Clare High School
2016 Annual Report
to the School Community

Clare High School Number: 773

Partnership: Mid North Clare

Name of School Principal: Sharryn Daly

Name of Governing Council Chair: Heather Lymburn

Date of Endorsement: February 2017

School Context and Highlights

Clare High School is a leading academic Year 7-12 secondary school located in the Clare and Gilbert Valley, with approximately 530 students who live in the township of 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, 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, Music suite, Gymnasium, Science laboratories and Practical Technical work spaces, a dedicated Home Economics Centre, a new Visual Arts and Media hub, a Hall, an Agricultural Centre, and a "healthy schools" canteen facility. In addition, the school has an excellent Student Learning Centre which caters for students with additional needs, an effective Student Wellbeing Team including a Student Counsellor and Christian Pastoral Care Work. Student Leadership opportunities are lead by our inclusive Student Representative Council (SRC) with strong student representation on vital decision making committees such as the Governing Council, Facilities and Grounds, Fundraising and Curriculum.

Clare High School's Year 7 to 12 Curriculum caters for the many interests and strengths of our young people and ensures that everyone can achieve success in their chosen pathway. The support of community with many aspects of the curriculum is vital in delivering a holistic and engaging curriculum and student access to real-life experiences. Examples of the community connected areas are our Agricultural Program and the Adelaide Show Team, Music program and local performances, Physical Education and Specialist Sport and our Pastoral Care program - Rite Journey.

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: Achievement, Education, Involvement, Respect, Responsibility.

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 excellence in both teaching and learning. We encourage strong links between parents and the school, and we use a range of ICT options to further enhance this partnership.

Governing Council Report

Our students are educated in a holistic environment and are given opportunities to build life skills through learning pathways and extra curricula activities, in an environment which values individuals. It is a pleasure to hear of the success of our students and what they have achieved throughout the year. We congratulate Lions Youth of the Year, Travis Kuchel, who will compete in the State final next April and the Camembert cheese team who won both silver and gold for their cheese making. In sport both the 8/9 and open netball teams competed in the state final and the open hockey team placed third in the State. Our squash team won the team shield and our 8/9 boys Cricket team won pool B. In the Arts, there have been successful photography exhibitions and our school band has been entertaining the community both locally, at the Festival Theatre, as guests of the Festival of Music and as an ensemble at Mt Gambier, participating in the "Generations of Jazz Festival".

New initiatives have included the coding club, the homework club and the building of the new playground, thanks to a generous Variety club grant, for students of P76 to help optimise their learning outcomes. We were also excited to learn during the year that Clare High will receive a grant of $3.5 million STEM (Science Technology Engineering Maths) grant to equip the school and to enable the development of these core skills in students of the future.

Governing Council's role is to provide a vital link between principal, staff, students and the parent body and it is with pleasure and pride that we have listened to reports of the many developments within the school. New initiatives for Governing Council in 2016 include the formation of a finance subcommittee and the establishment of a Grounds and facilities subcommittee, chaired by Ben Johnson and comprised of staff, parents, and student representatives who focused on achieving the optimal learning environment for our students through the buildings and environment in which they learn.

Finally I thank all members of the Governing Council for their ongoing commitment and support including Ben Johnson (Vice Chairperson), Joanne Kelley (Secretary), Simon Pringle (Treasurer) and parent representatives Catherine Balfour-Ogilvy, Sarah Werfel, Jodie Whitelaw (part year) and Glenn Lawrie (Community Representative). Also, staff representatives Ben Fuller and Matt Linn, student representatives Nicholas Owen and Emma Peters and Principal, Sharryn Daly.

Improvement Planning and Outcomes

Site Improvement Plan 2016-2018 Priorities:

1. Higher Standards of Learning Achievement: Clare High School is characterised by high student achievement, growth, engagement and equity.
Achieve 95% of Grades C- or above at Stage 1 and 2. (Not achieved)

Stage 1:	Stage 2:
2015 = 87.55%	2015 = 90.72%
2016 = 88.3%	2016 = 89.7%

The need to improve our tracking and monitoring of all students at Stage 1 and 2 is evident and the ability to identify those students at risk much earlier in the school will support improved learning outcomes of all students. A whole school approach to introduce the Traffic Light system from years 7 to 12 in week 5 of each term in 2017 will support early intervention and targeted support of any student who may be at risk due to low attendance or achievement.
A commitment to improving communication about student issues with all educators through regular morning meetings and whole school staff meetings will allow for a whole school approach to improving learning outcomes for students years 7 to 12.

