

2025 annual report to the Community

Bordertown High School

Bordertown High School number: 894

Partnership: Tatiara



School principal:

Alicia Keatley

 Signature

Date of endorsement:

12/02/2026



Context Statement

Bordertown High School caters for students from 7-12. At the time of this report, the enrolment in 2025 is 307. Bordertown High School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 4% Aboriginal students, 7% students with disabilities, 6% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Governing Council Report

Tonight, I have the privilege of sharing a few highlights from the Governing Council's perspective on what has been another eventful and forward-moving year for our school:

- The school has purchased a 12-seater bus, giving our staff and students greater flexibility for trips and excursions.
- The school has secured drought assistance funding for camps, which helped make the Year 9/10 Aquatics Camp a reality. For families and students across our region, this support does matter
- The Governing Council has approved a new obstacle-course style playground. Our SRC provided valuable design input, ensuring it reflects student voice and needs. Most of the planning is complete, with finishing touches underway. We expect construction to commence in the first half of next year, and we're excited about the physical, social, and wellbeing benefits it will bring.
- Through the Department of Education's "Our Strategy for Public Education in SA", Governing Councils have been receiving information about the Department's direction, allowing schools like ours to consider tailored curriculum approaches that meet the needs of our students, our community, and our context.
- The school has continued to work closely with the Tatiara District Council on new zoning requirements to maintain Verco's Farm operational and educational functions. This work is about safeguarding hands-on learning opportunities—ensuring that the farm remains viable into the foreseeable future.
- Vision and Values—community voice invited: The school has opened a review of our school's Vision and Values. This is a genuine opportunity for the wider community to contribute, reaffirm what matters most, and help guide the cultural strengths we want every student to experience.

To our SRC representatives on Governing Council, Grace Lusher and Lawrence Melendres—thank you for your energy and initiative. Your fundraising and service this year have been outstanding: the Election Day BBQ, the Push-up Challenge, the Radiothon for Connect FM, assisting in the canteen pre-lunch, and your support for the ANZAC Day Dawn Service and Remembrance Day. You've shown leadership that lifts the whole school.

To Sarah Barras and Trina Mock—your fantastic work in the canteen, your creative menu options, and your persistence in keeping this wonderful service thriving have made a daily difference for students and staff. Thank you.

To our Governing Council members:

- Staff leadership:
 - Mrs Alicia Keatley, for your guidance and steady leadership throughout the year.
 - Kate McCarthy, for valued staff-focused input, contributions to the Finance Committee and Verco's Farm, and—of course—your minute-taking that keeps us on track.
 - Tammy Creaser, thank you for keeping us informed through the Finance Committee on all things finance and budget.
- Parent and community leadership:
 - Naomi Gill, in your first year on Council, thank you for stepping into the Treasurer role with grace and commitment.
 - Jon Mock, who is leaving Council this year after many years of service as Treasurer and as a dedicated parent contributor—thank you, Jon, for your sustained effort and care.

- Andrew Nicholls, for leading our Bus Committee and guiding us through the challenges of maintaining an effective, reliable bus service.
- Nick Davis, for your support in new equipment acquisitions through the Equipment Trust Fund.
- Craig Pietsch, for keeping Council informed on zoning developments impacting Verco's Farm.
- Michelle Leach, for your work helping to refine our School Uniforms policies—keeping them consistent yet practical.
- Jodie Wegener, for your valuable parent contributions and your work with the Religious/Chaplaincy Committee.
- Dylan Jenkin, thank you for your input as our Community Representative.

Your time, insight, and advocacy ensure that decisions are well-considered and focused on what's best for students.

On behalf of the Governing Council, I strongly encourage parent involvement—not only through joining or engaging with Governing Council, but also by contributing to our Vision and Values review. This is a real opportunity to shape the culture and aspirations you want to see at Bordertown High School. Your voice helps ensure that our children thrive in their studies and school life, and that our school's contribution to the wider community is valuable and meaningful.

