Blackwood High School

2021 annual report to the community

Blackwood High School Number: 0905

Partnership: Mitcham Hills

	Signature
School principal:	Sharon Goldman
Governing council chair:	Matthew Cheshire
Date of endorsement:	**28 February 2022**

Government of South Australia

Department for Education

Context and highlights

Blackwood High School is a Category 7 school located in the foothills of Adelaide. The school offers a comprehensive educational program to cater for students who have diverse aspirations including tertiary, apprenticeship and other skilled employment pathways. Students can also apply to be part of the Specialist Sports programs in Football (Girls and Boys) and Netball.

For many years, Blackwood High School offered the International Baccalaureate Middle Years program for Year 8 -10 students. However, this ceases from the end of 2021. The school will then focus on offering the mandated Australian Curriculum through innovative teaching practices developed over time and informed by the Department for Education reforms.

In the Senior Years, students studied the South Australian Certificate of Education. In, 2021, the VET Certificate II and III in Dance and Certificate II and III Music were offered but will no longer be offered due to significant changes in the Vocational Education policy.

A significant focus for 2021 was preparing for the Year 7 students to High School. This involved an extensive transition program for not only the new Year 7 students and families but for the 2022 Year 8 cohort, and working with our local primary schools to gather information to best support each student. The Middle School Leadership Team strengthened the Learning Communities model to incorporate Year 7, 8 and 9 from 2022, and worked with staff to develop agreements and expectations for teaching and learning.

The $9.4M Capital Works Program was completed on time providing new and refurbished learning spaces for Middle School students as well as a Dance studio, Photography and Art classrooms and a flexible HPE learning environment. The school also completed Site Funded works resulting in a new Canteen and Conference Room. Other facility developments included outdoor heating and a new outdoor learning space for the Senior School students.

As a school community, we continued to navigate the challenges of COVID. Fortunately, the many events and learning opportunities that enrich curriculum and co-curricular programs were able to continue within COVID guidelines. However, interstate trips were cancelled once again. A number of intrastate trips were implemented to provide similar learning experiences to compensate for the cancellation of these trips.

There was a state wide COVID lockdown at the beginning of Term 3. Fortunately, this was only for a week. Students and staff quickly transitioned to online learning and back again. The wearing of face masks at school became mandatory for much of Term 3. Despite some challenges, the school community managed this mandate.

Governing council report

In 2021 the Blackwood High School Governing Council has completed its meeting requirements, conducting eight properly attended meetings throughout the year. Meetings held during pandemic restrictions have been conducted as online meetings.

The Governing Council has managed its Canteen service. Throughout the year, the Council has monitored the Canteen budget, the impacts of its new facility construction and has stayed informed of the changes of operation for pandemic risks and restrictions.

The Governing Council has completed its requirements to review and approve the school budget. It has approved the handling of school fee debts and successful polling for an increase of Materials and Service fees. The Council conducted its review to approve the school's Site Improvement Plan.

The Governing Council has completed long term deliberations around the continuation of the school's IB program. We have supported the decision to transition away from the IBMYP from 2022.

The school's Complaint Management, Fund-Raising and Student Mobile Phone policies were discussed at this year's meetings.

We have been involved in ongoing discussions for improvement of street crossing safety with other stakeholders.

The Council has reviewed and supported the introduction of a new system for controlling student mobile phone use on site.

The Governing Council has stayed abreast of uniform supply difficulties, proposals for new uniform items and has approved the extension of the uniform supplier contract.

Student Free days for 2021 were endorsed by the Council, and the implementation of early student dismissal for final days of term.

Quality improvement planning

This was the final year of our 2019 – 2021 Improvement Plan. Staff maintained focus on the three improvement goals to strengthen our collaborative approach to whole school improvement.

Goal 1 - Increase student achievement across all learning areas (IBMYP & SACE).

A more strategic approach to 'knowing our learners' was implemented at the beginning of the year using the "1 1 1" strategy which staff embraced and revisited across the year through Performance and Development conversations. Teachers further developed their understanding of the Formative Assessment Agreement through targeted professional learning focused on activating students as owners of their learning.

The Learning Cultures Student Leadership Team identified strategies that support students to achieve excellence in learning. They designed a series of posters to promote the strategies and have implemented the Learning Cultures Award to acknowledge students who use these strategies.

