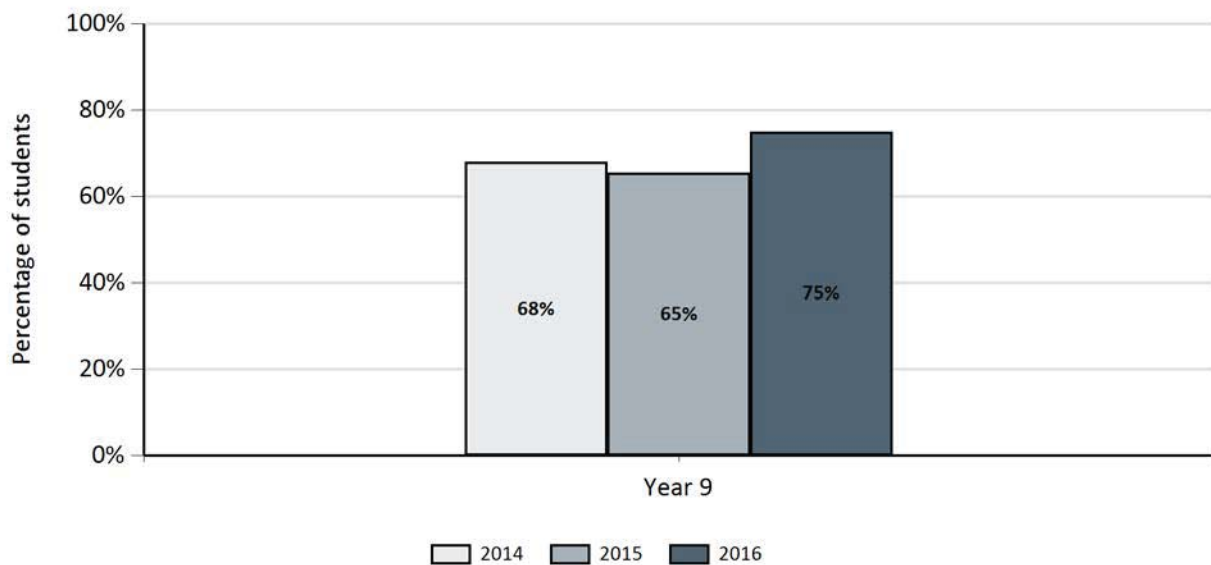
In 2017 use of Wait Time, Explicit Intent, Tell to Ask, Differentiation and Formative Assessment will be further developed by staff. STEM based pedagogy implementation will be a priority given the STEM building upgrade funding the school will receive. The three recommendations from the External Review will be incorporated into the 2017 SIP.

Performance Summary

NAPLAN Proficiency

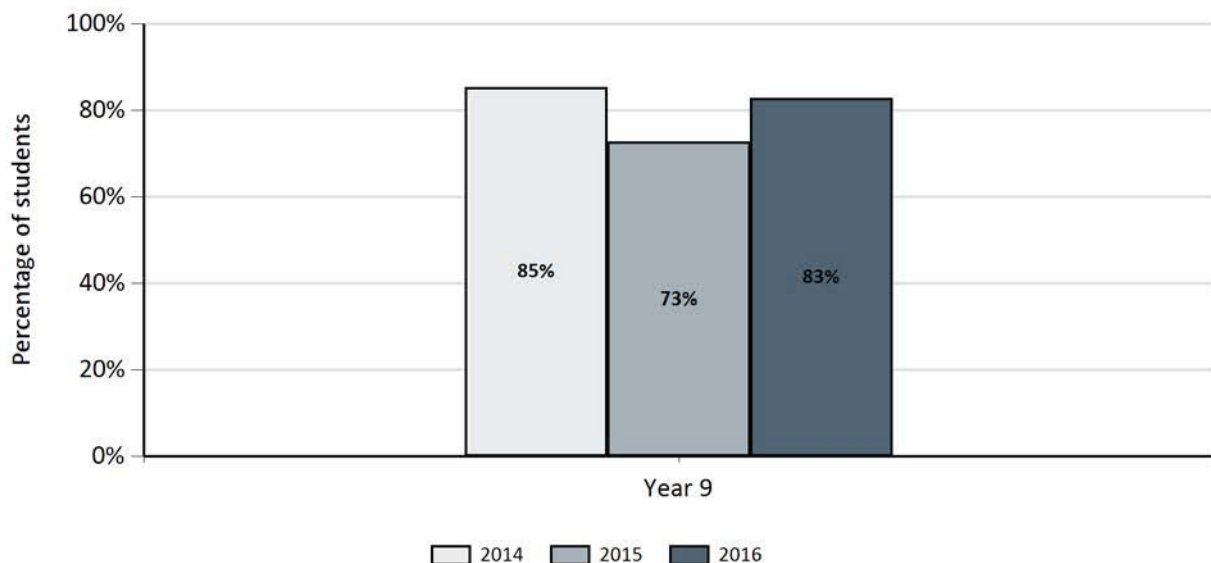
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	15%	25%
Middle progress group	58%	50%
Upper progress group	27%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	13%	25%
Middle progress group	65%	50%
Upper progress group	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 2016	64	64	9	15	14%	23%
Year 9 2014-16 Average	64.7	64.7	8.3	13.0	13%	20%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
94%	94%	94%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	3%	2%	3%
A-	16%	9%	9%
B+	14%	18%	20%
B	15%	18%	16%
B-	15%	17%	18%
C+	12%	14%	12%
C	11%	12%	12%
C-	7%	4%	7%
D+	3%	3%	2%
D	0%	1%	1%
D-	1%	2%	1%
E+	1%	0%	1%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
94%	98%	90%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	52%	53%	58%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	64%	78%	86%