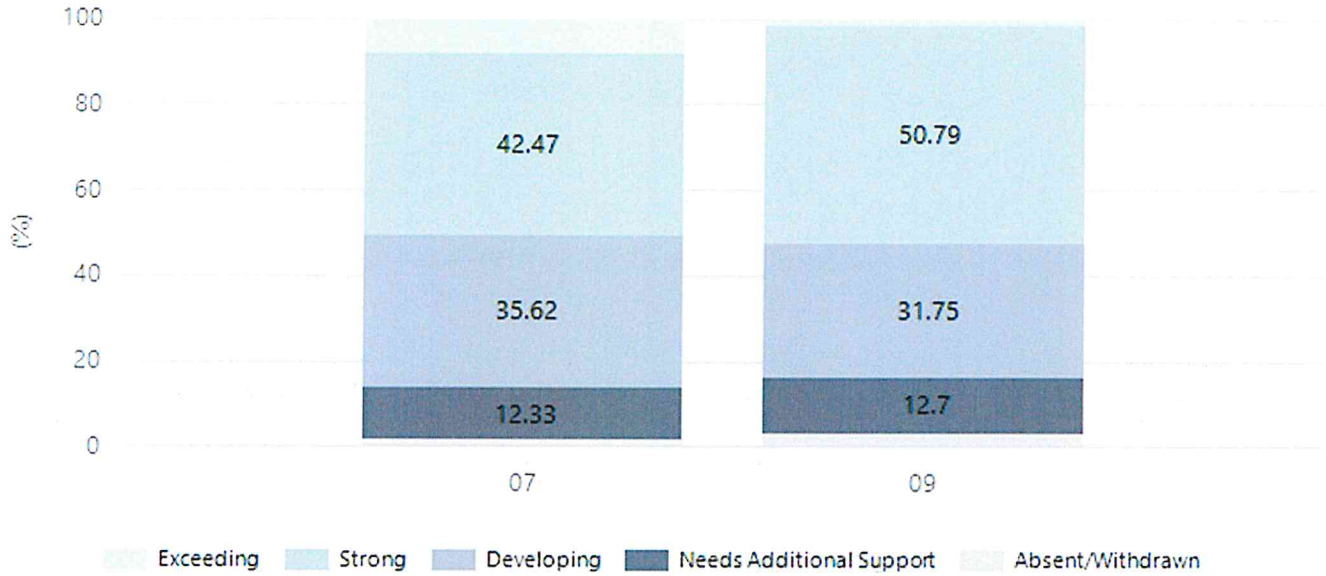
To the outgoing Year 12s: congratulations. You've worked hard, supported one another, and contributed to the life of this school. We wish you every success in your future endeavours and the exciting times ahead. Well done, and good luck to you all.

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.

