



Clare High School

2021 annual report to the community

Clare High School Number: 0773

Partnership: Mid North Clare

Signature

School principal:

Mrs Kerry Williams

Governing council chair:

Mr Larn McMurray

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Clare High School is a leading academic Year 7-12 secondary school located in the Clare and Gilbert Valley, with approximately 540 students who live in Clare and its surrounding district. The school has 10 feeder schools, both public and private. Many students transition to the school from the broader district to access the wide choice of mainstream curriculum options, and our Special Education Class and Disability Unit. Clare High School enjoys strong community support, and many links are made between the two to build a strong sense of community spirit which is vital to the success of Clare High School.

Clare High School offers a Resource Centre, STEM facility, Music suite, Gymnasium, Science laboratories and Practical Technical workspaces, a dedicated Home Economics Centre, a Visual Arts and Media hub, a Hall, an Agricultural Centre, and a "healthy schools" canteen facility.

Clare High School is inclusive of the Aboriginal Education Strategy with an AET and ACEO available on site. In 2021, our Student Wellbeing Team developed a Team Around the Child team which includes utilising external agencies and supports as required.

Student Leadership opportunities are through our inclusive Student Representative Council (SRC) with strong student representation on vital decision-making committees such as the Governing Council, Fundraising, Grounds and Facilities and our Ag Science Committee.

Clare High School's Year 7 to 12 Curriculum caters for many interests and strengths of our young people and ensures that everyone can achieve success in their chosen pathway. The support of the community is vital in delivering a holistic and engaging curriculum and student access to real-life experiences. Our Agricultural Program and the Adelaide Show Team, Music program and local performances, Physical Education and Specialist Sport and our Year 9 Rite Journey and Year 10 Youth Opportunities programs are opportunities for students to engage in a broad range of experiences.

Clare High School's motto is 'To Seek a Worthy Goal', and this idea underpins our school ethos. In conjunction with this are our School Values: Respect, Inclusion, Growth.

Clare High School has a clearly defined performance and improvement agenda. There is a strong emphasis on curriculum development, student engagement and the pursuit of quality teaching and learning. We encourage strong links between parents and the school, and we use a range of communications to further enhance this partnership.

Governing council report

The GC aims to provide a conduit between the principal, staff, students and the parent body and in doing so strives to identify and help deliver opportunities to grow the school. An example of this working effectively has been in the area of the school's communication with parents and care givers, which recent parent surveys show has gone from an issue of concern to one of a real strength of the school.

Other recent initiatives the GC has undertaken include assisting via the Grounds and Facilities committee with the major building works including the proposed innovative student wellbeing centre, improving the safety of the Blyth Road School Crossing, developing a draft 5 year whole of school strategic plan, and being involved in the Positive Behaviour for Learning review and Agriculture Science working groups.

Other activities have included running BBQ's at internal and external school functions and organizing school working bees, that promote the school and provide parental interaction opportunities.

The GC is the employing authority of the school canteen, that not only provides for students, staff and visitors, but annually returns a significant profit. The funds are reinvested into the school and in 2021 funded a canteen shelter extension which has been highly valued by students. The GC sincerely thanks all canteen staff for their ongoing hard work, dedication and professionalism and is working with them to identify future funding opportunities.

The GC links to the student body through the representative council. Opportunities for students were identified, supported at the GC and introduced via the broader SRC group. Progress made during the student year on issues of student concern such as waste recycling and wellbeing activities have been documented by the SRC ensuring momentum will be maintained by the incoming SRC of 2022.

The GC worked closely with the principal on both the strategic and financial management direction of the school in 2021 and believe that not only is the school looking and functioning better with the recent building and facility upgrades but is well placed to continue to provide high level education and development programs for our children. The GC acknowledges the huge amount of work that the leadership team, teachers and staff have invested into the school, its facilities, operations and our children particularly under the cloud of COVID in 2021 and we look forward with great positivity and enthusiasm to the upcoming year.

Quality improvement planning

Site Improvement Plan 2019-2021 Priorities:

Higher Standards of Learning Achievement: Clare High School is characterised by high student achievement, growth, engagement and equity.