Staff embraced the trialing of the DfE Australian Curriculum units which were opportune with the school withdrawing from the IBMYP at the end of 2021. These units supported the redevelopment of BHS Year 8 to 10 curriculum as well as the development of Year 7 curriculum. A collaborative approach to curriculum development was supported through the development of the BHS unit planner which makes explicit key concepts to be taught as well as consideration of pedagogical practices.

Goal 2 – Increase the number of students achieving Band 7 and above for Writing and increase the number of students in the High Bands.

A whole school Literacy Agreement was developed which identifies key approaches to support literacy development across the curriculum. This will be explicitly implemented into teacher practice across 2022. The Low Stakes Writing strategy was further strengthened across Year 8 and 9 and embedded into unit plans. In 2022, the strategy will be implemented across Year 7 to 10. Teachers began to explore and share strategies to explicitly teach subject specific vocabulary which was also included in unit plans.

English and Humanities teachers continued with the Brightpath Assessment program embedding Narrative and Persuasive writing into assessment genres, however, the rigid program timelines impacted on the success and value of the program. Improved program flexibility and resetting at Year 7 and 8 in 2022 will hopefully refresh our approach so teachers and students see the value of the program to support next steps in writing.

Goal 3 - Increase the number of students achieving the SEA for Numeracy and increase the number of students in the High Bands.

The Maths Team consolidated their agreed approach to teaching Maths at BHS and implemented the agreed approach to problem solving. Next year, they will implement collaborative observations and feedback based on the agreements. Also, they will implement Assessment Portfolios at Year 7 and 8 to empower students to collect evidence of their Maths learning as well as evidence of their Numeracy ability.

The Maths Team supported the Arts, HPE and Design and Technology teachers to identify and foreground key Numeracy concepts within their subjects. The teachers developed a number of lessons which make explicit and reinforce Numeracy concepts which they then delivered. In 2022, the Arts, HPE and Design and Technology Teams will strengthen disciplinary approaches to Numeracy through the consolidation of strategies as part of Learning Design and Assessment. The Maths teachers have continued to develop digital resources to support teacher understanding of Numeracy concepts.

In 2022, focused teacher observations of literacy and/or formative assessment practices will be implemented and teachers will be provided feedback to support them to strengthen their teaching practice. This will be formalised as part of the school's Performance and Development practices.

