Hamilton Secondary College

2021 annual report to the community

Hamilton Secondary College Number: 0823

Partnership: Marion Inland

	Signature
School principal:	Mrs Peta Kourbelis
Governing council chair:	Steve Jones
Date of endorsement:	**21 March 2022**

Government of South Australia

Department for Education

Context and highlights

Hamilton Secondary College has an ICSEA score of 994, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage. The school population includes 7% Aboriginal students, 12% students with disabilities, 31% EALD students, 1% children/young people in care and 40% of students are eligible for School Card assistance.

Hamilton Secondary College is a co-educational secondary school that provides a year 8 -12 comprehensive educational program. It supports students to flourish through a rigorous academic program that enables them to follow a University or a Further Education Pathway. The College is also a Registered Training Organisation, with a comprehensive range of nationally recognised certificate courses ranging from Certificate II to III.

The College is a STEM focus school with a vision that is focused on Space and Astronomy and founded on two pillars: Educating students about Space across years across all year levels; and linking education to the Space Industry. It has one of two dedicated space learning facilities in Australia and therefore plays an important role in educating and inspiring young people to undertake learning in this field. In 2022, the College will introduce a Space Academy for those students with a keen interest in Space Education.

In 2021, the College underwent a $9m capital works which completed an extensive number of projects. This included building a state-of-the-art Performing Arts Centre and Planetarium. This is an exceptional resource to enhance student learning, stretching their thinking and enabling them to better comprehend abstract concepts, particularly central in STEM subjects. The planetarium will further support learning across other learning areas, expanding students' skills around creativity, engagement and curiosity. The Performing Arts facilities showcase the diverse curriculum in Music, Dance and Drama. Other projects included: the refurbishment and upgrade existing learnings areas, the installation of air conditioning in the gym, building upgrade to incorporate entry points at the Marion Road frontage and landscaping designed to modernise the College.

The College also supports students' interest and skills through co-curricular activities and clubs. These include robotics, coding, year 8 camp, sports, Ice Factor as well as offering a specialist sports program (Girls Football) and wide range of zoned sports including badminton, basketball and tennis.

Governing council report

In Term 4, the Governing Council was involved in the College's External School Review. This provided us with the opportunity to highlight the ongoing improvement that has been evident in the College via the learning program, and in the improvement in NAPLAN and SACE results. These results have assisted the College to continually gain the confidence of the community as we have seen a significant growth in student enrolments over the past number of years. To further support the community's confidence in the College's educational program, the Governing Council worked alongside with appropriate local members to consider parent matters such as bus route issues to address the increasing demand of families wanting to enroll their children at Hamilton. The Governing Council hopes to continue this work in 2022.

The Governing Council familiarised themselves with the new State VET policy. This has meant that the College has revised the certificates that it delivers and the direction it will take as an RTO. The College was engaged in a process to establish a Business Plan for the RTO in which it links the Space Education program and the certificate courses that can provide students with a pathway into the space sector. I would also like to note the strong pathway that the certificate II in Kitchen Operations has provided via the number of apprenticeships and employment opportunities that our students were offered in 2021.

Throughout the year the Governing Council also spent time reviewing a number of policies including the Attendance, Bullying and Harassment and new Mobile Phone policy. We appreciated the opportunity to reflect on the current policies and to represent our community by providing feedback and input.

I would like to thank the Governing Council members for their time and contribution to College matters. I appreciate their openness and their dedication to the College.

Quality improvement planning

In term 4 of 2020, teachers participated in a process of collecting, assessing and analysing a range of data and using this data to provide feedback that supported constructive conversations and ascertained which SIP targets were met and what were the College's next steps. NAPLAN, PAT-R and PAT-M grades were closely analysed to target areas for improvement in the 2021 Site Improvement Plan (SIP). Teachers' input was incorporated in the development of the SIP, identifying teacher professional learning needs, school processes and structures that would assist with the successful implementation of the identified actions. In addition, there was ongoing review of the SIP throughout 2021 and consequently professional learning workshops were adjusted at end of each term ready for the following term.