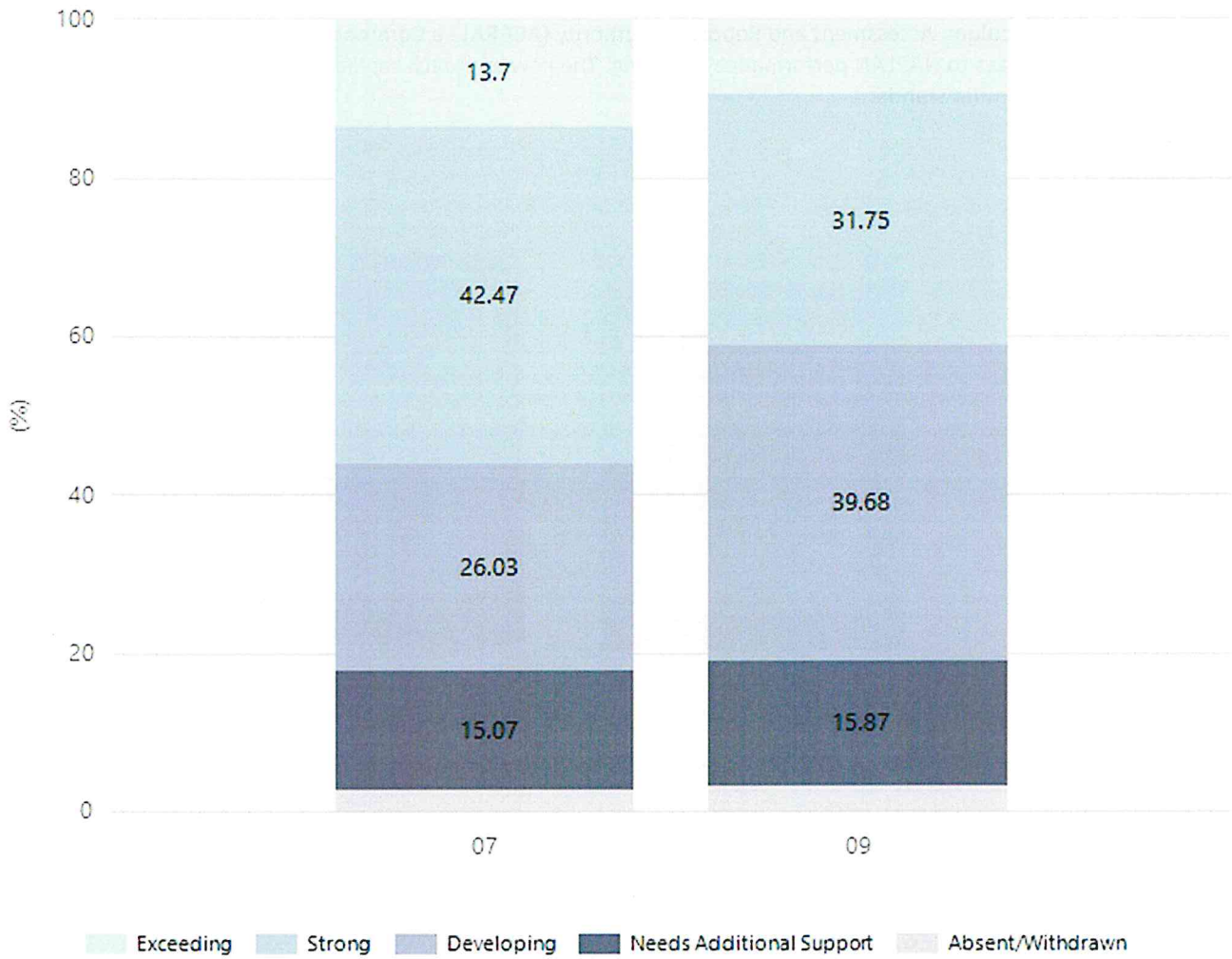
Numeracy



Year Level	07	09
Exceeding	6	1
Strong	31	32
Developing	26	20
Needs Additional Support	9	8
Absent/Withdrawn	1	2
Total	73	63