1. Increase student achievement in Writing.

In term 3, our Collaborative Moderation practice was specific in using the High Stakes Writing tasks to determine improved student engagement and achievement in writing.

Achievements:

- Whole School Literacy Agreement was implemented
- Staff participated in PD on whole school cross curriculum literacy improvement strategies that aligned with the Learning Design model.
- All curriculum teams reviewed and improved task design to embed Literacy.
- Teachers explicitly embed Literacy improvement strategies within their classroom teaching.

2. Increase student achievement in Numeracy, particularly in retaining students in High Bands.

In 2021, our targets were to increase student achievement in the higher bands in Numeracy. Professional learning opportunities were taken up by our Maths and STEM teachers. In particular our year 9 and 10 Maths teachers were involved in an Acceleration program with a focus on writing, implementing and explicitly teaching the low stakes and high stakes writing skills in all year 9 and 10 Maths classes. Evidence of improved student engagement and the quality of written tasks was demonstrated.

All learning areas continued to identify where numeracy can be explicitly incorporated, teachers to progressively implement.

Other Achievements:

- Develop the capacity of Maths/STEM teachers to explicitly teach number sense and algebra in 7-10 Mathematics.
- Numeracy components identified on all learning area assessment unit plans.

3. Increase SACE completion and student achievement of High Bands (A/B grades).

In 2021, our targets were to achieve 100% SACE Completion and to increase student achievement of A and B grades.

The Quality Assurance check list is embedded and an expectation of professional conversations held with all SACE teachers and their line managers to support their critical work with our Stage 1 and 2 students. The Flexibilities of SACE are promoted, and a strong student counselling process is key to ensuring all students have a SACE pathway to allow them to successfully complete their SACE. The CHS SACE Improvement Action plan has been further developed to include a focus on explicitly teaching subject specific vocabulary and Writing skills.

Other Achievements:

- Improved student counselling processes and a student driven timetable
- All SACE teachers are familiar and competent in supporting the Flexibilities within SACE.
- Flexible SACE Pathways to include VET and SBA and compulsory subjects completed by end of Year11.

We have embedded our School Improvement Model to allow our School Improvement plan to be a live document.

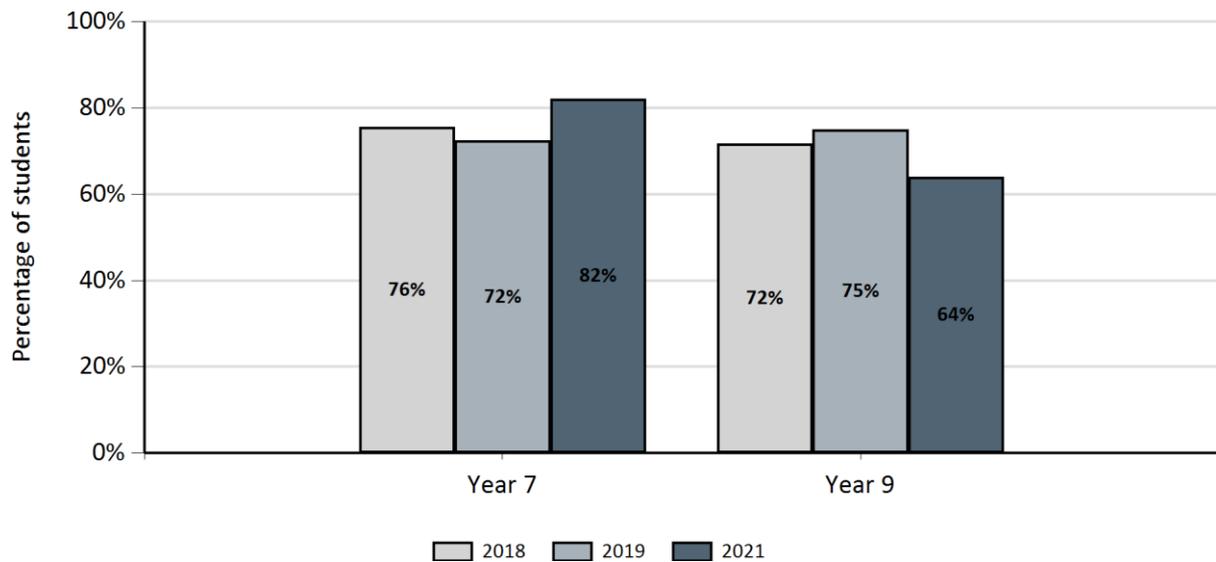
Improvement teams are led by a key leader and have representation of teachers from all learning areas. The teams meet twice per term to ensure that agreed actions are implemented and the impact of each action is recorded.