In 2021, the staff agreed to continue with the previous year's goals ie Literacy – To Increase students' achievement in writing and Numeracy - to raise students' achievement in Mathematics yr 8-11. Teachers also agreed to strengthen the actions implemented in the previous year as the school data showed evidence of student progress and growth. The focus remained on using the teaching and learning cycle to support teachers in their work, as well as explicit teaching of academic language and tier 2 and tier 3 vocabulary. There was a greater focus on incorporating the success criteria as part of teacher' planning and practice to ensure that students could demonstrate understanding. Throughout the year staff undertook a range of professional learning activities, including teacher facilitated workshops of sharing best practice, designing of scaffolds and participated in Learning Sprints related to embedding complex vocabulary into their practice. The purpose of the workshops was to support teachers to revisit their task design and ensure that the quality of their tasks enabled each students to be stretched and challenged. To strengthen teachers work and to ensure that there was a consistency of practice across the whole College, each faculty has an action plan that is aligned to the SIP's actions and targets. Each teacher's PDP goals are aligned to the SIP goals. It is pleasing to note that through termly collaborative moderation processes and NAPLAN results, there was evidence of improvement in the literacy goal. There was a 45 percent increase of students meeting the SEA in writing over a 3 year period.

Within the Special Education context, Big Write (a definitive, comprehensive model) was introduced. Staff assessed students using this model which identified what students can do and what their learning gaps were. As a result this has assisted to inform improved pedagogical teaching practices.

The 2021 External Review provided very positive feedback. The two strategic directions that the panel set, provided further guidance to strengthening and embedding current pedagogical practices. These have been incorporated in the 2022 – 2024 SIP.

