



# Modbury High School

## 2020 annual report to the community

Modbury High School Number: 964

Partnership: Modbury

School principal:

Ms Joanne Costa

Signature

Governing council chair:

Martin Crabb

Date of endorsement:

11 February 2021



Government  
of South Australia

Department for Education



## Context and highlights

Modbury High school is a category 5 school in the Northern suburbs of Adelaide. In 2020 we had 748 students. The student population includes approximately:

- 28% school card holders,
- 21% students with English as an Additional Dialect
- 8% students with disabilities and
- 3% Aboriginal students.

2020 saw the introduction of the Modbury Alternative Program (MAP). This program was set up to support Year 11 disengaged students to re-engage with schooling. Eighteen students enrolled in the program and out of these 18 students, 12 have enrolled in a Stage 2 course in 2021 and 6 have either found employment or gained apprenticeships. Student wellbeing became a major focus with a huge array of activities organised to support students to develop increased well-being in all aspects of their life. Programs ranged from the delivery of Keep Safe and Child Protection curriculum, to programs such as the Year 10 Save a life program, Healthy Relationships, Life Choices, Cyber Safety and drug and alcohol awareness.

Increasing community connections is one of our ongoing goals. In 2020, the Year 11 Study Buddy program saw our Year 11 Students working with the Modbury South Reception Teachers to assist the Reception Students to develop their reading and writing skills. Not only did this program support the reception students, it has also supported the Year 11 Students to build their leadership skills, improve their communication skills and gain confidence in their abilities.

Feedback from the Modbury South Teachers was extremely positive, and they are keen to continue the program.

Music students participate in the online ABODA music competition. The Concert and Stage Bands entered 3 ensembles into the competition. The Junior and Senior Concert Bands won a bronze award, and the Stage Band won a Silver award.

The Year 10 Innovative Learning class competed in the National F1 in school's competition. They won National awards for the Best Graphic Design, Best Engineering CAD, and the Prestigious Fasted Lap at 1.075 seconds. This meant they had the fastest development class car in Australia.

The Mathematics and Science teachers have continued to build their STEM program. The program started in 2018 with only 3 Year 8 classes involved. In 2020, the program has expanded to include all Year 8-10 Mathematics and Science classes. This has enabled the students to develop their critical, creative, and problem thinking skills as well as deepen their understanding of Mathematical and science concepts.

The Year 12 Valedictory and the 8-11 Prize Giving Assemblies highlighted the incredible work by many staff and students and their commitment to achieve outstanding results.

## Governing council report

It has been another busy, but productive year for the Modbury High School Governing Council. We strive to support the school's mandate of offering our students an environment that is inclusive, respectful and allows students to do their very best which will support their future pathway opportunities.

As members of the Governing Council we are in a unique position, to gain a greater insight and understanding of the extensive range of activities that are offered to our students during normal school activities and outside the school campus. These varied activities have enabled students not only to develop their personal skills and abilities, but has enabled them to build lasting friendships in our State and overseas.

It is a privilege for the Governing Council to be able provide support to Joanne Costa, our school Principal and have insight to her interaction with other schools, the school improvement plan and way she is striving to positively promote Modbury High School as an outstanding secondary school of choice.

It has been our pleasure to have our School's Student Captains, Dylan Haskell, Kim Jolly-Vivian, David Woolford and Tasnuva Tahabu to attend our meetings. Their contribution has not only given them an opportunity to learn about meeting procedures and school programs but additionally, they have been able to report on student activities and contribute to decision making.

To achieve the best possible learning outcomes for our students the school facilities and environment are key contributors. It is pleasing to see the how the STEM Learning Centre that open last year has strengthen our Science teaching programs. The building development project for the year 7 cohort, commencing in 2022, is now underway and will further extend our learn capacity.

The ongoing planning and development of our community and produce garden has provided an achievement highlight for the Governing Council. We are looking forward to seeing students and the community engaging in the range of learning opportunities it will provide and the practical appreciation of the environment and sustainable living it will foster.

The Governing Council has a united goal of encouraging authentic parent and community participation within our school. Looking towards 2021, and possible modifications to Covid-19 restrictions, we are looking forward to the opportunity for parents to be able to participating and interacting more within our school community.

A highlight of the year is the Year 12 Valedictory Presentations, showcasing the academic and student achievements during the year. The event was once again well organised.