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

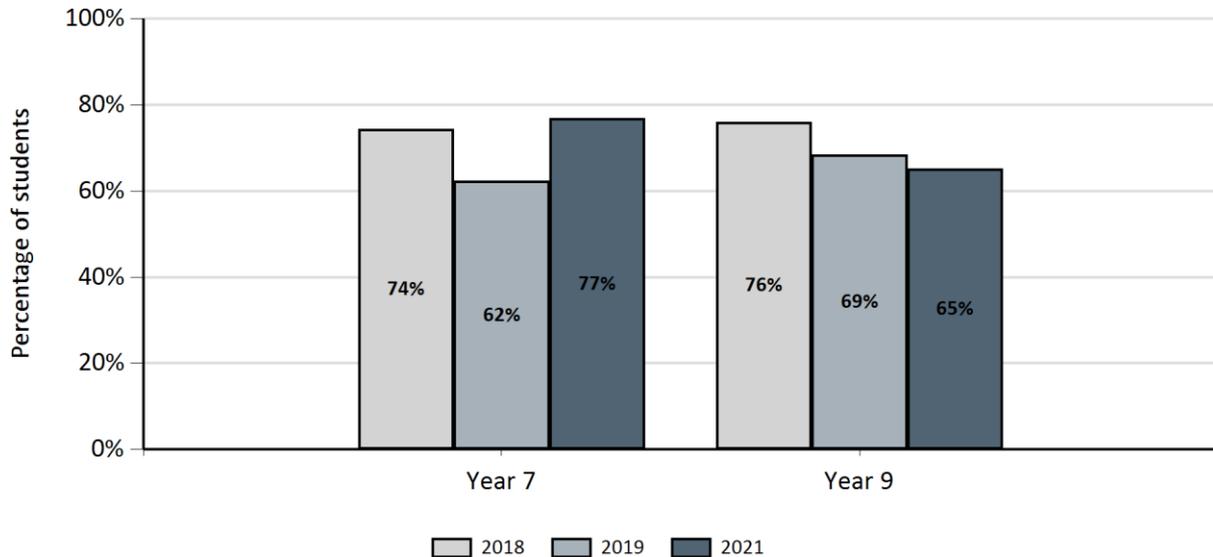


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	33%	36%	34%
Middle progress group	49%	44%	48%
Lower progress group	18%	20%	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%.

Numeracy

NAPLAN progression	Year 5-7	Year 7-9	State (average)
Upper progress group	18%	43%	34%
Middle progress group	50%	47%	48%
Lower progress group	32%	*	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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	78	78	23	13	29%	17%
Year 7 2019-2021 Average	73.5	73.5	18.0	13.5	24%	18%
Year 9 2021	89	89	16	15	18%	17%
Year 9 2019-2021 Average	98.5	98.5	15.0	14.5	15%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