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.
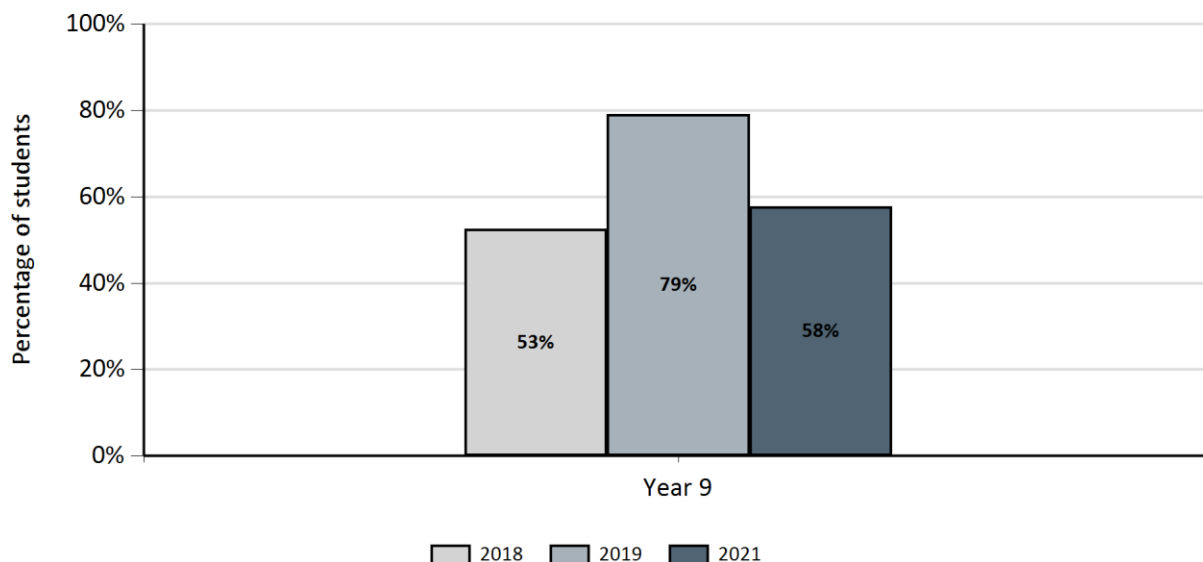
Reading
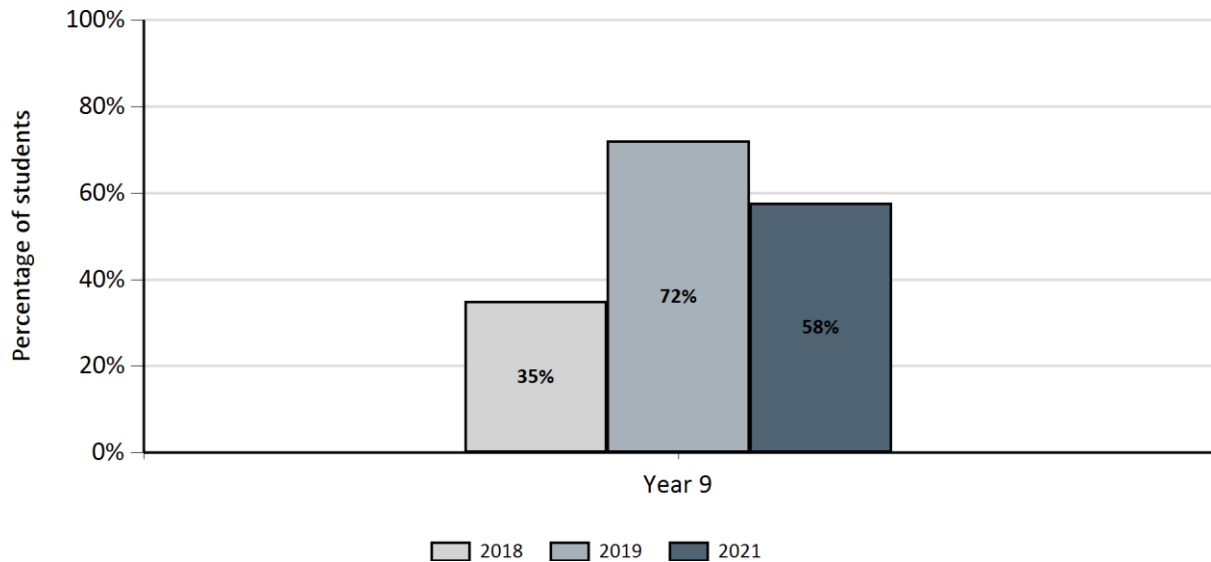
*NOTE: No NAPLAN testing was conducted in 2020.

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

Percentage of students — Year 9

2018: 53%
2019: 79%
2021: 58%

*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 7-9	State (average)
Upper progress group	46%	35%
Middle progress group	49%	48%
Lower progress group	*	17%

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 7-9	State (average)
Upper progress group	43%	34%
Middle progress group	43%	48%
Lower progress group	14%	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	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	64	64	13	10	20%	16%
Year 9 2019-2021 Average	53.5	53.5	10.5	8.5	20%	16%