## Quality improvement planning

In 2020 our school improvement goals were:

- Increase student achievement in Reading and Writing with a target of 87% of the Year 8 students meeting the DfE Standard of achievement in PAT-R;
  - Increase student achievement in Numeracy with a target of 5% increase of students achieving a C grade or above in comparison to 2019.
  - Increase the number of students who report high wellbeing in learning readiness with a target of a 5% increase in the percentage of Year 8 Students who report high wellbeing in perseverance in comparison to the 2018 Year 8 cohort.
- To implement these goals, targeted professional learning (PL) was put in place with Nanette Smibert delivering the (PL). The training focused on high impact strategies to improve students reading and writing. Nanette also worked with individual Learning areas to help teachers gain a better understanding of the literacy demands within their own Learning area.

This strategy saw an improvement in students' written work and their ability to write using the technical language of the subject. PAT-R data showed an improvement in the students gaining the Standard of Education Achievement in Reading. For 2020, within the Year 10 cohort, there was a 5% increase in the percentage of students who met the SEA in comparison to their Year 9 result in 2019. There was a 1% improvement for the Year 9 cohort in comparison to their 2019 year 8 result.

Additionally, all staff participated in workshops run by Jill Colton on Differentiated Learning. This led to teachers intentionally planning work for students which met their learning needs and supported them in being successful. This strategy saw an improvement in the quality of work presented by students and an increase in the percentage of students with learning difficulties achieving a satisfactory grade.

Mathematics and Science Teachers continue to develop their STEM program. Teachers worked collaboratively to upskill themselves to effectively develop authentic STEM units of work and deliver them to the students. The units supported students to develop their critical, creative, and problem-solving skills. Pat-M results showed that 25% of the Year 8 and 9 and Students achieved a score above 140 which placed them in the top bands. There is a concern that only 77% of the Year 10 cohort achieved the DfE SEA.

The wellbeing Team has worked well to further develop the "Student Life Program" with the aim of increasing students' self-academic concept and their ability to persevere with their learning. Michael Griffith worked with all staff to increase their knowledge of effective Growth Mindset strategies. Additionally, he worked with students to develop their skills and understanding of themselves as learners. This work has resulted in a 4% decrease from 12% in 2019 to 8% in 2020 in the number of students reporting low well-being of their academic self-concept.

In 2021, we will continue to work on improving students' reading, writing and numeracy achievement. Professional Learning Teams will now move to the next step of the PLT cycle, where they share evidence of students work and look for adjustments to tasks aiming to further improve student learning and the standard of their work. To better support teachers to identify student's learning gaps and intentionally plan for individual students, the English and Mathematics Teachers will utilise SMART Lab which is an online diagnostic tool for Literacy and Numeracy.

Based on the student surveys and anecdotal data collected, our third goal for 2021 has been modified to Increase the percentage of students who report high well-being in "connectedness to school and emotional engagement with teachers". Restorative Justice practices will be implemented across the school. Positive Education will also remain a focus.

## Improvement: Aboriginal learners

In 2020 we employed a 0.2 Aboriginal teacher and an Aboriginal Transition Worker for 14 hours a week, with the aim of:

- a) Raising the profile of Aboriginal learners in the school
- b) Supporting students with their learning by providing 1 to 1 support to students who needed extra support with their learning
- c) Monitoring student attendance and connecting with families

A Reading program was put in place for all year 8-10 Aboriginal Learners to support them to improve their reading. Year 11 and 12 students had an individual tutoring session one lesson each week.