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
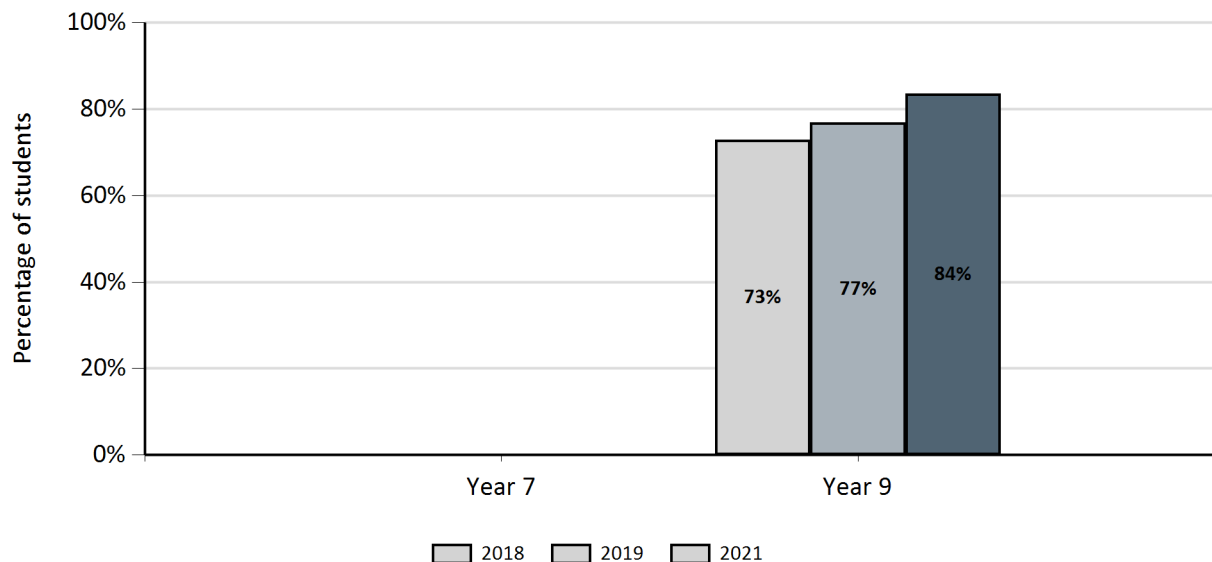
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.
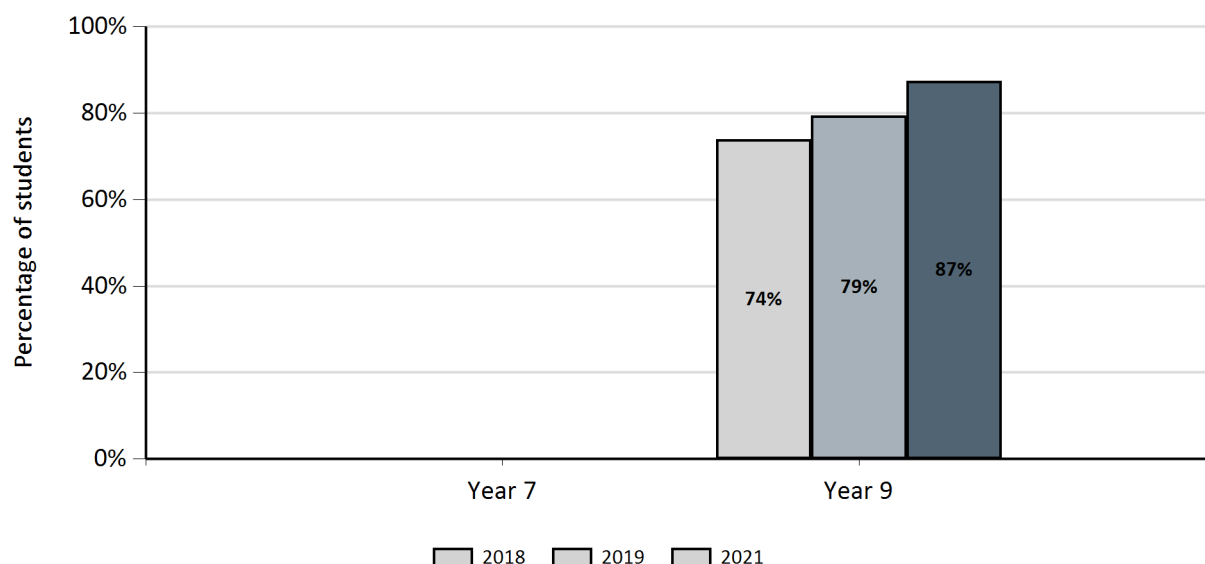
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	43%	35%
Middle progress group	47%	48%
Lower progress group	10%	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	40%	34%
Middle progress group	42%	48%
Lower progress group	18%	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	214	214	56	52	26%	24%
Year 9 2019-2021 Average	202.0	202.0	43.5	45.0	22%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Continuity of Learning

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

A comprehensive transition program was implemented for Year 7 and 8 students to BHS in 2022. For our new Aboriginal students, this involved:
• the BHS Aboriginal Education Team connecting with key primary school staff to share information about learning and wellbeing
• connecting with Reconciliation events at BHS.
• additional transition visits for the students to familiarise them with the school and to meet and connect with current Aboriginal students at BHS
• analysis of literacy and numeracy data which will inform each student's Individual Education Plan. Each plan will be uploaded to our Learner Management system, Daymap, and shared with subject teachers
Once the Aboriginal students transition to BHS, the Aboriginal Education Team systematically monitor/track learning progress and achievement of the students. This involves mid-term analysis of "Traffic Light" data and termly Student Achievement data. This process identifies students 'on track' and those who require follow up intervention and support. A case management approach, supported by the Middle and Senior School Leadership teams, provides follow up support. Year 11 and 12 students also access student mentoring through the Aboriginal Programs Assistance Scheme (APAS).