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

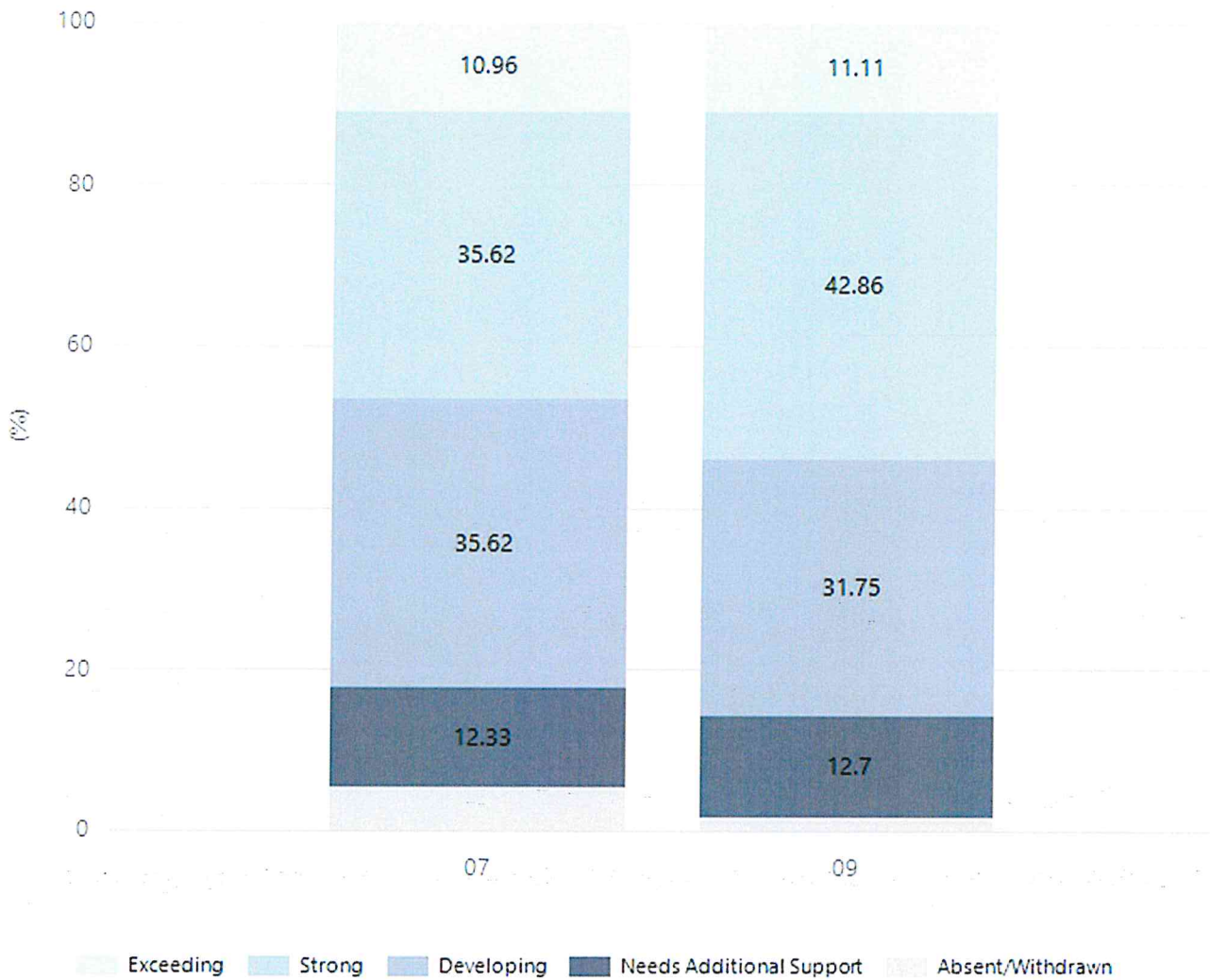
Reading



Year Level	07	09
Exceeding	10	6
Strong	31	20
Developing	19	25
Needs Additional Support	11	10
Absent/Withdrawn	2	2
Total	73	63