*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

*NOTE: No NAPLAN testing was conducted in 2020.
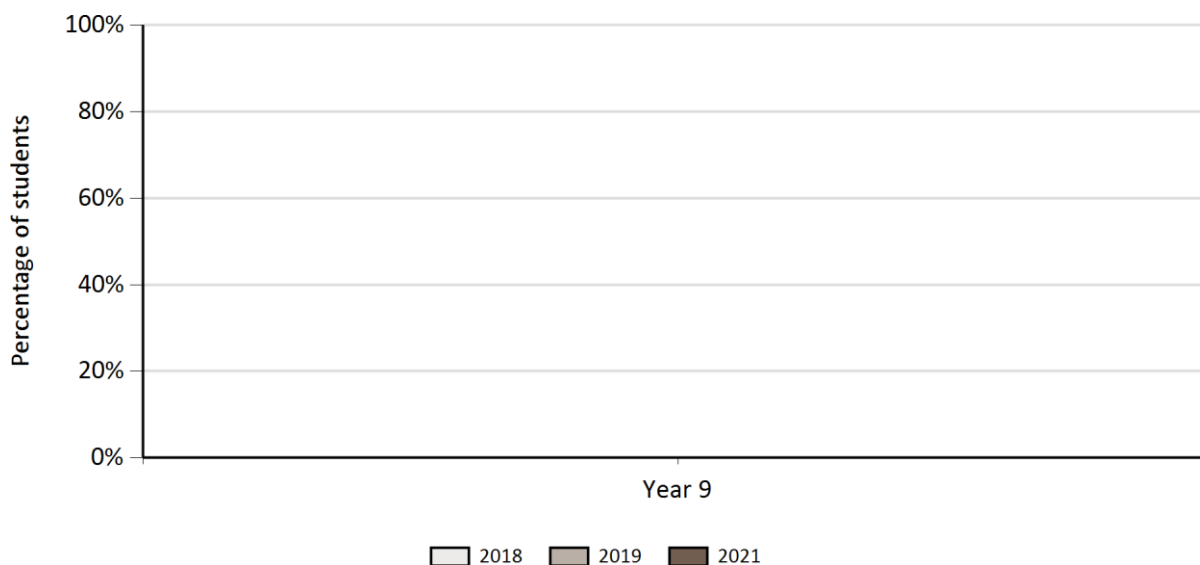Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
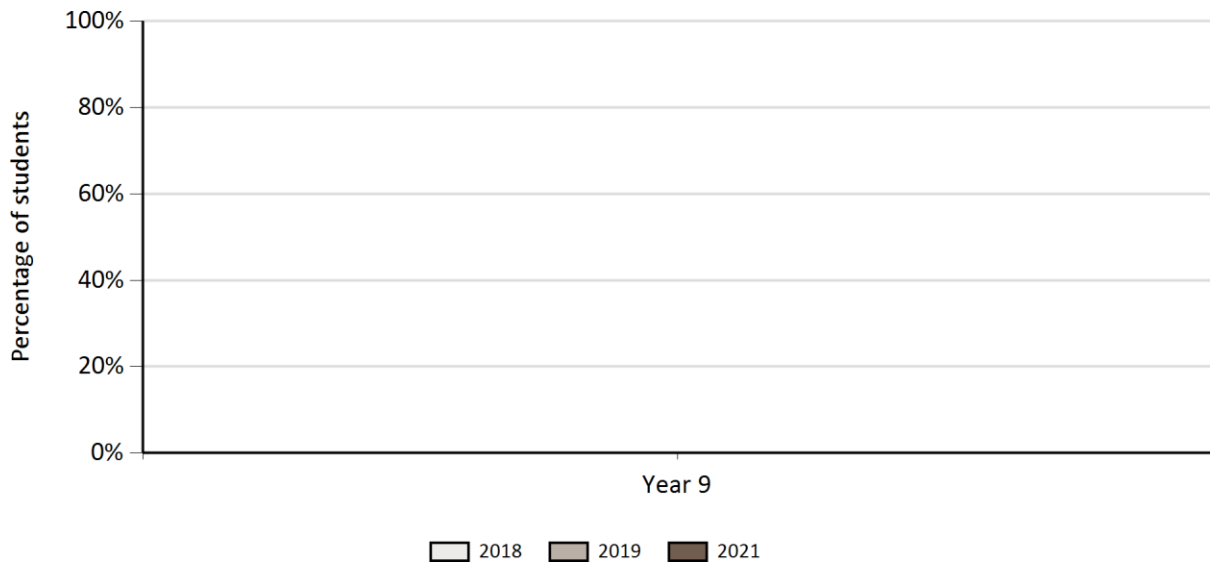Data is only shown for Aboriginal learners.

