

Hamilton Secondary College 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Hamilton Secondary College Number: 823

Partnership: Marion Inland

Name of School Principal:

Mrs Peta Kourbelis

Name of Governing Council Chair:

Mr Steve Jones

Date of Endorsement:

School Context and Highlights

The core values of the College are Respect, Integrity and Excellence. These values underpin our policies and practices. The College is a complex school. The foundation of the College is the 8-12 component, which also encompasses the provision of SACE education for adults seeking to complete or return to secondary education. The Hamilton Unit is also located on site, providing high quality education for secondary students with intellectual, and multiple and severe disabilities. The College is a Registered Training Organisation, with a comprehensive range of nationally recognised certificate courses ranging from Certificate I to III. Uniquely, the College offers Diploma and Advanced Diploma courses in Media and Screen Production (MAPS) for which it has notable success.

The College is a STEM focus school. One pillar of this is Space Education. The College has one of two dedicated space learning facilities in Australia, with the other being located in Victoria. The opening of the Mike Roach Space Education by Minister Close in September was a major highlight this year. The College plays an important role in educating and inspiring young people to undertake learning in aerospace, and this is an area of growth in the College.

The College has a STEM Strategic Plan in place. Our vision is that our STEM program creates innovative STEM leaders of tomorrow who will confidently build a better future. Work on the \$2.5 million STEM centre will commence in January 2018. This state of the art facility has been designed to foster innovative teaching practices and high quality learning opportunities for our students.

The College also has a commitment to international education. Our program has a number of strands which includes an Intensive Secondary English Course program which commenced this year. In addition, our program includes opportunities for Study Abroad and Graduate students to study at the College. We host a number of international short term study tours each year from Japan, Korea and Thailand. The College is a culturally diverse, harmonious community that actively promotes inter-cultural learning and understanding.

Governing Council Report

This has been an extremely busy year, with many highlights. Most notably, the progress of the school in relation to STEM has been a great success. The finalisation of the STEM Building design. Successful opening of the Hamilton Secondary Space School interactive learning centre. Aligned with this, there were also significant achievements on co-curricular programs and events. This included:

1. The Solar Car Challenge being hosted and run at the Hamilton Secondary College which saw students from overseas and from around the country competing. The College received positive feedback on the building of their own international track in design and technology, and the support of the design and technology Department was instrumental in this event happening
2. Students attending the Victorian Space Science Education Centre
3. Design and Technology students winning the overall top award at the Royal Adelaide Show
4. Two students attending the Maritime Engineering program in Tasmania
5. Students undertaking work placements at the RAAF base at Edinburgh

The College has also progressed the International Program this year. Significant planning occurred for the introduction of an Intensive Secondary English Course in 2017. This will no doubt add strength to the international program within the College, and also to the cultural diversity and richness of the school. The College is also hosting an increasing number of international visits which provides opportunities for students to develop their global awareness.

The College has also achieved great year 12 SACE results with outstanding achievements in their results. This is a credit to the teachers and their support to student learning.

Progress has also been made in Adult Education in 2017. It is pleasing to see the number of adults with a successful return to education, with so many achieving outstanding SACE results.

I would like to thank all parents for their input this year and look forward to working with you next year. Thank you also to our other Governing Council members for your support and input throughout the year. Finally, I would also like to acknowledge the work of Peta Kourbelis for the direction she brings to the College and for her dedication to the students, their families and the staff.

Improvement Planning and Outcomes

Collection and analysis of data to determine actions and interventions, and the efficacy of strategies, has been an ongoing focus within the College. The sophistication of analysis (by leaders and teachers) continues to improve, and this facilitates the internal review processes that we have in place, so that we are continually improving.

One of our priorities has been better monitoring of, and improvement in, student attendance. In 2017, review of our processes identified key areas of improvement, and these were enacted. This was facilitated by aligning a leadership position with this priority. The result has been an improvement in attendance at all year levels. In 2018, we will further build on the processes and strategies that we have in place, and improvement targets will be set to bring us further in line with DECD expectations. In particular, a 'case management' approach is being implemented in the senior school, and it is anticipated that this approach will enable closer monitoring, more effective communication and early intervention.