2. Improve Health and Wellbeing: Clare High School continues to improve the developmental outcomes for all young people through providing targeted education, health and wellbeing programs that consider the 'whole child'.
Achieve whole school attendance target of 95% at all year levels. (Not achieved)
2014 = 93%
2015 = 90.2%
2016 = 89.8%

Develop clear procedures consistently implemented - everyone is responsible for monitoring and following up student attendance. Regular involvement of the Attendance Officer in dealing with chronic non- attenders. A need to educate parents on the importance of attendance and the positive correlation with high achievement. Increase the range of curriculum offerings to meet the needs and interests of all students. Use student subject selections to develop a student-centred timetable. Focus on building relationships - staff, students, parents and community. Commitment to improving teacher pedagogy and promote innovative teaching practices and curriculum development.

3. Engage Children, Families and Communities: Clare High School involves young people, their families and the wider community in planning and decision making processes.
Improve Communication processes within the whole school community. (Achieved)
2015 = 3.4
2016 = 3.9

Set clear whole school expectations around communication processes. The consistent use of Daymap to give feedback to students, keep parents informed and allow two way communication between home and school. Promote the many successes of the school through various media opportunities - school newsletter, local paper articles, Daymap messages, Partnership Open Day. A whole school commitment to increasing student voice, ensuring student feedback is valued and used to improve teaching pedagogy. Look for innovative ways to involve and connect with community - VET, Work Experience, Fundraising, Guest Speakers, Community Service opportunities.

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
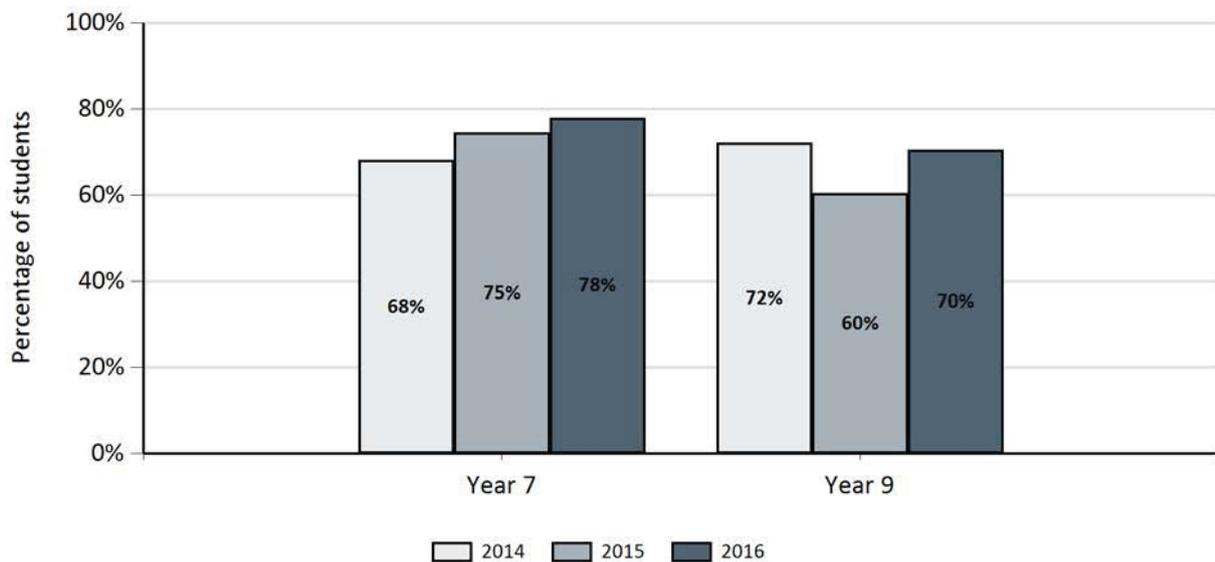
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
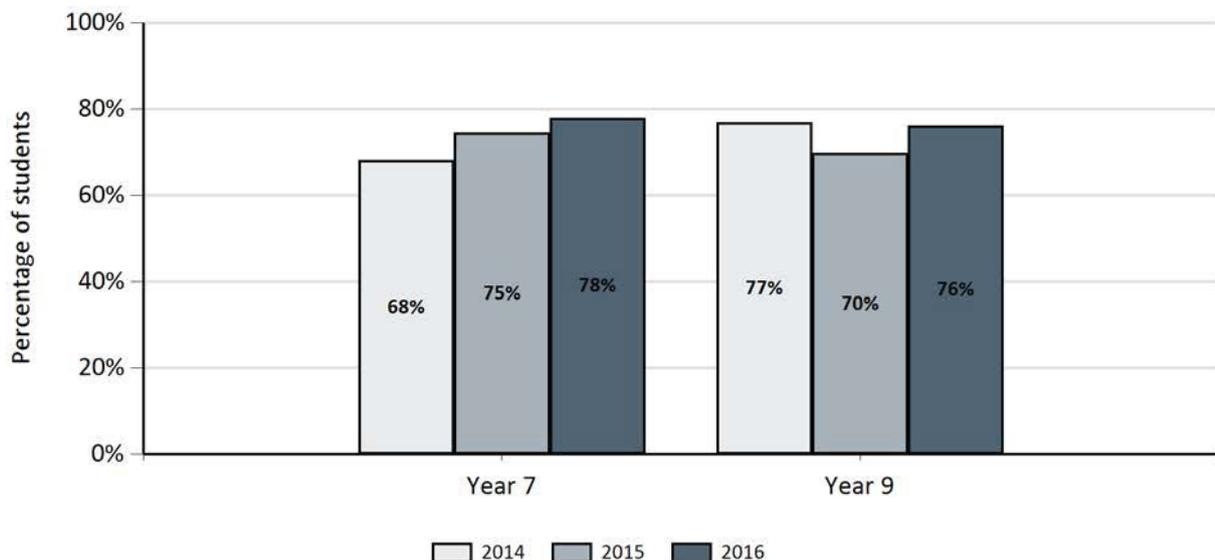
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NAPLAN Progress