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

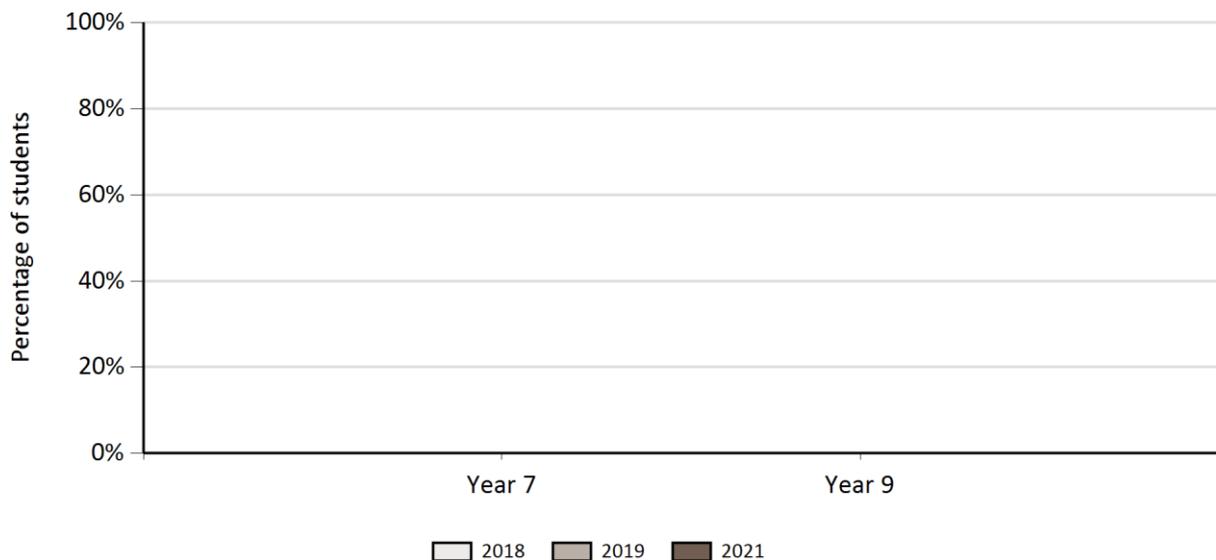
[^]includes absent and withdrawn students.

*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



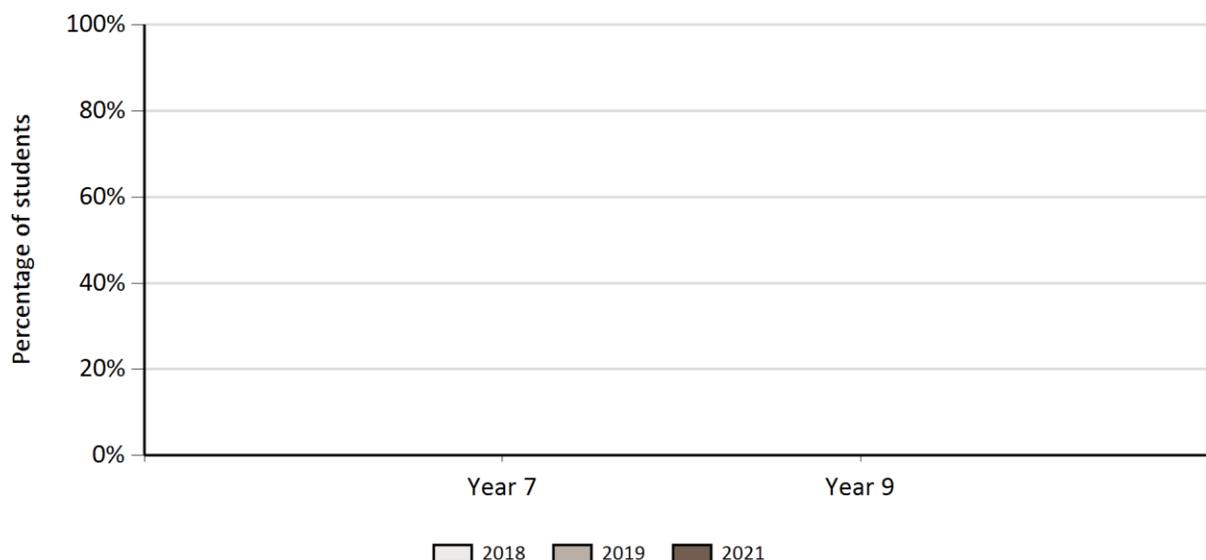
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 5-7	Year 7-9	State (average)
Upper progress group	*	*	30%
Middle progress group	*	*	46%
Lower progress group	*	*	24%

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 5-7	Year 7-9	State (average)
Upper progress group	*	*	31%
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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Intervention & Support

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

- AET established breakout groups with Year 7, 8, 9 and 10 students to work on improving literacy and achieving a higher grade band.
- Establishment of One Plans with literacy and numeracy goals for each student.
- Through individual support lessons with the AET, students identified how they learn best which was documented and shared with teachers to better know their students and improve pedagogical practice.
- At SACE level, SSO support was provided with targeted literacy and numeracy goals and workplace scenarios as part of their SACE journey and pathway into the workforce.