In Term 4 2017, a Literacy Improvement Leader was appointed. With detailed analysis of our NAPLAN data, the three priority areas for action with reading and writing have been identified. From the beginning of 2018, we will see whole of school approaches to literacy, for example a common template for scaffolding paragraph writing, amongst others. This leadership role also includes coaching of other staff which we see as an important strategy to meet our revised targets for 2018.

There has been strong emphasis on improving year 12 student results, and in 2017 most of our targets were met. Growth and improvement has been incremental since 2014, with new targets to be set for 2018. A number of strategies and interventions are in place, and our 2017 results provide evidence of the efficacy of these. Again, we anticipate that the case management approach, with very close monitoring and clear expectations regarding intervention, we see further improvement in results.

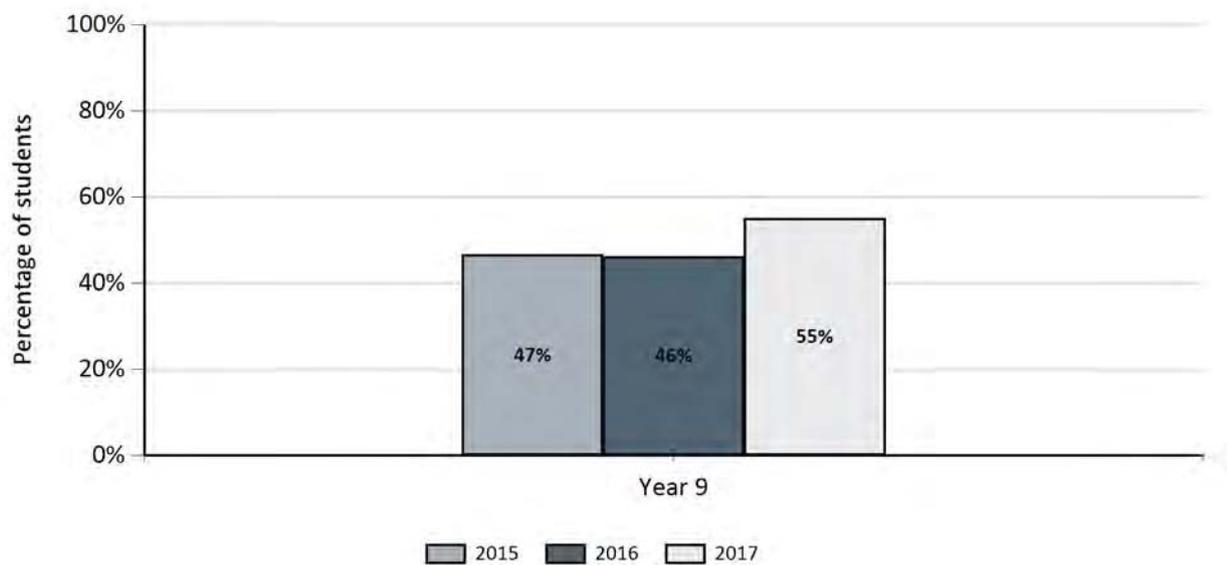
Intellectual stretch and growth for all learners has been an important priority. Moderation and review of tasks using the key question of "What makes a high quality, challenging task" occurred in PLCs. The re-development and refinement of tasks has begun across all curriculum areas to ensure that assessment tasks are cognitively demanding, engaging and allow students to demonstrate their achievement and performance in the higher bands of standards.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