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 5-7	Year 7-9	State (average)
Lower progress group	20%	14%	25%
Middle progress group	63%	52%	50%
Upper progress group	17%	34%	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 5-7	Year 7-9	State (average)
Lower progress group	46%	25%	25%
Middle progress group	37%	47%	50%
Upper progress group	17%	28%	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	105	105	20	12	19%	11%
Year 9 2014-16 Average	101.7	101.7	18.3	11.3	18%	11%

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
90%	91%	89.7%

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+	1%	3%	0.6%
A	5%	4%	4.7%
A-	14%	14%	8.8%
B+	14%	15%	12.9%
B	16%	17%	13.5%
B-	12%	12%	15%
C+	13%	10%	13.8%
C	10%	10%	15.3%
C-	6%	4%	5.0%
D+	3%	3%	5.9%
D	2%	1%	0.9%
D-	2%	0%	2.4%
E+	1%	2%	0.3%
E	0%	2%	0.9%
E-	0%	1%	0%
N	2%	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%	90%	88%

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	3%		14%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	17%	4%	29%

School Performance Comment

NAPLAN Proficiency:

Year 7: There is a 10% Improvement in the percentage of students achieving the National minimum Standard in both Reading and Numeracy from 2014 to 2016.
This is an indication of the need to strengthen our professional links with our Primary Feeder Schools to ensure a consistent approach to teaching numeracy and literacy skills. The commitment to share quality teaching practice in the middle years has seen combined Training and Development opportunities, the forming of Network Learning Teams and an improved and effective transition program that allows for sharing of information and knowledge of students transitioning at both year 7 and year 8.

Year 9: Although from 2015 to 2016 there is a 10% increase in students achieving the National Minimum Standard in Reading and a 6% increase in Numeracy,these results have not reached the achievements of 2014.
A whole school commitment to teach explicit literacy and numeracy skills in all learning areas has called for training and development opportunities for all teachers across years 7 to 12. The appointment of a Numeracy and Literacy Results Plus Coordinator and a Partnership Network Learning Team focused on improved literacy and numeracy will allow for quality research and sharing of good, effective practice within the middle years.
NAPLAN Upper Growth from year 7 to year 9 is above State average in both Reading and Numeracy and the percentage of students achieving in the upper bands in 2016 is above or equal to the average of the past two years.
Literacy and Numeracy improvement remains a priority at Clare High School in 2017.

SACE Improvement:
The percentage of potential SACE completers has been declining since 2014 to only 88% in 2016. The other worrying result is the decline in "A" Grades at Stage 2. What is pleasing is the decline in fail grades (D's and E's), however.
In 2016 there were two Merits achieved - English Communications and Material Products Metal.
Two students achieved an ATAR in the 90's with the highest ATAR being 95.7. There were 43 students who qualified for an ATAR with 33 submitting a SATAC application. 42.4% of these students were given their first preference and 15.2% were offered their second preference.
In 2016 there were 30 students who participate in VET programs, 12 of these students were enrolled in a Student Based Apprenticeship, 27 Students used their training to help complete their SACE with three of these students being year 12 students who successfully completed a Certificate 3.
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 2017.
SACE Improvement remains a priority for Clare High School in 2017.

Attendance

Year level	2014	2015	2016
Year 7	92.9%	93.5%	94.0%
Primary Other	91.7%	94.5%	91.4%
Year 8	93.3%	93.2%	92.0%
Year 9	94.0%	90.1%	89.7%
Year 10	92.8%	92.0%	90.6%
Year 11	91.9%	91.0%	91.3%
Year 12	93.4%	91.0%	91.7%
Secondary Other	82.8%	67.3%	85.9%
Total	93.0%	91.5%	91.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Priority: Improve student attendance to meet the DECD target of 95%.