School Performance Comment

The Site Improvement Plan was developed in consultation with staff, students and parents, with the major focus areas Literacy, Numeracy and Teacher Improvement. The SIP incorporated both DECD and Partnership priorities and those of the school. Feedback on the SIP was provided by staff at the end of each term and the results used to measure progress against goals. The school SACE Results maintained the steady improvement, which began over six years ago. (90% of eligible students received their SACE, 66% of results were an A or B, 96% of results were C- or better and 67% of students received an ATAR of over 70.

The NAPLAN data, while good has shown little improvement overall with some areas improving one year and declining another. Writing had declined for two years in a row and with a focus on this area improvement was evident this year. Growth in Reading from Year 7 to 9 was above that for like schools and similar for Numeracy except for the upper band where the results defied a long term trend of being well above like schools to being slightly below. While the number of students in the lower bands has been minimalised there has not been a corresponding growth in the upper bands.

The PAT-R and PAT-M data requires more results to develop trend lines, however, the numbers in the upper bands is a target for growth.

Targeted Teaching occurred in Year 8 in Semester two and encouraging progress has been achieved in moving students to a higher level. This program will be continued next year.

Staff completed a Disposition Survey gaining feedback from students at the beginning and end of the semester on areas covering Challenge, Growth Mindset, Resilience and Engagement. Almost all staff results improved from the first to the second survey.

Staff complete a Traffic Light Survey using red, yellow and green as a snapshot of student progress in a range of areas. Staff of each year level share the reasons for giving a red or yellow with the Year Level Coordinator and at Student Support meetings an appropriate improvement strategy is implemented for each identified child.

The student attendance levels of the school are above 91%, with family holidays during term time and a few chronic non-attenders hampering improvement. Engagement of DECD Attendance Officers has not resulted in approved attendance. Staff and Parent Opinion Survey results, although already positive, improved further but Student Opinion results remained static. These results indicate that parents have confidence in the school and staff enjoy teaching at the school. Despite many initiatives in changing the teaching pedagogy used and upgrading of facilities the student opinion data has remained flat.

Attendance

Year level	2014	2015	2016
Year 08	93.6%	95.2%	91.9%
Year 09	93.7%	90.8%	92.1%
Year 10	92.3%	93.0%	90.9%
Year 11	92.3%	92.4%	92.6%
Year 12	88.3%	89.8%	86.3%
Total	92.2%	92.4%	91.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance was slightly down overall in 2016 with three year levels recording a decrease in percentage attendance and two with an increase. Staff maintain accurate rolls and are expected to follow up any absence initially, before handing the situation to more senior staff for follow up. A greater number of families take their students on holidays during term time, mainly due to the decreased costs, than has been historically the case.

