



# Stuart High School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Stuart High School Number: 1195

Partnership: Whyalla

Name of school principal:

Sue Burtenshaw

Name of governing council chairperson:

Lesley Maxwell

Date of endorsement:

11th February 2020



## School context and highlights

The 2019 year commenced with the appointment of a new acting Principal for 3 Terms and a new acting Deputy Principal for a semester. The current Principal is now appointed for the next two years until the new Whyalla School opens in 2022. Other leadership appointments for 2020-2022 include:

- Student Well Being Leader
- Senior Leader Learning Improvement Literacy
- Coordinator Data for learning Improvement
- Deputy - Curriculum and timetabling.

The school year commenced with the implementation of our new Site Improvement Plan and Performance Improvement Plan (based on the External School Review in May 2018 and the resulting One Year Return).

The school was externally reviewed again in July 2019 and is now on track.

Highlights for 2019 include;

- The arrival of the CLONTARF program
- GFG Pilot program
- Aboriginal STEM Ambassadors conference
- Book Week celebrations "Reading is your secret power"
- New assembly program
- New Student Advisory Committee
- Installation of Lawn in Bemrose and water fountain
- Launch of the plans for the new school
- Updated Uniform policy
- Year 8 and Year 10 camps
- Development of the Whyalla Secondary Alliance Timetable for 2020
- Swimming with the cuttlefish
- Development of the student wellbeing area
- Interception program/SSO
- Berry Street Model Training / Trauma Aware Education initiative
- Head space on site one day a week
- Improved transition process across Whyalla
- Positive Behaviour policy

## Governing council report

My name is Lesley Maxwell and it is my great privilege to be the current Chairperson.

This year has seen some significant changes in our school Leadership. At the beginning of the year Jeannette Conroy went on leave, Sue Burtenshaw stepped into the Principals positions on a 6 month contract. Jeannette announced that she would be retiring at the end of her leave. The position of Principal was re advertised and the Governing Council were thrilled to learn that Sue Burtenshaw had been appointed as Principal and she will be with us until the end of 2021 when the 3 Whyalla High Schools merge.

Tony White joined our leadership team for the first half of 2019 as Deputy Principal. Although only in this position for a short time we acknowledge the commitment he threw into this role. The Deputy Principals position was advertised and Mr Steve Walker was appointed as the Deputy Principal and he will hold this position through to when the school closes at the end of 2021.

Term 3 saw the Governing Council take part in consultation supporting the One Year Return Review, we were asked to contribute in areas of School leadership, Student Wellbeing and Facilities management and were pleased with the results.

As the Governing council chair I was invited to attend consultation meetings with the architects of the New Whyalla High School. Governing Council members were also given the opportunity to attend the unveiling of the New Whyalla High School.

Our Governing Council has been hard at work to ensure that our students are provided with the best opportunities. 2020 will see a long delayed upgrade to the Quad area with new courts, shade and seating for them to enjoy next year.

We have also been working on our school uniform and had input from students and staff in creating what we hope are some valuable changes. It is always a good sight when our students are out in the community to see them proudly representing our school, and a uniform is an important part of that.

The Stuart High School Governing Council is made up of a small group of parents/caregivers who give up their valuable time to help us as a school be at our best, for our students to have opportunities to excel, and for it to be a positive and safe place for them. I hope to see Governing Council numbers grow next year as this will help our school achieve more great outcomes.

## Improvement planning - review and evaluate

The leadership team acknowledges that there needs to be more rigour in the Improve Practice and Monitor practice stage of the Site Improvement Plan [SIP] in 2020 with timelines for regular review meeting in place. To some extent this has been happening informally as we implemented actions in the Performance Improvement Plan that crossed over into the School Improvement Plan. The review noted there has been noticeable positive change in many aspects of school improvement, in a relatively short time frame.

Teacher Performance Development Plans and associated review conversations have been used to monitor impact of the actions in the SIP.

The traffic light protocols will be used with staff in 2020 as part of the ongoing Plan actions for Improvement and Improve Practice and monitor impact.

Following our On-Track Review and evaluation in July this year the following new directions were made:

1. Monitor student growth through the implementation of coherent assessment tools, 8 to 10, and targets designed to accurately evaluate the impact of school improvement strategies.
2. Ensure planning and grade allocation are better designed and aligned by building teachers' capacity to understand and interpret the standard within the Australian Curriculum.
3. Strengthen teacher's capacity to generate learning design that is informed by curriculum standards by ensuring regular, dedicated planning forums are convened and strategically led across the school.

In 2019 we began the process of applying the SIP improvement cycle to improve academic outcomes for Aboriginal students. We used the Aboriginal learner Achievement Matrix with leadership in 2019 and this will be used with staff in 2020.