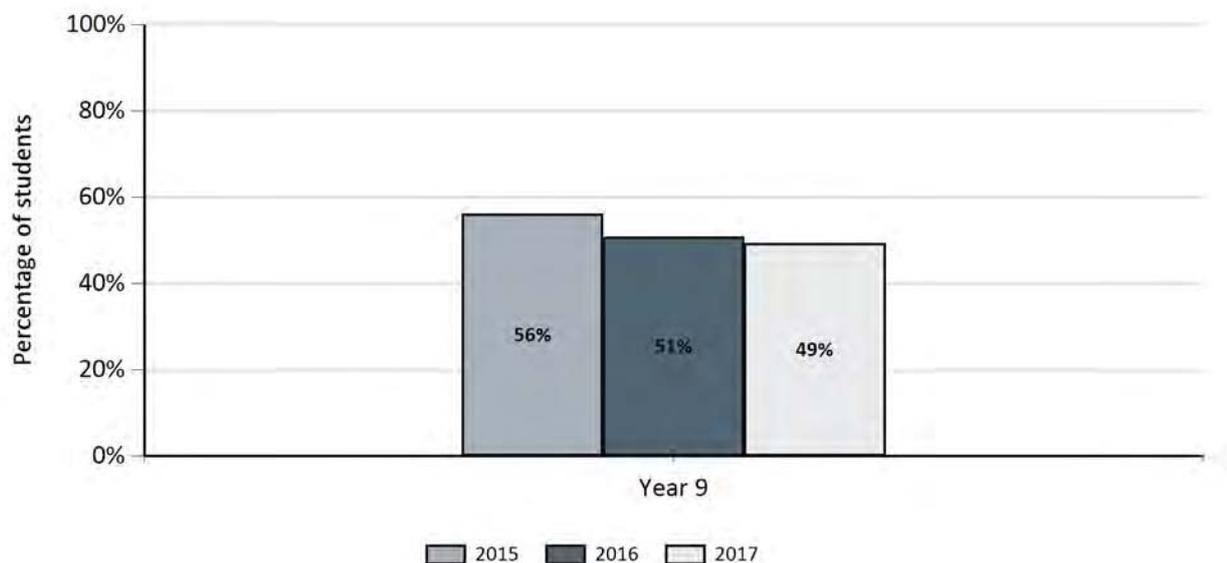
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	27%	25%
Middle progress group	47%	50%
Lower progress group	27%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 7-9	State (average)
Upper progress group	27%	25%
Middle progress group	47%	50%
Lower progress group	27%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	69	69	5	6	7%	9%
Year 9 2015-17 Average	74.0	74.3	7.3	4.7	10%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

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	2017
85%	89%	89%	95.6%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	1%	0%	1%	0%
A	3%	4%	5%	6%
A-	6%	6%	4%	8%
B+	7%	10%	9%	8%
B	13%	14%	19%	17%
B-	16%	17%	16%	15%
C+	15%	14%	18%	19%
C	14%	16%	12%	14%
C-	10%	9%	6%	9%
D+	5%	4%	5%	4%
D	4%	3%	3%	1%
D-	3%	2%	2%	0%
E+	1%	1%	1%	0%
E	2%	1%	0%	0%
E-	1%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
78%	88%	88%	91.7%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School Performance Comment

This year we have seen pleasing growth in the percentage of students who achieved at or above the DECD SEA for Reading. Our target had been to improve the number of students who achieve above the national minimum standard by 5%. This is in part the result of a focus on reading improvement in English. Our challenge now is to maintain or further improve this result. Our analysis of NAPLAN data indicates that to further improve, our students need exposure to a wider range of complex texts across all curriculum areas. With the appointment of a Literacy Improvement Leader in Term 4 of 2017, a range of strategies have been put in place for 2018. This includes, for example, a whole school approach to developing vocabulary through strategies such as targeted word walls. Such strategies make sophisticated texts more accessible to our students, impacting on reading, and also improve the sophistication of their writing. accessible to our students, impacting on reading, and also improve the sophistication of their writing.

The downward trend in numeracy has continued, though the decline has lessened. In addition, the percentage of students achieving in the upper two bands has increased over this time. Analysis of the numeracy data indicates that our students have difficulty with the wording of questions. A focus on deconstructing written questions continues in mathematics classes. The introduction of new strategies by the Literacy Improvement Leader, including coaching of teachers from across all areas of study in explicit teaching of literacy strategies, is an important aspect of our plan for 2018.

We are particularly pleased with the improvement in SACE Stage 2 results. Our SACE Completion has risen from 78% in 2014 to almost 92% this year. This result reflects a range of SACE improvement strategies that we have put in place from 2015. Our Grade Distribution data also provides strong evidence of the efficacy of our strategies, with the percentage of students achieving C- or higher lifting from 85% in 2014 to almost 96% this year. Our Research Project completion has risen from 95.2% in 2016 to 100% this year, with a significant improvement in the number of students who complete this within one semester. Each year, we review and refine our strategies to improve our SACE results. Data collection and analysis on an on-going basis has become an embedded practice, and our tracking and monitoring of individual students has also been more effective. Our interventions are also impacting results. We have a very strong foundation on which to further improve in 2018.