Behaviour Management Comment

The Annual Bullying Survey was conducted in term 3 and the results were consistent with other years with some bullying identified in Year 8 followed by a steady decline until Year 12 where no bullying was identified. All bullying incident identified were dealt with and there were only a few repeat incidences. The number of behaviour issues in the school were low with very few suspensions and no exclusions, consistent with the data from previous years. There were 3 suspensions for Violence/Threatened Violence in 2014, 2 in 2015 and 2 in 2016.

Client Opinion Summary

The 3.7 or better indicates parents have general agreement with all of the statements and giving positive feedback to the school. The 9 results of 4.0 or more is an improvement on the 2 in 2014 and 6 in 2015. The behavior management area scored the lowest at 3.7, which was similar to 2015. The highest scores included teachers expect their child to do their best, students feeling safe at school, the school being well maintained, their child making good progress and having their learning needs met. There were no outstanding lower results.

All results from staff were above 3.3 indicating general agreement with each of the statements. 11 results were 4.0 or more compared to 10 in 2015 and 5 in 2014. The highest related to students expected to do their best, the school providing students with useful feedback, students being treated fairly, student safety, staff being approachable to students and parents and the school motivating students to learn. The lower results indicated staff need more feedback about their work, needed more support and to have their opinions taken seriously.

Similar to 2014 and 2015, students rated teachers expecting them to do their best and feeling safe as the highest with the lows around fair treatment of students, management of student behavior, liking school and taking opinions seriously.

Overall the results were positive, with the lowest figure for any item being 3.3. The results indicate strong agreement that teachers expect students to do their best, teachers provide useful feedback, that the school is well maintained and students feel safe. Behaviour management, student enjoyment at being at school and student comfort in talking to teachers was rated less by students than by parents and staff.

Intended Destination

Leave Reason	School	
	Number	%
Employment	14	14.3%
Interstate/Overseas	10	10.2%
Other	0	NA
Seeking Employment	4	4.1%
Tertiary/TAFE/Training	2	2.0%
Transfer to Non-Govt School	13	13.3%
Transfer to SA Govt School	6	6.1%
Unknown	49	50.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Adult students commence study once a DCSI Clearance has been received. A copy is kept by the Site Leader and details recorded in EDSAS.

Cleaners at the school are checked to have a DCSI Clearance.

Community groups only use the school facilities after hours and complete a Shared-Use Agreement.

DECD Personnel visiting the site are verified on their first visit.

All Governing Council members and employees of Governing Council eg Canteen Manager, have a current DCSI Clearance with a copy kept by the Site Leader and recorded in EDSAS.

SSO's and GSE's have their DCSI Clearance expiry recorded in HRS

Teacher Qualifications 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	28
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 Equivalents	0.0	18.6	0.0	10.2
Persons	0	19	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$14921.80
Grants: Commonwealth	\$9320.80
Parent Contributions	\$93610.00
Fund Raising	\$2605.95
Other	\$3000.00

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Two SSO's have been employed to provide support both in class and withdrawal in small groups.	Support increases the literacy and numeracy skills increasing engagement
	Improved Outcomes for Students with an Additional Language or Dialect	An teacher has been employed to work with EALD students to improve their written and verbal English. Some in class student support provided by an SSO.	Specific teaching of English has resulted in significant improvement of skills.
	Improved Outcomes for Students with Disabilities	Two SSO's have been employed to provide support both in class and withdrawn in small groups from class.	Identified students receive SSO support targeting areas of need
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural & Isolated money is used to subsidise travel costs, specialist programs and to bring artistic performances to the school. Aboriginal student funding is used to a regional AEW. A Numeracy Improvement Facilitator was employed for 2016 and will continue for 2017. SSO's are employed specifically to work with students assessed eligible for extra support and some other students below SEA benchmarks. SSO's are employed specifically to work with students assessed eligible for extra support and some other students to help them achieve a satisfactory grade for achievement in the Australian Curriculum.	Opportunities and a variety of extra support are provided to students to help them achieve at the standard expected.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
Other Discretionary Funding	Better Schools Funding	SSO's are employed specifically to work with students assessed eligible for extra support and some other students below SEA benchmarks.	Improved engagement and achievement levels for targeted students.
	Specialist School Reporting (as required)	Not Applicable	Not Applicable
	Improved Outcomes for Gifted Students	SSO and Numeracy Improvement Facilitator employed for a Targeted Teaching Program.	Extending students in numeracy
	Primary School Counsellor (if applicable)	Not Applicable	Not Applicable