



Hamilton Secondary College

2020 annual report to the community

Hamilton Secondary College Number: 823

Partnership: Marion Inland

Signature

School principal:

Mrs Peta Kourbelis

Governing council chair:

Steve Jones

Date of endorsement:

9 March 2021



Government
of South Australia
Department for Education

Context and highlights

Hamilton Secondary College is a category 3 school. The profile of student cohort includes: non-English Speaking Background, with an identified learning need and Aboriginal and Torres Strait Islander.

Hamilton Secondary College 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 a Registered Training Organisation, with a comprehensive range of nationally recognised certificate courses ranging from Certificate I to III. Uniquely, it also offers Diploma and Advanced Diploma courses in Media and Screen Production (MAPS) for which it has notable success.

The College also supports student 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.

The College is a STEM focus school. One pillar of this is Space Education. 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 aeronautics, and this is an area of growth in the College. In 2022, it will introduce a Space Academy for those students with a keen interest in Space Education.

Despite the challenges of 2020, the College remained focused on student achievement and utilised various platforms, including Microsoft TEAMS and Daymap to deliver lessons, assignments and feedback to students. Newsletters, social media and phone calls to communicate with families.

Governing council report

The 2020 pandemic restrictions assisted both schools and families to think differently about how to support student learning. The Student Free Days in week 11, Term 1, supported teachers to learn how to use a new platform – Microsoft TEAMS to teach students. It was a steep learning curve for some but very quickly teaching online became the norm. Student Wellbeing and Resilience also became a clear priority for staff as they needed to keep all students engaged in their learning. In term two most teaching returned to face to face but teachers also maintained online learning so that students with health conditions or family members with health issues, could also access the curriculum without falling behind. Through the year, the College trialled alternative methods to communicate with families. This included holding Vocational Education and SACE Information Evening through ZOOM, and conducting parent teach interviews and subject selections via telephone.

In 2020, \$9m was allocated to the College. The funding has been used to build a much needed new Performing Arts Centre. Along with a 150 seat central auditorium and flexible studios, rehearsal rooms, this Centre will also house a Planetarium to enhance the already popular Space Program running at the school. Funds from the allocated \$9m will also be used to upgrade the canteen, classrooms and the frontage of the College.

The College has been planning for the arrival of the incoming year 7s. This has included ensuring that the year 7 curriculum is well documented and ready, as well as upgrading facilities.

The RTO has used the new DFE “VET in Schools Policy” as the basis for their planning for 2022. Although the implementation of the policy is a couple of years away, the implications of how RTOs operate and what the means for Hamilton in terms of what our RTO can deliver is a significant change. The Hamilton RTO has dedicated time not only to ensure that all current courses are compliant in line with ASQA requirements but has explored other courses that can be added to its Scope ready for 2022. In preparing to work within the “VET in Schools policy”, the RTO has worked alongside DFE to establish three Streams that will be distinctive to Hamilton. These are: Film (Production), Food & Hospitality, Engineering, including drones.

Quality improvement planning

In 2019/2020 a literacy improvement goal was identified, namely to improve student achievement in writing. The Challenge of Practice identified in order to achieve this goal focused on the teaching of genre types and the use of the teaching and learning cycle. Teachers have undertaken a range of Professional Learning activities on word walls, scaffolds and PEEL.

The acceleration focus on the teaching and learning cycle helped teachers to embed the learning they had done since 2018 into their classroom practice. This practice is extended to teachers of all learning areas. The school leadership team believed that a focus on the improvement of student vocabulary as part of the first step of the teaching and learning cycle (building knowledge of the field) would move teacher practice from quite static use of tools such as word walls to more explicit teaching of the academic language that students need in order to be successful in the senior years. Teachers undertook the explicit teaching of tier 2 & tier 3 vocabulary. They provided opportunities for students to formatively engage with the focus vocabulary in a range of settings including structured small group academic conversations, jointly construct class discussions, reading and writing activities. This included the opportunity to "think through" how to focus vocabulary in a variety of contexts, in order to enable students to structure oral and written responses in a clear and logical way as is appropriate within disciplines.

Effective feedback to students about the vocabulary used in their response was provided in a range of forms including oral and written forms and in whole class and individual settings. Teachers collected evidence of the efficacy of the vocabulary improvement approach with particular focus on the achievement of Aboriginal students. Evidence included formally collected data such as PAT_R and A-E grades as well as anecdotal data and student self-reported improvement. All teaching staff participated in the acceleration work which was facilitated by learning area leaders in semester 2 2020.