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 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
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.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
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, August2021.
^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: Tracking & Monitoring

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

The key ALALR element implemented to raise the literacy and numeracy in 2021 was Tracking and Monitoring. Each term data was collected via end of term reports to guide staff about Aboriginal students' academic progress. The data was analysed and discussed at various level of decision making, including at Aboriginal Team meetings, Year Level Team meetings and at classroom level to monitor and track individual achievement and growth. The analysis of this data also informed student progress, adjustments to classroom strategies as well as informing resourcing needs. Goal planning for students' literacy and numeracy was one of the initial actions implemented to allow for teachers to create modified learning tasks for students to reach the appropriate achievement levels. Parents and students themselves were continually informed of their progress. Early interventions were put in place using traffic light data which was collected week 5 of each term. The traffic light data allowed the students to track themselves in their subject areas and allowed for teachers to provide quality feedback back to students about their progress. Parents were also informed of any changes.

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

The ALAR has further highlighted the necessity to identify targets that specifically focused on Aboriginal students as part of the target group in the SIP, particularly in relation to their writing and understanding of mathematical concepts. As a result all teachers know that the improvement of Aboriginal students' literacy and numeracy is everyone's business, that is there is a "buy in" and engagement of teachers to rethink their methodology to support and strengthen the academic growth of Aboriginal students. Quality task designs have been implemented in line with students' One Plan and heavily scaffolded to allow for differentiation and student growth. The increased home visits, have assisted to reduce the number of unexplained absences which is one of the major causes for the underachievement of some of our Aboriginal students. In 2021, there were two Aboriginal students in year 12. Both students received APAS tutoring as well as additional one-to-one tutoring from staff particularly for Research Project. Both students achieved their SACE.

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
95%	98%	96%	100%

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+	4%	0%	5%	2%
A	7%	7%	11%	5%
A-	11%	10%	11%	9%
B+	12%	15%	11%	0%
B	9%	15%	15%	13%
B-	16%	16%	15%	23%
C+	13%	10%	14%	0%
C	17%	19%	10%	13%
C-	6%	4%	5%	3%
D+	3%	2%	3%	0%
D	1%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	1%	0%	0%	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
99%	99%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	21%	25%	9%	19%

School performance comment

It is pleasing to note that there was 100 percent SACE completion rate in 2021 which was 1.6% higher than the state wide percentage. Two merits in Mathematics and Physics were achieved. Our grade distribution also provides strong evidence of the continued focus on stretch and challenge in the classroom. A close analysis of the SACE achievement data showed that 98.8 percent of grades achieved, were at a C- grade or higher. This is a 2.5 percent improvement from the previous year. The number of students achieving ATARS above 90 percent have remained at a good level with our DUX achieving 96 percent. There is continued success in students completing the compulsory subjects. Successful completion of the Research Project has remained at 100% for the past 3 years. stage I Literacy and Numeracy has also remained at 100 percent completion for the past 2 years and stage 1 PLP had 100% completion in 2021. This was 2.8% improvement from 2020. The school had a moderation adjustment of -1 in one subject and 1 in another subject. All other subjects were not adjusted.

NAPLAN Reading higher band percentages have consistently increased where the percentage of students achieving higher bands in 2021 was more than four times that of students in 2018. Consequently, the Site Improvement Plan goal for Literacy focused on developing students' use of paragraph and genre structure, and embedding complex vocabulary in their writing.

10% of the students in the Hamilton Unit achieved modified SACE. ABLES and Big Write were used across the year levels to accurately target individual outcomes for students, provide reasonable adjustments and enhance the development of additional curriculum material.

Attendance

Year level	2018	2019	2020	2021
Year 8	87.7%	81.2%	78.7%	78.8%
Year 9	86.7%	85.5%	72.2%	80.8%
Year 10	90.3%	94.7%	82.5%	74.8%
Year 11	90.8%	93.3%	83.7%	85.5%
Year 12	92.6%	89.5%	83.8%	88.7%
Secondary Other	88.2%	86.4%	83.4%	84.9%
Total	90.6%	89.7%	81.0%	81.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Some attendance issues were due family decisions as other members of the family continued to be COVID vulnerable. Some students struggled with the initial remote learning and became increasingly disengaged with their learning. Additional support from outside the school processes was needed to increase students' school attendance and their engagement in learning.
To track students' attendance, parents were regularly contacted via phone and by SMS message system. Home visits were more effective with Aboriginal families.
The impact of the actions allowed for a more wrap around and individualised school program for these students which supported the improvement in attendance and/or their engagement.