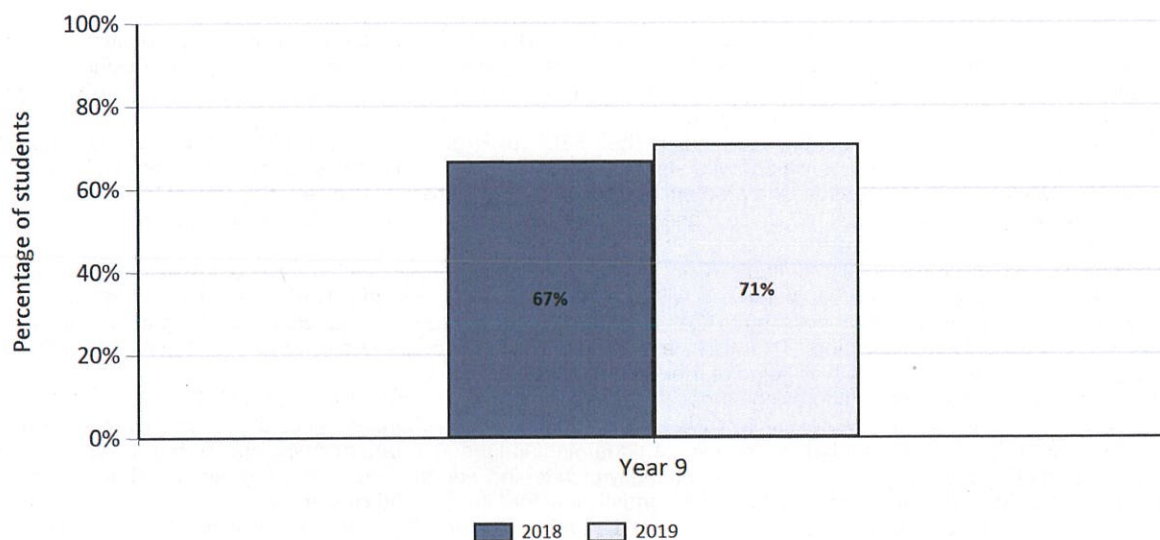
Reconciliation week and Naidoc week were celebrated across the school with many activities taking place which raised awareness for all students and staff about the Aboriginal Culture and History.

# 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

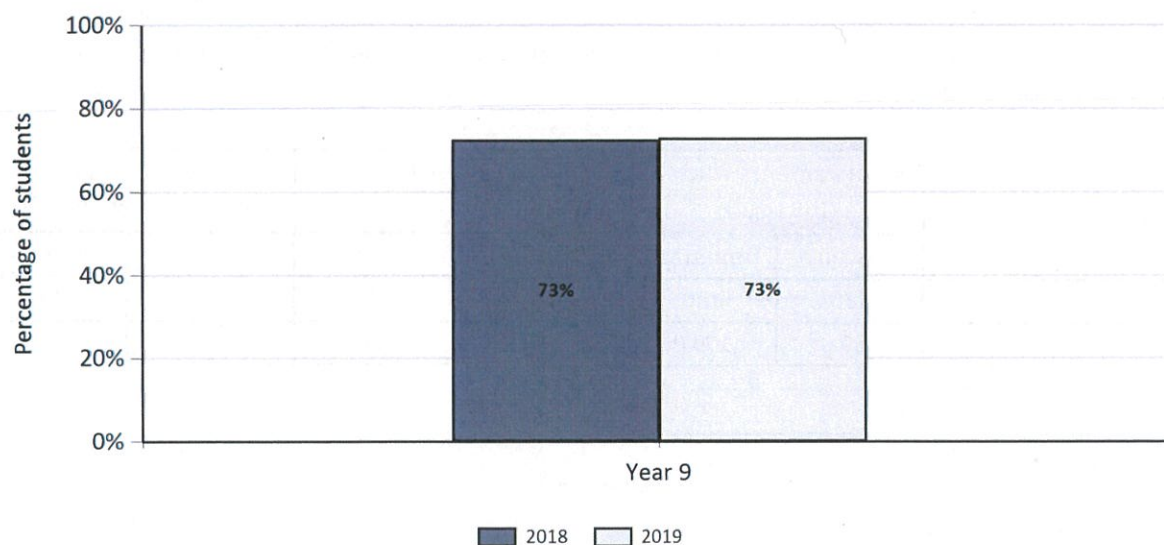


\*NOTE: No NAPLAN testing was conducted in 2020.