Collected evidence was analysed and the strategy refined. The work was led by the Literacy Improvement Leader with support from the LID improvement officer.

Improvement: Aboriginal learners

Hamilton Secondary College has an allocated AESTO Aboriginal Secondary Education Transition Officer with 26 hours of funding and in 2020, DFE has provided additional 9 hours funding to this salary. The AET role has been embedded in a leadership position and that leader meets with the AESTO and members of the Student Wellbeing team regularly to track and monitor student progress. Aboriginal students' academic progress is included as part of the Site Improvement Plan. All aboriginal students have been identified as part of the target group. Their progress is closely monitored irrespective of their academic achievement to ensure that even those who are tracking well do not "slip through the cracks". The mid-term Traffic Light data, PAT data and end of term results are used to track and monitor student progress.

During the short period of time when remote learning was implemented in 2020, many of the Aboriginal learners were provided with DFE laptops and dongles for internet access as well as hard copies of the set work to encourage students to keep on track and to support their learning. Aboriginal students with pre-existing attendance issues continued to track poorly in their achievement.

The ASETO supported Aboriginal learners' achievement through communication with families which included home visits, parent meeting assisted by the wellbeing team and phone calls home. An aspect of the ASETO's communication with home was to encourage families to be involved in the development and the review of the One Plan to further support and implement interventions to improve student learning.

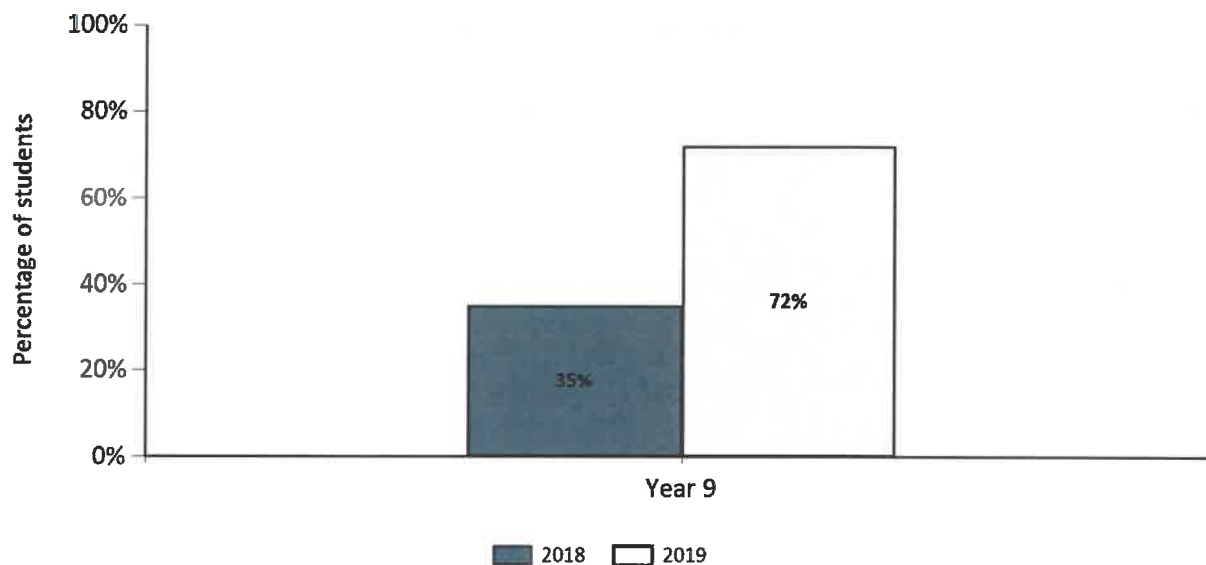
APAS funding was used as targeted support for students. This funding was used to employ a tutor with teaching qualifications to support students particularly in the compulsory subjects of Stage 1 PLP, Literacy, Numeracy and in Stage 2 – Research Project. Four Aboriginal learners were part of Hamilton's year 12 cohort. We were pleased with their progress and achievement. One student gained an apprenticeship during the year but then moved to another school for family matters. One student decided to complete year 12 over two years and has returned to Hamilton in 2021. This student successfully completed all compulsory subjects, including Research Project. Two students achieved an ATAR. One of these students has pursued a career in Youth Work and the other student pursued a career in teaching, gaining a scholarship and successful entry at Flinders University with an ATAR of 90 before