Behaviour support comment

The behaviour data continues to indicate that the vast majority of incidents are caused through a breakdown of friendships. However eight students were suspended more than once for other behaviours. These students were closely monitored and the school worked with other agencies and providers to establish a personalised learning program, which connected them to outside expert agencies. To address these behaviours at a whole school level, the school has investigated a number of programs that could be implemented internally, including PERMA and Berry Street. This is an additional strategy to the lunchtime clubs and assemblies to address issues of friendships and resilience.

Parent opinion survey summary

Each year the Department for Education conducts an online parent engagement survey. This is designed to collect data from parents, which has provided the school with useful feedback. We incorporate this feedback in our school improvement planning. There were 121 parents who responded to the survey.
Overall parent feedback was positive. Among the areas of strengths, the survey indicted high levels of satisfaction in the area of school climate where 80 percent of parents believed that staff and students were respectful to each. 74 percentage of parents indicated that they believed that their child was important to the school and 73 percentage felt that they received useful feedback about their child's learning. Overall the survey indicted parent satisfaction with communication with only 11 percent indicating that the school should communicate more effectively and only 17 percent indicating a need more communication.
It is also worth noting that 60 percent of parents would like more tips about how they can help their child with their learning at home.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	3	0.8%
IL - ILLNESS	3	0.8%
NG - ATTENDING NON-GOV SCHOOL IN SA	21	5.6%
NS - LEFT SA FOR NSW	2	0.5%
OV - LEFT SA FOR OVERSEAS	29	7.8%
PA - PARENTING/CARER	1	0.3%
PE - PAID EMPLOYMENT IN SA	5	1.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.3%
QL - LEFT SA FOR QLD	2	0.5%
SM - SEEKING EMPLOYMENT IN SA	5	1.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	12.6%
U - UNKNOWN	248	66.7%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	0.3%
VI - LEFT SA FOR VIC	4	1.1%

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

The Business Manger ensures that all staff, volunteers, external providers, VET trainers, contractors, and pre-service teachers, have current and relevant screening requirements including the Working with Children Check. The screening forms are collected and stored as part of the College's processes. The Business Manager is also responsible to initiate the application process. It is then the responsibility of the requesting person to log in to the system, follow the instructions and complete the application.

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	71
Post Graduate Qualifications	29

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	38.1	1.0	14.6
Persons	0	43	1	19

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

Financial statement

Funding Source	Amount
Grants: State	$6,748,479
Grants: Commonwealth	$0
Parent Contributions	$208,880
Fund Raising	$6,475
Other	$0

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	FLO funding is used to re-engage students in learning	Student capacity to re-engage is improved through accredited programs.
	Improved outcomes for students with an additional language or dialect	EALD classes were run from Years 10-12	Improved learning outcomes are evident via tracking EALS levelling
	Inclusive Education Support Program	Targeted SWD 1:1 support. SSO intervention to support literacy and numeracy	Improved progress of students tracked and monitored through scaffolding work
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	APAS funding is used for student support through tutors Leadership position for Aboriginal learners Leadership position with responsibility for providing PL for staff re. One Plan, the development of one plan template and tracking and monitoring of student progress.	Strong connections with Aboriginal families and improved future pathways planning. Literacy support for students and improved SACE completion.
Program funding for all students	Australian Curriculum	Employment of Literacy and Numeracy leaders to guide the implementation of the SIP actions. Additional resources for the writing of year 7 Australian Curriculum across all subject areas	Significant literacy & numeracy improvement. Year 7 curriculum writing completed
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Quicksmart Numeracy intervention program. Senior School tutoring and Workshops	Progress of students tracked & monitored via Quicksmart Numeracy intervention
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A