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

All students studying the IBMYP in Year 8 -10 achieved an IB grade of 3 or better for English and Maths. Students in Year 11 and 12 studying Stage 1 and 2 SACE were supported to achieve a C grade or better for the compulsory requirements. Targeted intervention was implemented when necessary to support students to be successful and to support their preferred pathways beyond school.

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
99%	99%	97%	95%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	1%	0%	1%	0%
A	5%	6%	6%	6%
A-	12%	14%	13%	10%
B+	16%	13%	14%	0%
B	17%	19%	15%	12%
B-	16%	16%	14%	14%
C+	14%	17%	16%	0%
C	14%	11%	12%	15%
C-	4%	3%	5%	7%
D+	1%	0%	1%	0%
D	1%	0%	1%	2%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	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
100%	100%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	20%	22%	24%	26%
Percentage of year 12 students undertaking vocational training or trade training	49%	53%	50%	39%

2021
25%
41%

School performance comment

The percentage of Year 9 students achieving the Standard of Education Achievement (SEA) for NAPLAN Reading and Numeracy continues to increase with a 7% increase for Reading and 8% increase for Numeracy. Also, there is an increase in the percentage of students achieving in the High Bands.

The NAPLAN Writing data also continues to improve with 44% of students achieving the National Minimum Standard (Band 6) or higher in 2018, 68% in 2019 and 72% in 2021. This upward trend confirms that the literacy strategies we have implemented over the last three years to improve student writing are having a positive impact.

Student progress between the 2018 and 2021 NAPLAN tests is also positive with more students demonstrating growth in the middle and upper progress groups. Moving forward, we will continue to work with students to move them beyond the middle proficiency bands of 7-8 and further strengthen literacy and numeracy improvement strategies to move students into the higher bands of 9-10.

In the Senior Years, not all Year 12 students achieved their SACE certificate. This is the second year that the school has not achieved 100% SACE completion despite targeted interventions to support individual Year 12 students. Also, there was a decline in the number of students achieving in the A and B grade bands and no Merits were achieved. Four Year 11 students achieved A grades for the SACE Stage 2 Research Project which is studied in Year 11.

116 students received an ATAR with 12 students achieving an ATAR above 90, an increase from 2020. The highest ATAR was 97.2.

VET continues to play a large part of our students' SACE - 63 students completed their SACE with some VET, 36 students completed SACE and would not have done so without VET. 13 Students achieved a VET Certificate III and 2 students, a VET Certificate IV or higher.

At SACE Stage 1, A and B grades were well above the State average. However, there was a decrease in the number of students achieving a C grade or above for the compulsory Literacy and Numeracy subjects. Also, there was a decrease in the number of students who achieved a C grade or above for the compulsory Stage 1 Personal Learning Plan (PLP) which is studied at Year 10. Further interrogation of the compulsory subject data is required to inform SACE improvement strategies. In 2022, a revitalized PLP will be delivered at BHS as part of a SACE pilot program.

In 2022, the Professional Learning program will focus on SACE moderation and marking to ensure consistency of teacher judgement against SACE Performance Standards and Senior School pedagogy that promotes stronger engagement of young adults in their learning to improve learning outcomes.

It is noted that the Year 12 Attendance data has shown a further decline which has impacted on achievement outcomes. Achievement and attendance are clearly connected and present a challenge for both teachers and families, and will be targeted in 2022.

Attendance

Year level	2018	2019	2020	2021
Year 8	91.8%	94.4%	91.6%	92.9%
Year 9	92.2%	91.6%	90.4%	90.4%
Year 10	89.8%	92.7%	89.6%	89.1%
Year 11	88.4%	90.2%	90.6%	89.1%
Year 12	90.5%	89.2%	88.5%	87.3%
Secondary Other	89.1%	88.9%	96.8%	93.2%
Total	90.6%	91.8%	90.3%	89.9%

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

Attendance comment

There was a slight improvement in the attendance of Year 8 students but a decline for students in Year 10, 11 and 12. For our Year 12 cohort, this is a pattern across the last four years requiring further investigation as stated previously. The school has clear processes for recording/monitoring/following up attendance. All unexplained absences are followed up daily by the Student Wellbeing Centre with any remaining absences followed up by the Care Group Teacher. Year Level and Wellbeing Leaders meet regularly to follow up chronic and habitual non-attendance through case management.
A focus for 2021 was to improve the attendance rates for ATSI students. There was an increase in attendance to 87.2%; the difference between ATSI and non-ATSI attendance is 2.1% compared to 3.7% in 2020.