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	26%	25%
Middle progress group	58%	50%
Lower progress group	16%	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	27%	25%
Middle progress group	55%	50%
Lower progress group	18%	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	130	130	18	15	14%	12%
Year 9 2017-2019 Average	159.0	159.0	16.0	21.0	10%	13%

\*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
99%	99%	99%	99%

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+	2%	4%	2%	2%
A	5%	9%	6%	6%
A-	11%	12%	12%	12%
B+	14%	14%	13%	12%
B	18%	16%	20%	19%
B-	20%	19%	14%	20%
C+	15%	15%	17%	18%
C	10%	9%	11%	8%
C-	3%	1%	3%	2%
D+	1%	0%	1%	1%
D	0%	0%	0%	0%
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 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
100%	100%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2020

\*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	8%	8%	16%	12%
Percentage of year 12 students undertaking vocational training or trade training	16%	18%	28%	32%

## School performance comment

In 2020, 99.2% of the Year 12 Students achieved their SACE, only one student did not achieve their SACE. The Year 12 cohort achieved 99.83% of passing grades with the lowest result being one D. A goal for increased A and B grades was set for 2020, and the cohort achieved 20.48% A grades (a slight increase from 2019), and 50.83% B grades (a 4% improvement from 2019). The improvement in the data reflect the implementation of an improvement plan whereby a more concerted effort by teachers and leaders to track and monitor students, through an increase of data collection in the level of achievement and communication with students and families.

Due to the absence of NAPLAN in 2020, the achievement data for Year 8 to 10 students was gathered using PAT-R and PAT-M testing.

- 146 students undertook the Year 8 PAT-M test, where the median result was 130.7, and the top 25% of the students achieved a result of 140.1 or above. 83.6% of students achieved above DfE SEA benchmark of 122.
- 133 students undertook the Year 9 PAT-M test, with a median result of 131.4, and the top 25% of students achieved a score of 140.7 or above. 83.5% of students achieved above DfE SEA benchmark of 123.
- 121 students undertook the Year 10 PAT-M test, with a median result of 134.3, and the top 25% of students achieved a score of 142.6 or above. 77.7% of students achieved above DfE SEA benchmark of 127.
- 140 students undertook the Year 8 PAT-R test, where the median result was 132.5, and the top 25% of the students achieved a result of 140.4 or above. 85.7% of students achieved above DfE SEA benchmark of 121.
- 132 students undertook the Year 9 PAT-R test, with a median result of 133.5, and the top 25% of students achieved a score of 142.4 or above. 81.8% of students achieved above DfE SEA benchmark of 126.
- 112 students undertook the Year 10 PAT-R test, with a median result of 137.1, and the top 25% of students achieved a score of 146 or above. 77.7% of students achieved above DfE SEA benchmark of 131.

The PAT-R results for the 2020 Year 9 and 10 results reflected an improvement in the percentage of student achievement in the SEA benchmark result from the previous year, reflecting a program and improvement plan for Literacy put in place across all staff.

## Attendance

Year level	2017	2018	2019	2020
Year 8	91.8%	91.6%	91.5%	88.2%
Year 9	90.5%	90.9%	91.1%	87.4%
Year 10	91.0%	90.8%	91.5%	87.6%
Year 11	92.4%	91.2%	94.1%	91.8%
Year 12	93.2%	94.1%	94.2%	92.4%
Secondary Other	91.8%	N/A	N/A	N/A
Total	91.8%	91.6%	92.5%	89.6%

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

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

## Attendance comment

Overall student attendance was 90%. In semester 1, Year 12 attendance was 92.4 % a decrease of 1.8% from 2019. However, when looking at semester 2 data, year 12 attendance increased to 94% which is similar to 2019. Year 8-11 attendance decreased on average by 3.3% compared to 2019. This drop coincided with the return to site post COVID restrictions as many families expressed safety concerns as a reason for not attending. Most year levels saw a reduction in the number of unexplained absences over the year, the additional processes and checks put in place during COVID helped teachers develop good practice around attendance monitoring.

## Behaviour support comment

In 2020, 5.5% of the students were suspended from school in comparison to the state average of 5.1%, 0.7% of these suspensions resulted in students being excluded from school between 4-10 weeks due to violent behaviour. The number of suspensions for 2020 are slightly higher 0.4% in comparison to 2019. The increase is attributed to a small cohort of students with complex behavior problems. As a school we have worked closely with the Department's Behavior Coach to support students to modify their behavior with many of the students suspended not re-offending. In 2021 we will be implementing Restorative Justice Practices across the school with the aim of supporting students to reflect on their behaviors and support them to change inappropriate interactions with others.



## Client opinion summary

This year 113 students, 73 staff and 132 parents completed the client opinion surveys.