Attendance

Year level	2014	2015	2016	2017
Year 8	91.2%	88.5%	85.0%	88.4%
Year 9	87.7%	88.6%	84.8%	86.9%
Year 10	87.9%	84.8%	89.3%	89.9%
Year 11	86.7%	89.2%	86.3%	91.1%
Year 12	88.4%	91.0%	91.3%	93.4%
Secondary Other	95.7%	90.2%	86.7%	90.6%
Total	89.2%	89.2%	88.4%	91.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Review of our systems and processes resulted in changes in practices that has seen improved attendance at all year levels. Of particular note is the improvement in the Year 12 cohort, with an almost 7% improvement from Year 11. Whilst we are not yet meeting our targets, the processes and strategies that we now have in place are yielding results. With further refinement in our approach, we expect improvement to continue in 2018.

Behaviour Management Comment

This year we have seen less incidents of violence and bullying across the school, which had been steady at a low level prior to this year. Issues of violence largely were confined to Term 1. Most incidents of violence, threatened or actual, are generally related to conflict in relationships (falling out between individual students). Often the conflict has been fueled through social media with friends supporting one side and escalating the conflict. We need to strengthen our education program relating to managing relationships and social media use, and this will be a focus of the Wellbeing team

Client Opinion Summary

The percentage of parents who completed the Opinion Survey was very low and as such did not result in particularly useful data. However, when this is added with our informal feedback from parents, it is apparent that most parents are satisfied with most aspects of the school. We have, however, identified areas for improvement for 2018. This relates to particularly to teacher use of Daymap. Data and feedback both indicate that parents want to be able to access more information from Daymap regarding homework, assessment tasks, due dates, work submission and results of their child. We need to ensure that all of our staff have developed the skills they need to use the full functionality of Daymap, and that our policy and guidelines make clear to staff what their roles and responsibilities are. Daymap has the potential to provide continuous reporting so that parents are able to monitor the achievement of their child on an on-going basis. It also has the potential to provide another means of fostering greater home-school communication to better meet our parents needs.

Student opinion surveys indicate that there is significant demand from students to have greater opportunity to participate in clubs/activities during lunchtimes and after school. The areas of student interest are broad, and it is clear that they want to see a strengthening of "College life". Building our co-curricular program will be a priority in 2018. This includes clubs and activities, and also camps. Currently, only ISEC students participate in camps. This will be expanded to include year 8, and subject specific camps such as STEM Camp and Space Camp, to enrich the educational experience of our students.

Intended Destination

Leave Reason	School	
	Number	%
Employment	14	3.3%
Interstate/Overseas	29	6.8%
Other	5	1.2%
Seeking Employment	17	4.0%
Tertiary/TAFE/Training	10	2.4%
Transfer to Non-Govt School	5	1.2%
Transfer to SA Govt School	31	7.3%
Unknown	313	73.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Relevant History Screening is processed on-line. An SSO is the designated "Site Requesting Officer". This person initiates the on-line application process. Once this is done, the person requesting the screening is sent an email by DCSI advising them that their application has been initiated and giving them a temporary password. It is then the responsibility of the requesting person to login to the system, follow instructions on how to activate their incomplete application and then commence completing their application. The requesting officer receives notification of the screening outcome.

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	82
Post Graduate Qualifications	31

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	42.3	0.8	20.8
Persons	0	47	1	26

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$9 002 460
Grants: Commonwealth	0
Parent Contributions	\$319 245
Fund Raising	\$5696
Other	\$695 768

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management 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 are established from year 10 with teachers with skills and expertise in this area	Improved tracking through EALD leveling
	Improved Outcomes for Students with Disabilities	Targeted SWD 1:1 support SSO intervention to support literacy	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 First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS funding is used for student support through tutors ASETO supports student wellbeing through building close connections and partnerships with parents Investment of resources - leadership position with responsibility for providing PL for staff re. One Plan, the development of one plan template and tracking and monitoring of students' progress in line with one plan. AC audit. Identified areas for growth and improvement, including moderation and task design	Stronger connections with aboriginal families and improved future pathways planning/support. Literacy support for students.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Quicksmart Numeracy intervention Additional Senior School workshops and mentoring	
	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	