The Leadership team led analysis of data using the School performance report and the School improvement Dashboard to assist in the Review and Evaluate step. This is a process that is being newly embedded at Stuart High School. There will be deeper analysis of teacher formative assessments in 2020 as well as the ongoing interrogation of data to inform teachers planning for learning.

At the review and evaluate stage teachers were asked the following questions:

Where is the biggest need for pedagogical growth?

Over the next twelve months what could we do really well?

Does it suit our students best of all to have three goals?

If we are going to take away a goal – what and how many?

The result was that staff thought there were too many goals and too many actions and the decision was made to have 2 SIP goals for 2020 with a focus on reading and numeracy. The leadership team in consultation with staff has refined, embedded and consolidated actions for 2020.

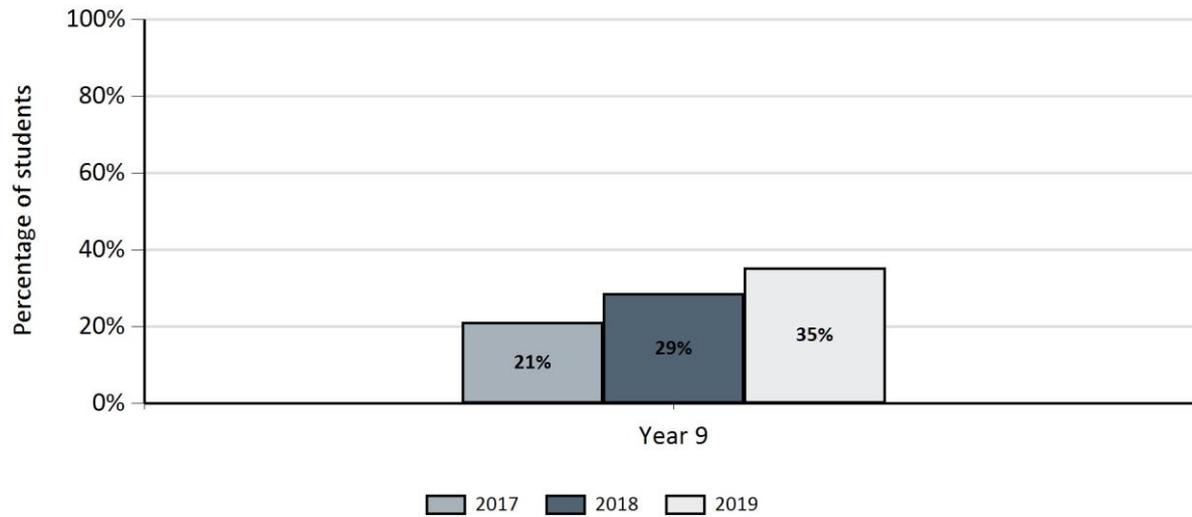
Berry Street Education Model Trauma Aware initiative are informing actions in our SIP for 2020 with a focus on stamina for independent learning in reading and numeracy.

## 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.

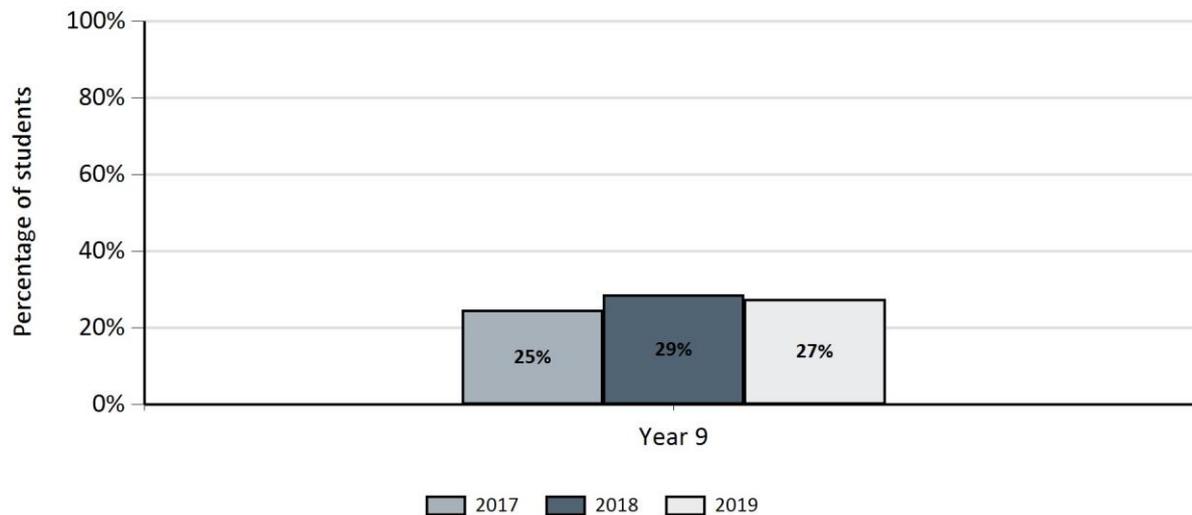
## Reading



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	15%	25%
Middle progress group	50%	50%
Lower progress group	35%	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	16%	25%
Middle progress group	52%	50%
Lower progress group	32%	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 <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 2019	51	51	2	1	4%	2%
Year 9 2017-19 average	54.7	54.7	2.0	1.0	4%	2%

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

<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.