The three highest rated statements in the student survey were:

- Teachers at the school expect students to do their best (4.4/5)
- My teachers provide me with useful feedback (3.8/5)
- My school gives me opportunities to do interesting things (3.8/5)

The three lowest rated statements were:

- "The school takes student opinions seriously" (3.4/5)
- "I like being at my school" (3.4/5)
- "Students' behaviour in this school is well managed" (3.2/5)

Overall, there has been a slight improvement (0.2) for each of the statements in comparison to 2019.

The three highest rated statements for staff were:

- "Teachers at the school expect students to do their best" (4.4/5)
- "Parents at this school can talk to the teachers about their concerns" (4.4/5)
- "The school looks for ways to improve" (4.2/5)

The three lowest rated statements were:

- "The school is well maintained" (3.5/5)
- "The school takes staff opinion seriously" (3.6/5)
- "I receive useful feedback about my work at this school" (3.7/5)

The three top ratings from the parent perspective survey were:

- "I receive enough communication from my school" with 71% strongly agree/agree
- "The school communicates effectively with me" with 68% I strongly agree/agree
- "Teachers and students treat each other with respect at this school" with 67% strongly agree/agree.

The three lowest ratings were:

- "I have useful discussions about my child's learning" with 37% strongly agree/agree; and 26% strongly disagree/disagree
- "The school provides opportunities for me to have input about my child's learning" with 38% strongly agree/agree; and 23% strongly disagree/disagree
- "The school provides me with useful tips on how to help my student learn at home" with 30% in the strongly agree/agree; and 26% strongly disagree/disagree

In 2021, the school will be implementing Restorative Justice Practices; it is envisaged that this process will support staff and students to address inappropriate behaviour in a positive, consistent and fair manner, and support students to develop positive and respectful relationships with all members of the school community. Additionally, the Student Life Program and the Positive Education Program which will be implemented in 2021 should support students to increase their connection to the school and the wider school community. Parent workshops which were cancelled due to COVID-19 will resume in 2021.

## Intended destination

Leave Reason	Number	%
Employment	19	9.2%
Interstate/Overseas	19	9.2%
Other	0	NA
Seeking Employment	11	5.3%
Tertiary/TAFE/Training	62	30.0%
Transfer to Non-Govt School	10	4.8%
Transfer to SA Govt School	38	18.4%
Unknown	48	23.2%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

The school follows the DfE protocols and ensures all staff, members of the community working at the school or volunteering in any capacity have a Working With Children Check (WWCC) clearance.

# 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	95
Post Graduate Qualifications	26

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	1.0	54.5	0.0	15.9
Persons	1	61	0	22

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

## Financial statement

Funding Source	Amount
Grants: State	\$9,725,717
Grants: Commonwealth	\$0
Parent Contributions	\$526,877
Fund Raising	\$5,404
Other	\$219,999

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	Modbury High School has a Learning Centre which is staffed every lesson. Students who are sent to the Learning Centre are supported to reflect on their behaviour and to complete their school work.	This resulted in a 99.2% SACE completion.
	Improved outcomes for students with an additional language or dialect	The school employs the equivalent of 1.0 teachers who teach English as an Additional Language to all eligible students. A dedicated class operates at each year level.	100% of the students studying Year 12 EALD received a grade of C and above.
	Inclusive Education Support Program	Allocated funding is utilized in a number of ways to support all students with disabilities. A dedicated support room is in operation where students access support from a teacher or school service officers.	100% of Year 12 students with a verified disability achieved their SACE.
	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	A reading program was put in place to support Aboriginal Students. Additionally, all year 11 and 12 Aboriginal students were given individual support one lesson per week. Literacy was a focus for the whole school. Teachers participated in training run by Nanette Smibert and then implemented their learning with their classes. In classroom support was provided for students with complex needs.	100% of the Year 12 ATSI students gained their SACE certificate. An increase in the percentage of students who achieve the SEA in PAT R and PAT M for Year 8-9.
Program funding for all students	Australian Curriculum	The Australian Curriculum is implemented in all learning areas from years 8-12. Learning and task design has been a focus for the school over the last 3 years. Teachers work in professional Learning Teams to design tasks	The Australian Curriculum is delivered in all Learning Areas.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	A focus on literacy across the school, in particular in reading and writing. An expert worked with all staff to support them to gain the skills and knowledge needed to implement improvement strategies in reading.	An increased number of students achieving the SEA in PAT- R for Year 8 and 9.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