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

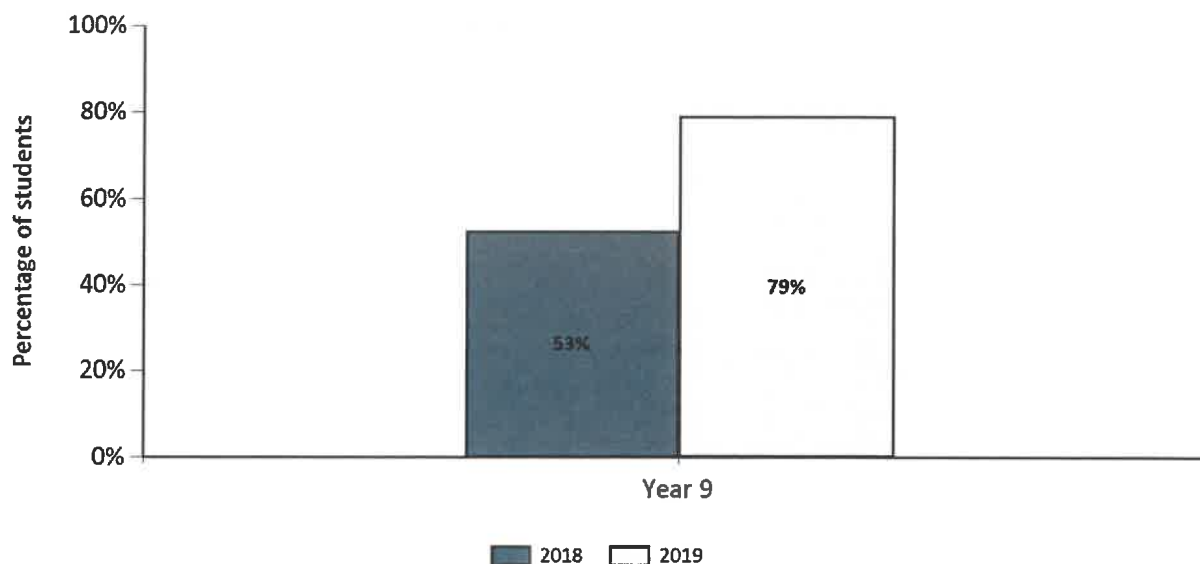


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	41%	25%
Middle progress group	44%	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	38%	25%
Middle progress group	59%	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 9 2019	43	43	8	7	19%	16%
Year 9 2017-2019 Average	50.7	50.7	5.0	5.0	10%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020	2020
95%	95%	98%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	4%	0%	4%
A	6%	7%	7%	11%
A-	8%	11%	10%	11%
B+	8%	12%	15%	11%
B	17%	9%	15%	15%
B-	15%	16%	16%	15%
C+	19%	13%	10%	15%
C	14%	17%	19%	10%
C-	9%	6%	4%	4%
D+	4%	3%	2%	3%
D	1%	1%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020	2020
95%	99%	99%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2020

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

School performance comment

We are particularly pleased that despite the challenges of the 2020 pandemic, our year 12 results remains strong and continued to show improvement.

Whilst there was a drop from one student not completing their SACE certificate in 2019 to two students not completing SACE certificate in 2020, our grade distribution provides strong evidence of the of the continued efficacy of our strategies. A closer analysis of the SACE achievement data showed that 96.38 percentage of grades achieved were at a C- grade or higher. 26.5 percentage of those grades were at the A band grade(ie A- to A). The A band grades improved by 9 percent from 2019.

100 percentage of students successfully completed stage 2 Research Project, stage 1 Literacy and Numeracy. 97 percentage completed PLP which was higher than the State percentage. We have also seen a significant increase in the number of students achieving ATARS above 90 percentage with our DUX achieving 98.8 percent. 5 Merits were achieved across Research Project, Physics and Mathematics.

Each year we review and refine our strategies to improve our SACE results. Data collection and analysis is an ongoing and has been embedded in our practice. The traffic light data is shared with students and their families from mid-term one so that tracking and monitoring of individual students can be effectively implemented and we can work with the student and their parents to implement intervention strategies.