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

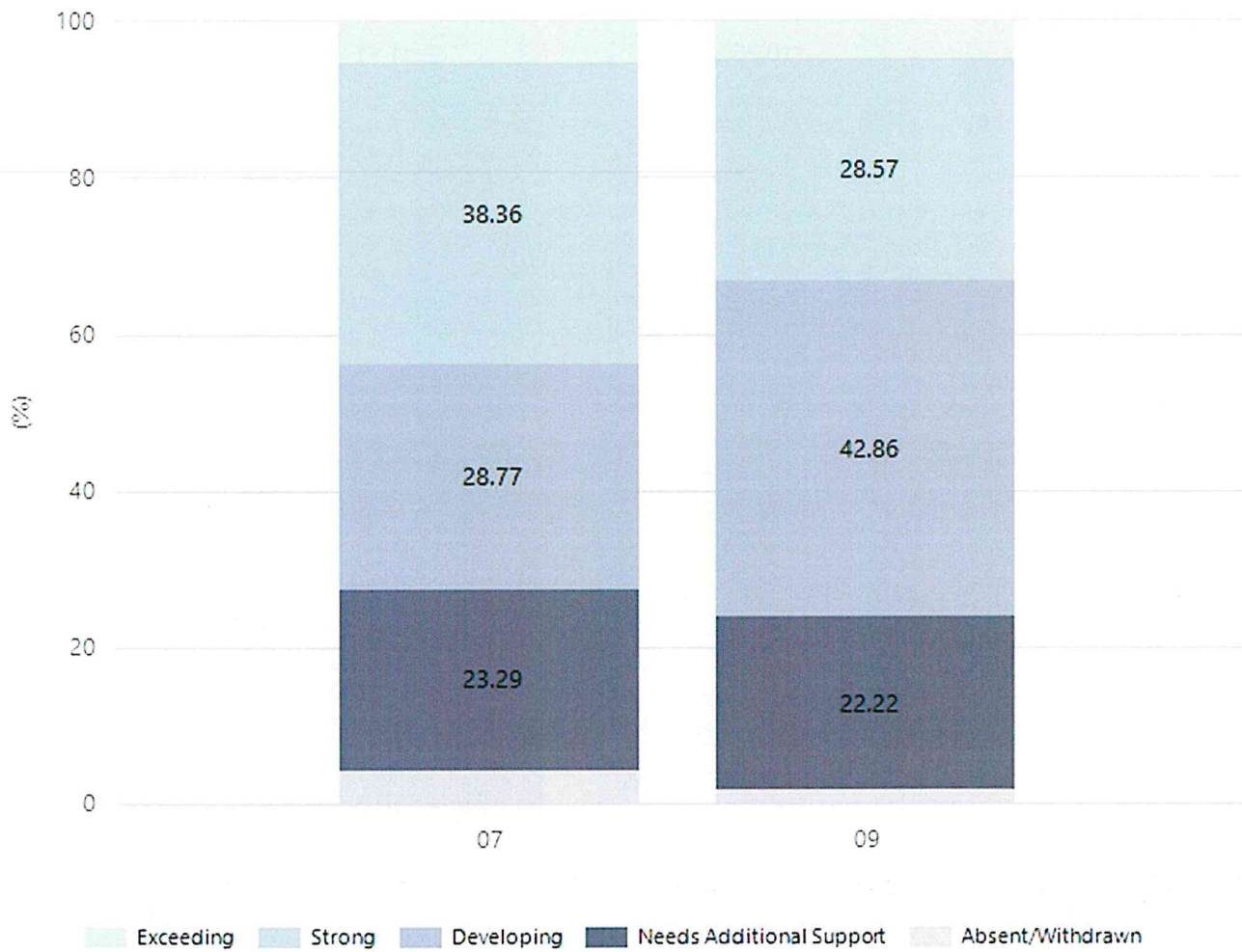
Writing



Year Level	07	09
Exceeding	8	7
Strong	26	27
Developing	26	20
Needs Additional Support	9	8
Absent/Withdrawn	4	1
Total	73	63