Behaviour support comment

Student behaviour incidences continue to decrease; in fact, there has been a drop across all of the behaviour codes. However, most of the inappropriate behaviours are in Year 8, 9 and 10 with a number of students suspended more than once. When comparing the Year 8 data from 2020, it can be noted the students with one incident don't feature in the Year 9 data. The majority of the Year 8 students fall into the category of 'threatened or perpetrated violence'. On closer inspection, the vast majority are related to when a student has responded in a physical manner in the heat of the moment; whilst the vast majority of Year 11 and 12 inappropriate behaviour falls into the category of 'Threaten good order of the school'. School leaders continue to work with parents/caregivers to support students to make better choices about behaviour.

Parent opinion survey summary

517 parents/caregivers completed the Parent Engagement survey which constitutes an encouraging 25% increase on 2020. Parents/caregivers responses were generally positive and comparatively consistent with 2020. Analysis of the survey data indicates that the most positive responses were:
• 76% of parents/caregivers agree/strongly agree that the school communicates effectively
• 79% receive enough communication and the general preference for communication is via email.

Areas for development are:
• providing an opportunity for families to have useful discussions about their child's learning – this was only 50% for agree/strongly agree
• providing an opportunity for parents to have input into their child's learning - 44 % for agree/strongly agree
• encouraging parents to help their child learn – 46% for agree/strongly agree.
The COVID pandemic has continued to impact on the opportunity for parents/caregivers to meet face to face with teachers to discuss their child's learning. Student Learning Conferences were once again conducted by phone this year.

The response for the school providing useful feedback to their child was better at 64%. Survey comments indicated that parents/caregivers want more information about their child's learning. Some comments referred to the lack of useful information in the school reports. With the transition from the IBMYP, the reporting format will be reviewed as teachers will need to assess and report using the A-E grading system.

There was an interesting response to the question of what parents/caregivers thought the likely pathway for their child would be. Vocational Education was identified as the highest area and 20% higher than the next nearest area which was tertiary. With the changes to the delivery of VET in schools beginning in 2022, this will present a challenging focus for BHS to provide opportunities for our student community.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	0.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	6.1%
OV - LEFT SA FOR OVERSEAS	8	3.7%
PE - PAID EMPLOYMENT IN SA	9	4.2%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	0.5%
SM - SEEKING EMPLOYMENT IN SA	5	2.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	11.2%
U - UNKNOWN	146	68.2%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	1.9%
VI - LEFT SA FOR VIC	3	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, volunteers and external providers and contractors, as well as pre-service teachers, have current, relevant screening requirements including the Working with Children Check. An extensive induction process and checklist is in place for all newly appointed staff, temporary relief teachers and pre-service staff.

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	115
Post Graduate Qualifications	54

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	63.4	0.0	23.1
Persons	0	70	0	26

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

Financial statement

Funding Source	Amount
Grants: State	$11,152,461
Grants: Commonwealth	$2,500
Parent Contributions	$968,052
Fund Raising	$3,859
Other	$411,723

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	BHS accessed the services of FLO service providers to provide learning and wellbeing programs, including case management, for FLO enrolled students.	Improved engagement and supported SACE & VET pathways.
	Improved outcomes for students with an additional language or dialect	0.2 EALD Teacher appointed. This role supported teachers to develop their capacity to explicitly teach and support EALD students with literacy.	Achievement of IBMYP grade of 3 or higher and SACE C grade or higher.
	Inclusive Education Support Program	Identified students supported in class by an SSO or teacher to support achievement of SMARTER goals documented in the student's One Plan. Students supported across transition to high school.	Improved attendance and engagement, as well as improvement in literacy/numeracy.
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	n/a	n/a
Program funding for all students	Australian Curriculum	STEM Student Scholarships	Enhanced student engagement and pathways in STEM and increased retention.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Supported leadership professional learning and development focused on school improvement	Development of leadership capacity for school improvement
	Specialist school reporting (as required)	Special Interest Netball (girls)	Support attendance/engagement/achievement - IBMYP grade 3/SACE C grade or higher
	Improved outcomes for gifted students	n/a	n/a