Whilst the NAPLAN testing was cancelled in 2020, the challenge for the College is to continue literacy and numeracy improvement and to maintain achievement in the high bands. To this end, in 2020, we implemented a whole school approach to expose students to more complex text and to confidently use more tier 2 and tier 3 vocabulary in their writing. In 2020, we also continued to upskill our staff through professional learning, to identify subject specific mathematical concepts.

Attendance

Year level	2017	2018	2019	2020
Year 8	88.4%	87.7%	81.2%	78.7%
Year 9	86.9%	86.7%	85.5%	72.2%
Year 10	89.9%	90.3%	94.7%	82.5%
Year 11	91.1%	90.8%	93.3%	83.7%
Year 12	93.4%	92.6%	89.5%	83.8%
Secondary Other	90.6%	88.2%	86.4%	83.4%
Total	91.2%	90.6%	89.7%	81.0%

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

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

Attendance comment

The pandemic impacted on student attendance and as a consequence our data shows that student attendance was slightly lower than 2019. Although students returned to school in term 2, our community was responsible in keeping students home when they felt unwell. Some students struggled with remote learning and become increasingly disengaged with learning and attendance.

Parents were regularly contacted about their child's attendance and the SMS message system was used to alert parents of their child's attendance. Attendance for some Aboriginal students is an issue. Home visits were the more effective mode of communication with Aboriginal families.

Behaviour support comment

An analysis of the behaviour data continues to indicate that break down of friendships is the major reason for conflict which can escalate to suspension. In each case, the student services team is involved to ascertain the cause and apply restorative justice processes where possible. The College also continues to focus on student wellbeing and the Home Group program focuses on build student resilience and capacity to manage conflict before it becomes a behaviour issue. The number of lunchtime Clubs continue to support students and educate them about appropriate behaviours.

Client opinion summary

Each year, parents/ caregivers are provided with the Parent Engagement Survey to complete which is designed to provide information about areas that need to be incorporated school improvement and planning.

We have found however, that the most effective way to gain information from parents is by providing them with hard copies of the survey. Noting that there were very few responses in 2020, the College continues to work towards informing parents of their child's progress and academic expectations. As we explore and work towards additional "parent friendly" ways to collect parent opinion.

Staff continue to provide information for school improvement through various opportunities to provide information for school improvement including professional learning, policies and procedures.

Students across the whole school participated in the student wellbeing and engagement survey in term 3, 2020. The wellbeing indicators represent potential levers for school improvement and the College uses both the indicators and the results to continually analyse and improve our wellbeing programs. The results from the 2020 survey are encouraging as they show an overall solid improvement across all the sections. The most significant improvement (from 2017 to 2020) appeared to be in four areas of the survey. These are:

Connectedness with school with a 7% improvement; school climate 12% improvement, School belonging 22% improvement and Perseverance with a 34% improvement.

Intended destination

Leave Reason	Number	%
Employment	14	3.6%
Interstate/Overseas	168	42.7%
Other	8	2.0%
Seeking Employment	23	5.9%
Tertiary/TAFE/Training	3	0.8%
Transfer to Non-Govt School	9	2.3%
Transfer to SA Govt School	28	7.1%
Unknown	140	35.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

The Business Manager 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	74
Post Graduate Qualifications	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	36.7	1.0	14.2
Persons	0	41	1	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$6,628,134
Grants: Commonwealth	\$0
Parent Contributions	\$408,581
Fund Raising	\$0
Other	\$0

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

2020 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 2020 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	\$773, 308 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	\$40, 695 EALD classes were run from Years 10-12	Improved tracking through EALS levelling
	Inclusive Education Support Program	\$717,306 Targeted SWD 1:1 support. SSO intervention to support literacy and numeracy	Progress of students tracked and monitored through scaffolding work
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	\$238, 203 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. \$44,903 AC task design and collaborative moderation. STEM as a discrete subject	Strong connections with aboriginal families and improved future pathways planning. Literacy support for student.
Program funding for all students	Australian Curriculum	\$1,626.00 = ATP School Deliveries	Students experience various enhancement programs.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	\$26,582 Quicksmart Numeracy intervention. Senior School Workshops	Progress of students tracked and monitored through Quicksmart Numeracy intervent
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A