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

- Increased confidence and understanding in literacy and numeracy concepts being taught for individual students.
- Achievement of higher grade bands in literacy and numeracy for individual students.
- Improved tracking of SACE students with SACE pattern and career pathway monitored and reassessed.
- All students provided access to devices which led to their ability to use ICT strategies to improve their literacy and numeracy.
- Students developed their learner profiles which provided teachers which an improved understanding of how they learn best.
- SACE achievement and traineeship for individual students.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
93%	93%	94%	95%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	0%	1%	1%	2%
A	8%	3%	4%	11%
A-	11%	10%	15%	9%
B+	13%	15%	16%	0%
B	14%	18%	14%	12%
B-	12%	15%	14%	15%
C+	11%	15%	8%	0%
C	13%	9%	16%	9%
C-	8%	6%	5%	11%
D+	3%	4%	1%	0%
D	2%	1%	3%	2%
D-	1%	1%	0%	0%
E+	0%	0%	0%	0%
E	1%	1%	1%	1%
E-	1%	0%	2%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
84%	94%	97%	88%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students undertaking vocational training or trade training	6%	9%	13%	11%	4%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	11%	13%	30%	23%	20%

School performance comment

In 2021 there was a significant increase in Year 7 Reading outcomes with 29% of Year 7s achieving in the higher band (an increase from 10% in 2019) and 18% of Year 9s achieving in the higher band (an increase from 13% in 2019). In Year 7 82% of students met the SEA.

In 2021 there were improvements in Year 7 Numeracy with 77% achieving SEA and in Year 9 Numeracy 17% students were in the higher bands (an increase from 13% in 2019).

Retention of both year 7 and year 9 students in the High Bands is a priority and a whole school focus on Quality Pedagogy and explicit teaching of Literacy and Numeracy skills for years 7 to 12 remains a priority at Clare High School in 2022.

The percentage of potential SACE completers from the October enrolments is 88% and February enrolments is 75% in 2021. There were 19.16% A Grades and 42.8% B Grades achieved at Stage 2. What is also pleasing is the decline in fail grades to 5.98%.

In 2021 there were 28 students who participated in VET programs, 17 of these students were enrolled in a Student Based Apprenticeship, 11 Students used their training to help complete their SACE, with 10 of these students being a Year 12 student who successfully completed a Certificate 2 or 3 course.

Certificate courses undertaken by our students include:

Cert II in: Hairdressing, Construction Pathways, Kitchen Operations, Automotive Servicing Technology and Retail.

Cert III in: Rural Operations, Plumbing, Carpentry and Joinery, Heavy Commercial Mechanical Technology, Engineering, Agriculture, Dental Assisting, Commercial Cookery, Early Childhood Education, Education Support (SSO), Plumbing, Electrotech, Irrigation Technology, Meat Processing (Butcher), Equine Horsemanship and Digital Media and Technology. NTO's that have provided these courses include: TAFE, MADEC, RST, PEER, CEG, Australian Childcare and Career Options, Institute of Food Processing, Irrigation Australia, Academy of Interactive Entertainment P/L and the Australian Equine Institute.

There are increasing numbers of stage 2 students who are looking for Trade Training and Employment Pathways rather than the traditional University Pathway. The Clare community is fortunate in the range and increasing number of trade opportunities available to our students. This shift in student interest and skill sets is influencing curriculum development and innovation in 2022.

So far this year meetings between various NGO's (RST, TAFE, MADEC), alliance leaders and local businesses (WSB Distributors, Kirribilly Viticulture, The Uppside, and various wineries and local mechanical businesses) have taken place with the intention of creating new courses and employment opportunities for our young people.

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Attendance

Year level	2018	2019	2020	2021
Year 7	90.5%	87.8%	88.1%	91.8%
Primary Other	79.5%	82.1%	N/A	60.2%
Year 8	88.6%	90.9%	84.0%	88.7%
Year 9	90.9%	89.9%	84.8%	84.3%
Year 10	90.3%	91.0%	84.2%	84.9%
Year 11	83.2%	89.8%	84.3%	82.5%
Year 12	85.3%	86.5%	87.3%	86.6%
Secondary Other	88.5%	88.5%	79.8%	76.5%
Total	88.4%	89.5%	85.2%	86.1%

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

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

Attendance comment

Priority: Improve student attendance to 95%.