In 2016 we achieved a whole school attendance of 91.3% with our year 7 Cohort achieving the highest of 94%.

There are clear, consistent processes in place ensuring that all teachers are responsible for following up student absence. We use Daymap to mark class roles with an expectation of making contact home if a student is absent. This is done via an automatic SMS message, email and/or phone call.

Regular meetings with our Attendance Officer ensures habitual and chronic non-attenders are monitored and home visits occur.

Behaviour Management Comment

The number of behavior incidents that require suspension or exclusion are minimal at Clare High School. However, there was a spike of 16 suspensions in 2016 with a consistent whole school approach to zero tolerance of violence and bullying of any kind.

There were only 3 incidents of bullying (Interfering with rights of others), 1 in each of terms 1, 2 and 4. There were 13 incidents of Violence, with 3 occurrences in Term 1 and 5 in both terms 2 and 4 and zero incidents in Term 4.

All staff are responsible in following through any such incidents with the support of Year level Managers and Senior Leaders. They work together with the students, their parents/caregivers to ensure restorative practice and to ensure all students feel safe and supported.

Client Opinion Summary

Staff Opinion Survey: 25 on-line responses received. The strongest result was for "teachers at this school expect students to do their best' and "teachers at this school treat students fairly" with a score of 4.5 out of 5.
The lowest result was 3.8 for "I receive useful feedback about my work at this school". This has prompted a whole school approach to improved line management processes and planned observations and the inclusion of peer and student feedback opportunities as an expectation of all staff.

Parent Opinion survey: 15 on-line responses received. The highest score of 4.2 was for "teachers at this school expect my child to do their best at this school". The lowest score of 3.6 out of 5 was for "student behavior is well managed at this school."
In 2015 we identified a need to improve "The school takes parent opinion seriously" and in 2016 we moved this result from 3.4 to 3.7. This involved improving various modes of communication to allow all parents to share their opinion and to be involved in decision making processes.

Student Opinion Survey: 96 Manual responses received. There was a strong sense of improving student voice, a need to give all students equal opportunities in decision making and in giving feedback. There was an indication of a need for consistency in having high expectations of all students and to offer a range of pathways that would support the various strengths and interests of all students. One of the biggest concerns was the slow and unreliable school internet, but there was positive student feedback and support for the planned fiber-link connection to be in place for 2017.

We will continue to improve our two-way communication processes between teachers and parents, using Daymap, emails, SMS messaging and parent/teacher interviews to allow for a team approach to ensure the best possible outcomes for all students. We will commit to giving students feedback on their work, ways to improve and to share their good practice. We will develop various ways to gain and encourage peer and student feedback, seeing this as a valuable opportunity to build quality teaching practices. Clear whole school expectations are developed and shared with all staff, allowing a consistent approach and a commitment to continuous improvement at Clare High School.

Intended Destination

	School	
Leave Reason	Number	%
Employment	4	3.1%
Interstate/Overseas	11	8.5%
Other	0	NA
Seeking Employment	13	10.1%
Tertiary/TAFE/Training	2	1.6%
Transfer to Non-Govt School	19	14.7%
Transfer to SA Govt School	14	10.9%
Unknown	66	51.2%
Unknown (TG - Not Found)	0	NA

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

DECD 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.

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 IRMS, EDSAS.

NOTE: TRT/PRT/Music teacher/cleaner/Apprenticeship broker/volunteers and anyone coming onto grounds require a copy for our records.

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	79
Post Graduate Qualifications	28

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	40.2	0.0	15.7
Persons	0	45	0	23

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

Financial Statement

Funding Source	Amount
Grants: State	$19,920
Grants: Commonwealth	$1,500
Parent Contributions	$211,007
Fund Raising	$7,467
Other	$975

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
	Improved Behaviour Management and Engagement	Funding was used to support FLO students with employing a Case Manager, cover the cost of individual courses/training, Support the Trade Shed and Garden Busters programs	Improved student engagement and wellbeing, attendance.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Employment of ESL teacher	Improved literacy of students involved - improved engagement in mainstream
	Improved Outcomes for Students with Disabilities	Employment of full-time teacher, 0.2 Coordinator, SSO support in the Special Class. Employment of SSO support in the mainstream to work with students with an identified NEP. Running of QuickSmart program.	Improved literacy and numeracy skills of students, modified programs and SACE.
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	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 ACEO 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.	Yr 7 AC is implemented.
	Aboriginal Languages Programs Initiatives		
	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.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Employment of a full-time Student Wellbeing Counsellor to support students year 7 to 12. Works collaboratively with the Transition Coordinator in supporting Year 7 and 8 students as they begin their Secondary Schooling.	An improved focus on student wellbeing across years 7 to 12.