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

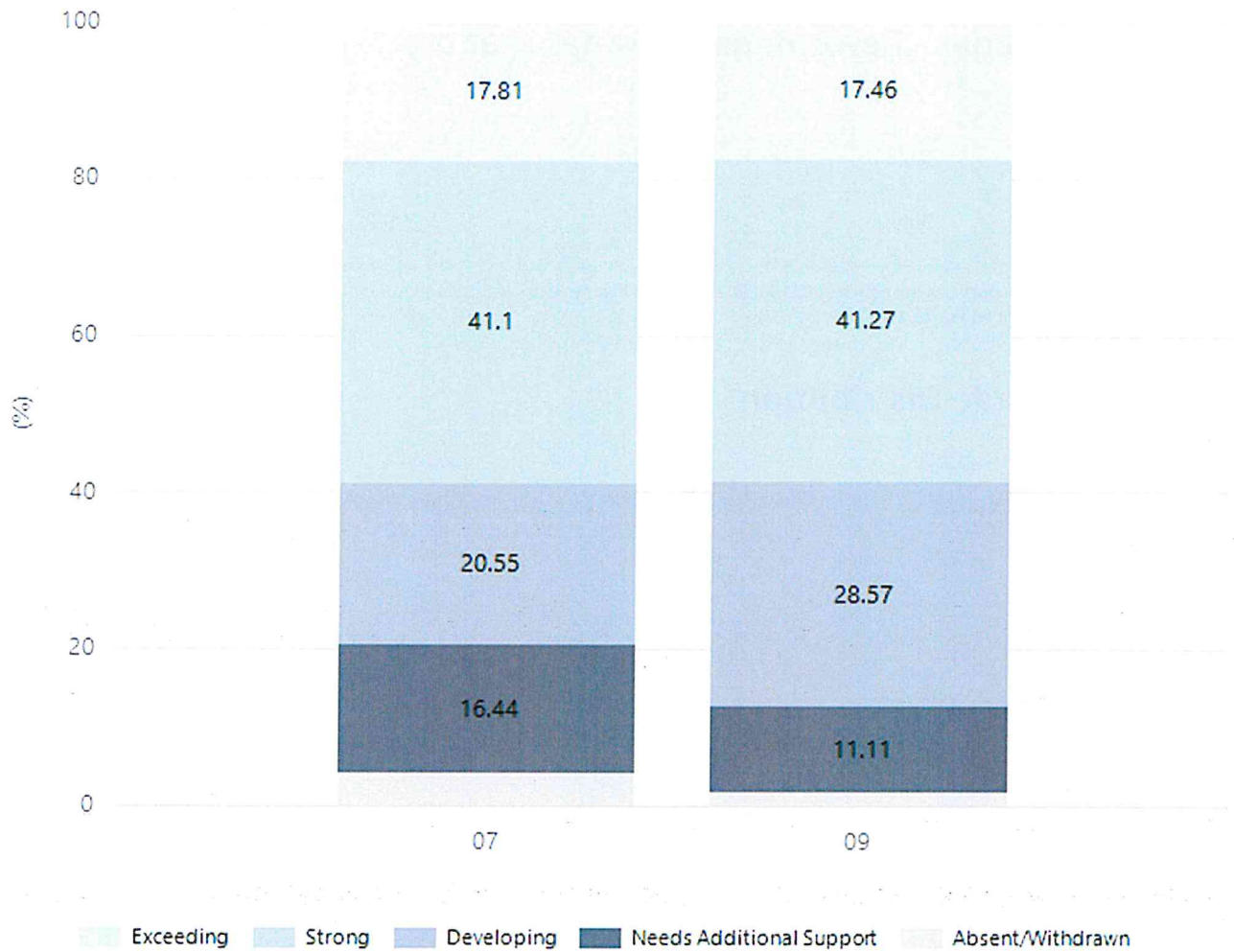
Grammar



Year Level	07	09
Exceeding	4	3
Strong	28	18
Developing	21	27
Needs Additional Support	17	14
Absent/Withdrawn	3	1
Total	73	63

Data Source: Department for Education Assessment Data Holdings, 2025. 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	13	11
Strong	30	26
Developing	15	18
Needs Additional Support	12	7
Absent/Withdrawn	3	1
Total	73	63

Data Source: Department for Education Assessment Data Holdings, 2025. 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

2022	2023	2024	2025
93%	99%	98%	98%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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	2022	2023	2024	2025
A	4%	11%	8%	5%
A-	9%	10%	9%	12%
B+	19%	14%	5%	11%
B	7%	13%	19%	15%
B-	15%	19%	14%	20%
C+	12%	18%	21%	21%
C	16%	7%	17%	10%
C-	11%	7%	5%	5%
D+	5%	1%	2%	1%
D-	1%			
E+	1%			

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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

2022	2023	2024	2025
96%	95%	100%	100%

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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)

	2023	2024	2025
Percentage of Year 12 students undertaking Vocational Training or Trade Training	20%	31%	18%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	81%	71%	80%

Data Source: School supplied data

School Attendance

Year Level	2023	2024	2025
Year 07	90.0%	89.9%	91.6%
Year 08	83.0%	90.3%	89.9%
Year 09	83.9%	81.6%	90.2%
Year 10	80.8%	85.1%	87.2%
Year 11	78.6%	83.7%	85.5%
Year 12	92.6%	88.5%	89.5%
Total	84.4%	86.7%	89.2%

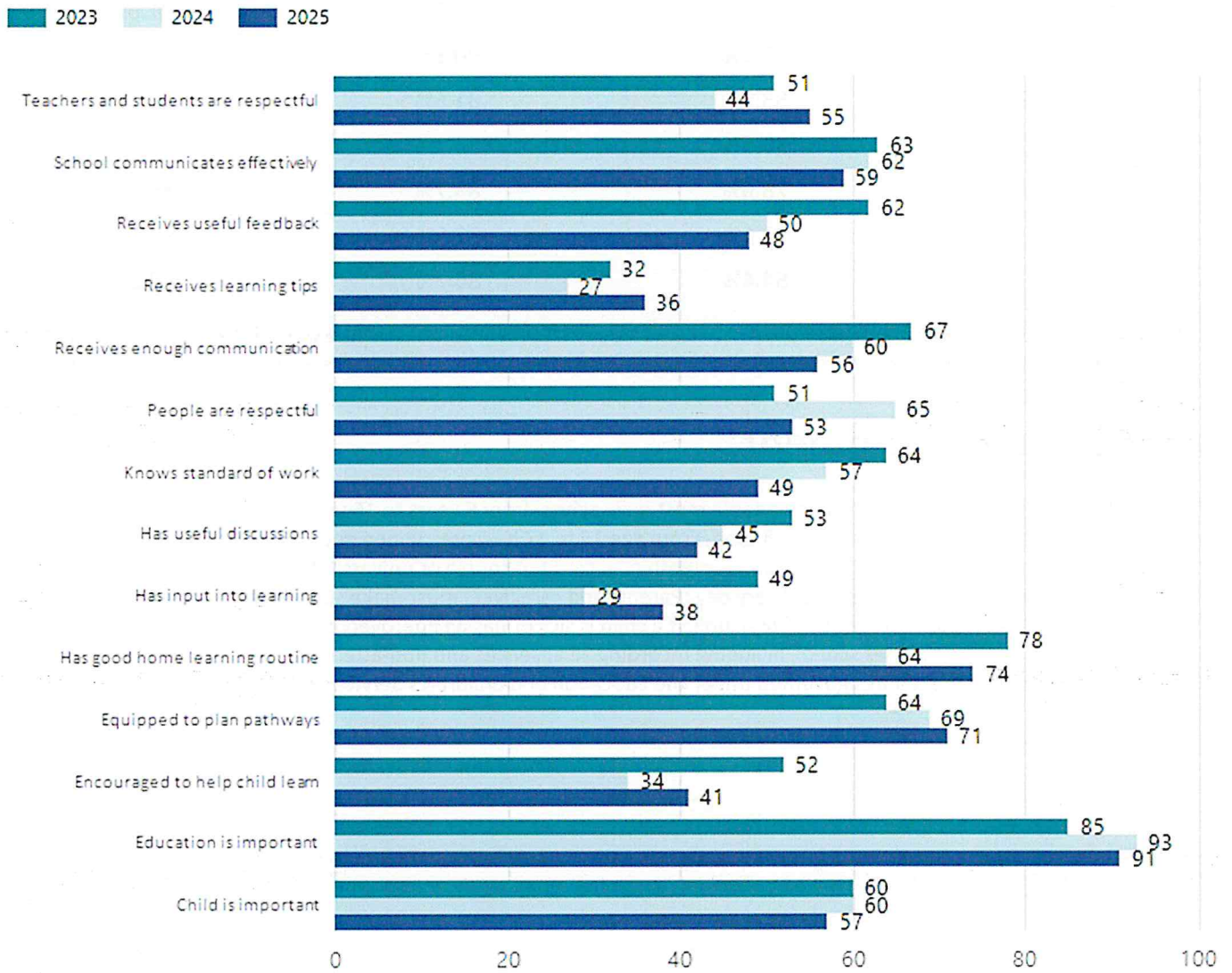
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected 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(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	11	61.0%
OV - LEFT SA FOR OVERSEAS	2	11.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	6.0%
U - UNKNOWN	4	22.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	20
Postgraduate Qualifications	11

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.4	0.0	13.2
Persons	0.0	31.0	0.0	18.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	\$26,685
Grants: Commonwealth	\$0
Parent Contributions	\$92,642
Fund Raising	\$4,025
Other	\$10,188

Data Source: School supplied data.