## School performance comment

This year 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 Literacy and Numeracy from previous years. It is of particular note that we have seen a reduction in the numbers of students below the national minimum standards in the areas of numeracy, writing and spelling. With only 3% of students falling below the national minimum standards in numeracy.

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. Students have developed their narrative and persuasive writing skills using the Brightpath program. There has also been significant growth an average increase from 297 to 361 on the Brightpath narrative scale.

Staff have been given access to this data and introduced to how to navigate a variety of data sets. Moving forward staff will be further supported to incorporate the data into their planning through the use of data walls that will provide a snapshot of student's current achievement levels and track their growth over the course of the year.

## Attendance

Year level	2016	2017	2018	2019
Year 8	79.4%	71.5%	72.8%	69.7%
Year 9	72.9%	68.2%	68.2%	70.3%
Year 10	65.6%	58.4%	64.4%	69.7%
Year 11			5.9%	15.4%
Secondary other	75.8%	76.8%	75.1%	87.2%
Total	72.4%	67.8%	68.8%	72.1%

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

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

## Attendance comment

In 2019, there was slight growth in the overall school attendance. We conducted a review of the policies and processes, and delivered training and development to staff. Regular home visits were conducted by staff to boost connectivity with school. We employed an administrative SSO to ensure that regular contact is made with families of regular non-attenders, and appropriate documentation is made of any communication. Work with School Support Services was undertaken, and Attendance Improvement Plans were adopted to support students in re-engagement with school.

## Behaviour support comment

Incidences of violence and bullying reduced substantially throughout the 2019 school year, as did the overall rate of suspension. In Term 1 there were 46 suspensions, and violence and bullying comprised 32% of incidences. Incidences of violence and bullying comprised 5%, 13% and 11% of suspensions term by term thereafter. Similarly internal suspension incidences fell overall from 12 to 3, 5 and 7 respectively across the terms. The overall number of suspensions fell to 25, 10 and 9 from terms two to four. Factors contributing to improved statistics in this context include a strengthened Well Being team established in 2019 that worked closely with administration and teachers to establish consistent processes and practices.

## Client opinion summary

## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	3.3%
Other	0	NA
Seeking Employment	1	1.1%
Tertiary/TAFE/Training	0	NA

Transfer to Non-Govt School	4	4.4%
Transfer to SA Govt School	20	22.2%
Unknown	62	68.9%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

Staff are reminded regularly to comply with these requirements in a timely manner.

Copies of Teachers Registration, DCI screening and RAN certificates are stored in individual files.

Business Manager checks HRS periodical to ensure that all staff have a current DCSI Working With Children clearance.

Any staff member who is identified as having an expired DCSI Clearance is advised that they will not be able to be on site until such time as a current DCSI WWCC has been produced

## 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	26
Post Graduate Qualifications	22

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 Equivalents	0.0	15.4	0.0	12.0
Persons	0	17	0	15

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

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	70126

Fund Raising	
Other	27200

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	Hiring of Interoception SSO2 and development of Student Well-being Room for students with sensory needs. Classroom SSO support for students to promote student behaviour and self regulation Staffing of 'Reflection Room'	Wellbeing Room Interoception SSO Reflection Room
	Improved outcomes for students with an additional language or dialect	NA	NA
	Improved outcomes for students with disabilities	Classroom support SSOs present in classrooms to meet needs of independent students. Teachers and SSOs working in conjunction with Clontarf foundation staff to deliver learning programs to specific student groups.	Improvement in Literacy for some students
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Classroom support installed for targeted students with additional needs dependent on the needs of the student. Emphasis placed on developing healthy relationships with supportive adults. Exploration and training into literacy intervention programs (MacqLit) Life Education Drug and Alcohol sessions delivered to all students, particularly looking Ongoing operation of the student Wellbeing Room Allowing students with mental health needs to access additional external services such as Headspace both on site and off site (including transport and supervision)	Classroom SSOs hired based on needs of students Training of MacqLit completed Life education Program
Program funding for all students	Australian Curriculum	Training and Development of Staff	Scope and Sequences developed
Other discretionary funding	Aboriginal languages programs initiatives	NA	NA
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA

Improved outcomes for gifted students	NA	NA
Primary school counsellor (if applicable)	NA	NA