In 2021 we achieved a whole school attendance of 86.1% (year 7 achieved the highest at 91.8% and year 11's were the lowest at 82.5%).

There are clear, consistent processes in place ensuring that all teachers are responsible for following up student absence. Daymap is used to mark class rolls and contact is made if a student is absent. This is done via SMS message, email and/or phone call. Our Wellbeing leader follows up habitual and chronic non-attendance and year level coordinators and senior leadership support a range of engagement strategies.

Behaviour support comment

There was a 21% decrease in total behaviour incidents, with a consistent whole school approach to zero tolerance of violence and bullying. There was a 2% decrease in internal suspensions, but a 31% increase in external suspensions. SMB incidents for violence have decreased dramatically in the last 3 years with minimal incidents in 2021 (19 incidents across the year). There were no exclusions in 2021. Persistent and Wilful Indifference and Threatening Good order account for over 2/3 of overall SBM incidents at CHS. All staff work together with the students, their parents/caregivers to ensure restorative practice, relevant consequences as per the SBM policy and to ensure all students feel safe and supported. Creation of a Yr. 10 Alternative RC for 2022.

Parent opinion survey summary

NA was not completed in 2021.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	19	14.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	23	17.3%
NT - LEFT SA FOR NT	1	0.8%
PE - PAID EMPLOYMENT IN SA	6	4.5%
SM - SEEKING EMPLOYMENT IN SA	13	9.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	22	16.5%
U - UNKNOWN	43	32.3%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	6	4.5%

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 teaching staff supply a copy of Teacher Registration Certificate at the beginning of each year and this is recorded on EDSAS.

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A list of all staff and their expiry dates is monitored.

An email is sent out from the Department to those whose screenings are coming up for renewal and staff are reminded to instigate this process. We support staff to ensure the process is clear and completed. The new certificate is copied and kept on file, entered on HRS and EDSAS.

NOTE: TRT/PRT/Music teachers/cleaners/volunteers and anyone coming onto grounds require a copy for our records.

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	72
Post Graduate Qualifications	26

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	41.7	0.0	13.4
Persons	0	47	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$7,616,723
Grants: Commonwealth	\$8,000
Parent Contributions	\$261,657
Fund Raising	\$6,880
Other	\$10,000

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	Funding was used to support FLO students with employing a Case Manager, cover the cost of individual courses/training opportunities. CHS offered a range of school funded programs: Animal Therapy, Art Therapy, Rage	Improved student engagement with the school, student wellbeing and attendance.
	Improved outcomes for students with an additional language or dialect	Employment of ESL teacher to work with individual students.	Improved literacy of students involved - improved engagement in mainstream.
	Inclusive Education Support Program	Employment of 1.6 FTE teacher, 1.0FTE Band BI Coordinator, SSO support in the Special Class and Disability Unit. Employment of SSO support in the mainstream for identified IESP students. Running of QuickSmart program.	Improved literacy and numeracy skills of students, modified SACE completion.
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	Supports students in attending Camps and Excursions. Helps cover transport costs, entrance fees and the delivery of performances outside the city area. Employment of a 0.2 AET at CHS and an ACED across the Partnership. Involvement of Indigenous students in cultural activities and visits. Support of Indigenous families and education of staff, students and families of CHS in developing cultural competencies.	Students in regional areas are not disadvantaged and are able to access high quality programs, activities and performances.
Program funding for all students	Australian Curriculum	Supports the release of Curriculum leaders to attend T&D and to lead curriculum planning with their team, particularly in Year 7 STEM curriculum.	Yr 7 AC is implemented, development of authentic Year 7 STEM curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Supports alternative pathway programs and curriculum that is directly related to community focus. E.g. Agriculture program, Viticulture, Construction. Allows CHS curriculum to meet the needs and interests of students.	Improved student engagement and attendance, student centred timetable.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA