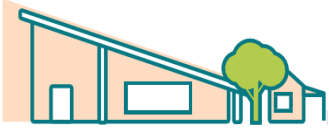




**MODBURY
HIGH SCHOOL**
FINEM RESPICE



2023 annual report to the Community

Modbury High School

Modbury High School number: 964

Partnership: Modbury



School principal:

Joanne Costa

Date of endorsement:

08/02/2024



Government
of South Australia
Department for Education

Context Statement

Modbury High School caters for students from 7-12. At the time of this report, the enrolment in 2023 is 880. Modbury High School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 4% Aboriginal students, 11% students with disabilities, 15% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

GOVERNING COUNCIL REPORT 2023

As members of the Modbury High School governing council, it is a privilege to be able to support the school governance. This committee supports our students to learn in an inclusive and respectful environment and provides them with conditions to achieve their absolute best, which supports their future pathway opportunities.

We are in a unique position to gain a greater insight and understanding of the extensive range of activities offered to our students during normal school hours and through a wide range of extracurricular activities. These varied activities have enabled students not only to develop their personal skills and abilities but have enabled them to build lasting friendships in our local community and beyond.

It is a pleasure for the governing council members to support Joanne Costa, Modbury High School Principal. We gain insight into her interaction with other schools, the school improvement plan, and strategies used to positively promote Modbury High School as an outstanding secondary school of choice.

Within our responsibilities, we have also successfully contributed to the financial management; policy and procedures review and implementation; canteen service delivery review, actively engaged in the school facilities and upgrades and improvement planning.

It has been pleasing to have Modbury High School student captains, Lydia Wighton, Ryan King, and Jak Kastanos attend our governing council and sub-committee meetings. Their membership has given them an opportunity to learn about meeting procedures, school programs, contribute to decision making and to report on students' activities.

In May 2023, Joanne Costa hosted a parent forum event. The forum's purpose was for parents to work with us and provide feedback on how we can improve the services provided by Modbury High School. Parents provided feedback on the following areas: communication, student learning, parent involvement and connection to the school.

Constructive feedback was collated and divided into two focus areas that were immediately addressed and others noted as a long-term project.

This year an external review was conducted by the Department for Education (DFe) at Modbury High School. Members of the governing council and parents provided feedback via a consultation forum.

The governing council environmental improvement grant application to Green Adelaide was successful and allowed us to purchase and introduce organic composting and vermiculture facilities into our school environment.

The governing council members encouraged authentic parent and community participation within Modbury High School. We have been able to practically support the various school events which included this year's school open night and other key school milestones, including the year 12 valedictory assembly. It is always very pleasing to see our students' academic and personal achievements acknowledged and celebrated. Events and their communication have once again been well organised and professionally delivered.

As we conclude this year and say farewell to our 2023 graduating year 12 students, we acknowledge that the foundation has been laid, and countless opportunities now await them soon. The governing council is always thrilled to learn of the successful ways our students embark upon the next stage of their lives and potential further academic achievements.

MARTIN CRABB

Modbury High School

Governing Council Chair

At the heart of Modbury High School's success story is the commitment by students and staff for academic excellence. Our students have once again demonstrated their commitment and dedication, consistently achieving remarkable results in a range of learning areas. Teachers have continued to deliver engaging and challenging lessons supporting students to achieve excellent results. Students who have followed a Vocational pathway have demonstrated their talents in their chosen fields with many of them being successful in acquiring apprenticeships.

It's wonderful to witness the positive impact of the first special options class introduced in 2023. The 12 students in the class have not only demonstrated a high level of engagement but have also made significant contributions to the school community. The introduction of recycling initiatives and the development of a mini garden showcase their commitment to environmental sustainability and community improvement.

We have witnessed incredible performances from our athletes throughout the year. From winning championships to displaying exceptional sportsmanship, our students have proven that dedication, discipline, and teamwork and their love for their chosen sport.

Our Formula 1 in Schools Down Team competed in the World Championships held in the vibrant cityscape of Singapore. Although the top spot eluded them, the team earned accolades with the 11th fastest car, which is a testimony to their engineering abilities.

Not stopping there, Team Down demonstrated their commitment to innovation by securing an impressive 3rd place in the Innovation category. Out of 68 formidable teams from across the globe, our team secured a commendable 25th place overall, a testament to their dedication and skill.

Meanwhile, Team Blaze competed in the State Championships, winning second place. This triumph not only added another feather to our school's cap but also paved the way for Team Blaze to represent our School at the National Championships scheduled for March 2024.

The Arts Learning Area has once again adorned itself with glory as they clinched an impressive 12 merits at the Royal Show—an affirmation of the exceptional skills and creativity thriving within our school community.

Additionally, the Arts leader unveiled an exciting initiative that brought together students, teachers, and parents in a collaborative art workshop. This dynamic project not only fostered a sense of unity but also produced artworks which were exhibited as part of SALA Festival.

As well as putting on a number of school performances, the Music students participated in various competitions, highlighting their talents at the Generations in Jazz competition held in Mt Gambier, and at ABODA where they won silver.

Pedal Prix students revved up the excitement in 2023. They participated in many races including the 24-hour race at Murray Bridge, where our dedicated pedal enthusiasts showcased their endurance and determination. Our boys' team came 3rd place overall out of a whopping 80 teams.

The Year 7 students adeptly engaged in the Market Day, wherein they proficiently demonstrated the skills acquired through their entrepreneurship classes. This event not only serves as a platform to showcase the students' learning but also offers an opportunity for parents to actively engage in and contribute to their child's educational experience

In the year 2023, the Japanese Trip made a noteworthy return, as 17 students, accompanied by their Japanese educators, Ms. Kampes and Mr. Ricci, embarked on a journey to Japan. During their sojourn, they deeply immersed themselves in the rich tapestry of Japanese culture, traversing numerous cities and extending their exploration to our Sister School, Asakoushi High School.

Another notable highlight of the year was the Basketball trip to America. A contingent comprising 31 students and three educators journeyed to the United States to participate in a high school basketball tournament. The students experienced a remarkable time engaging in spirited competition against their American counterparts, achieving success by securing victories in numerous games.

There was a noteworthy improvement in the Year 12 South Australian Certificate of Education (SACE) results, reflected by a commendable 100% SACE completion rate. Moreover, an impressive 77.8% of achieved grades were A and B. This reflects a 4% increase when compared with the results from the preceding year, 2022.

JOANNE COSTA
PRINCIPAL

Goal 1: Increase student achievement in Reading and writing.

Achievement Towards Goal in 2023

Reading

PAT R

Year 7 – 19% achieved Band 12 and 13 – 75.31% achieved SEA above 120

Year 8 – 15% Achieved Band 12 and 13 – 79.3% achieved SEA above 121

Year 9 – 37.41% Achieved Band 12 and 13 – 76% achieved SEA above 126

Year 10 – 51.6% Achieved Band 12 and 13 and 80.79% achieved SEA above 131

Year 9 NAPLAN

28% of Year 9s (71 students) in Developing (33% of those in Developing are in the High range) and 11% (27 students) in Needs Improvement. 62% of students achieved strong or exceeding.

Writing

Year 9 NAPLAN

67% of students achieved Strong or exceeding

27% achieved Developing – of that 50% achieved in the high range

5% achieved Needs Improvement (6 students)

Percentage of A and B grade data for Literacy rich subjects

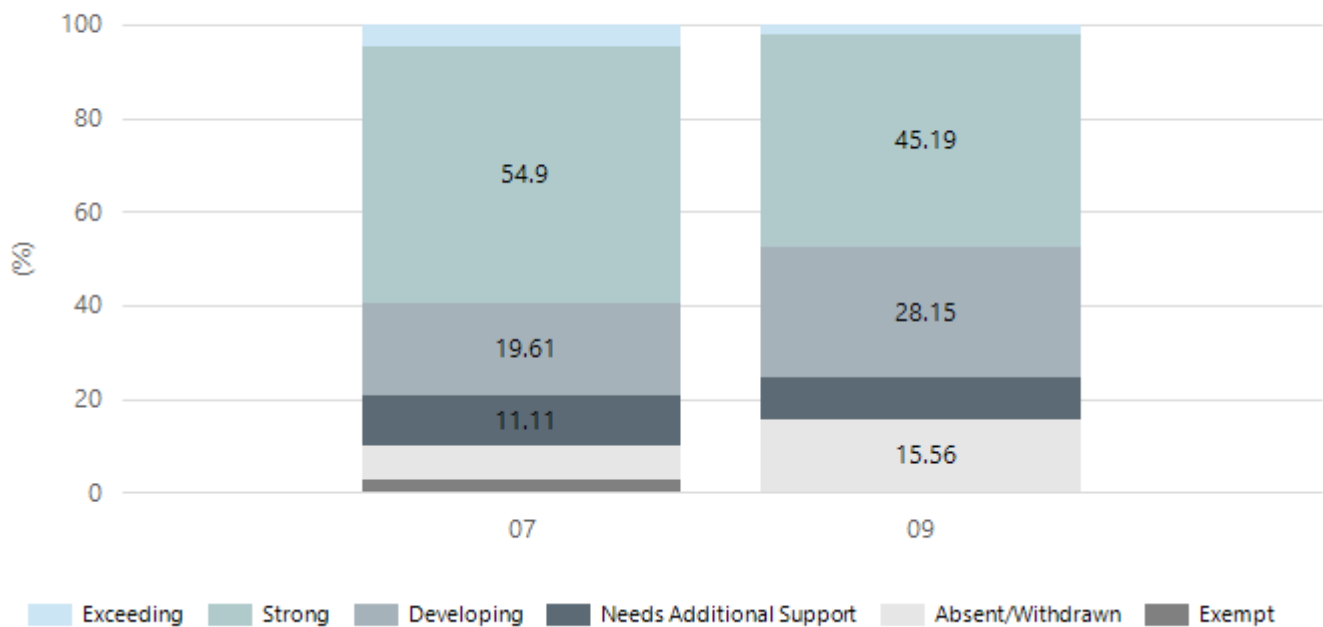
Subject	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	60	58	56	61	70	79
Hass	76	60	70	64	67	65
Interdisciplinary	51	N/A	N/a	56	64	51
Science	69	56	47	56	63	68

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

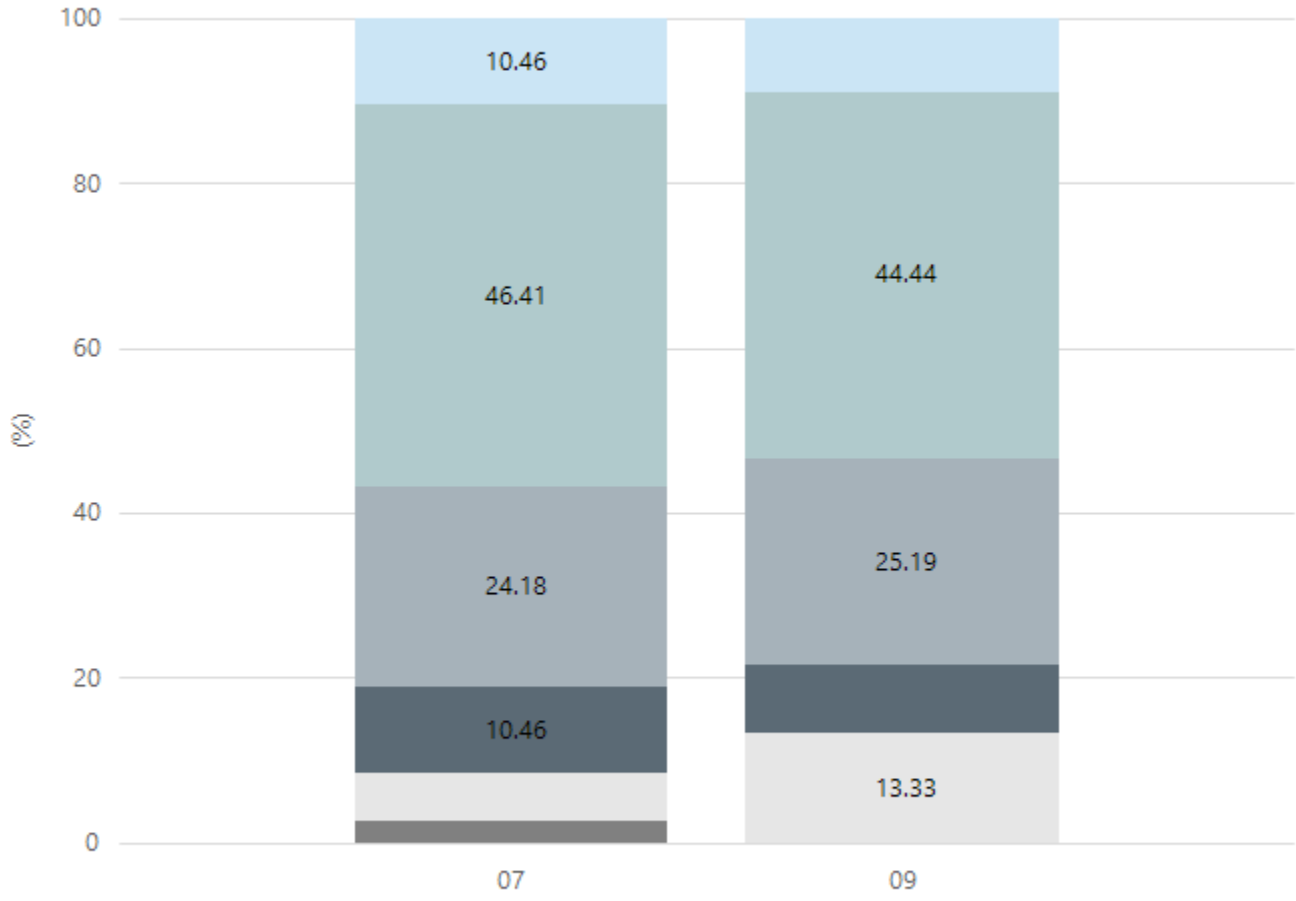
Numeracy



Year Level	07	09
Exceeding	7	3
Strong	84	61
Developing	30	38
Needs Additional Support	17	12
Absent/Withdrawn	11	21
Exempt	4	
Total	153	135

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading

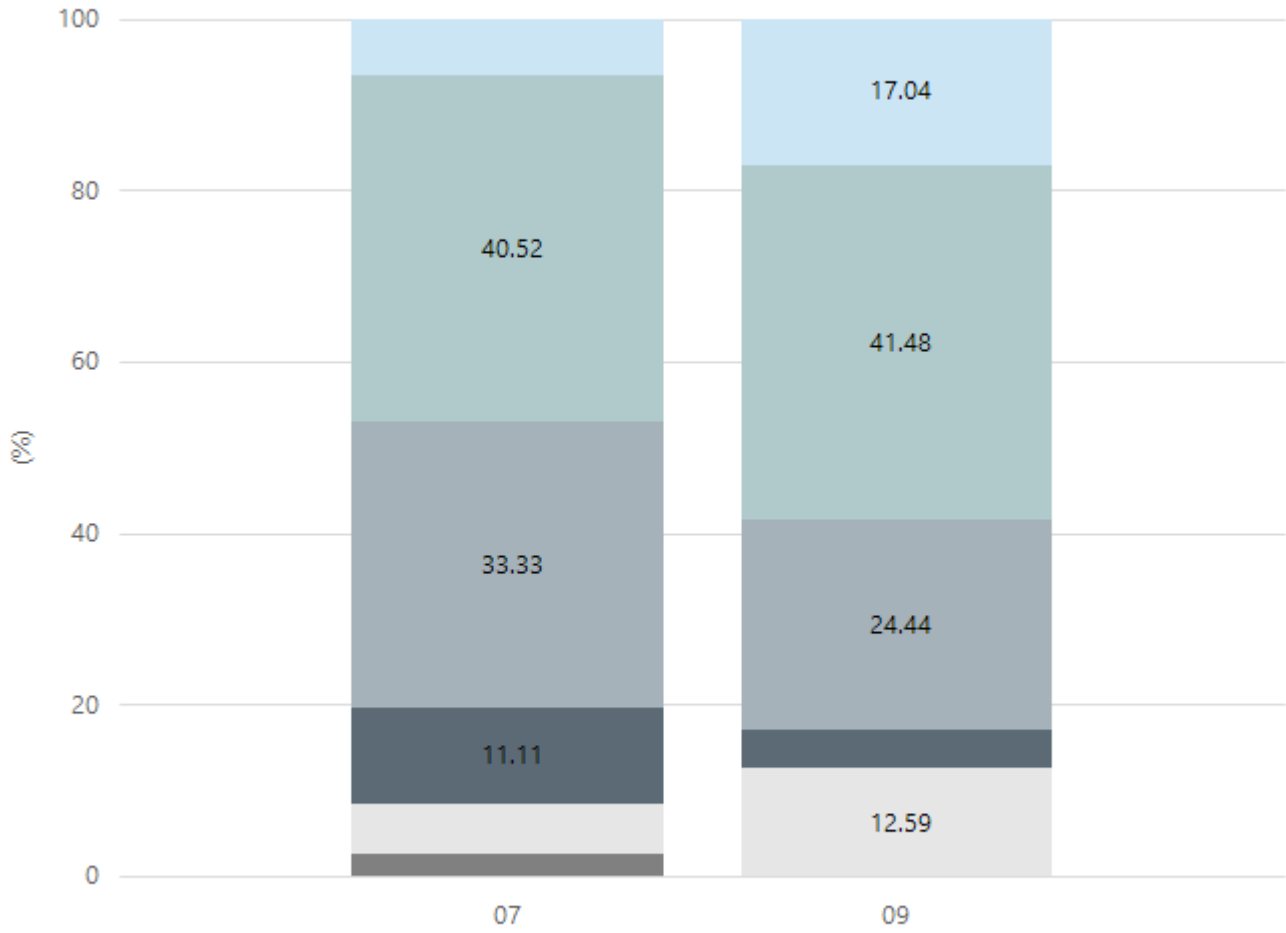


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	16	12
Strong	71	60
Developing	37	34
Needs Additional Support	16	11
Absent/Withdrawn	9	18
Exempt	4	
Total	153	135

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Writing

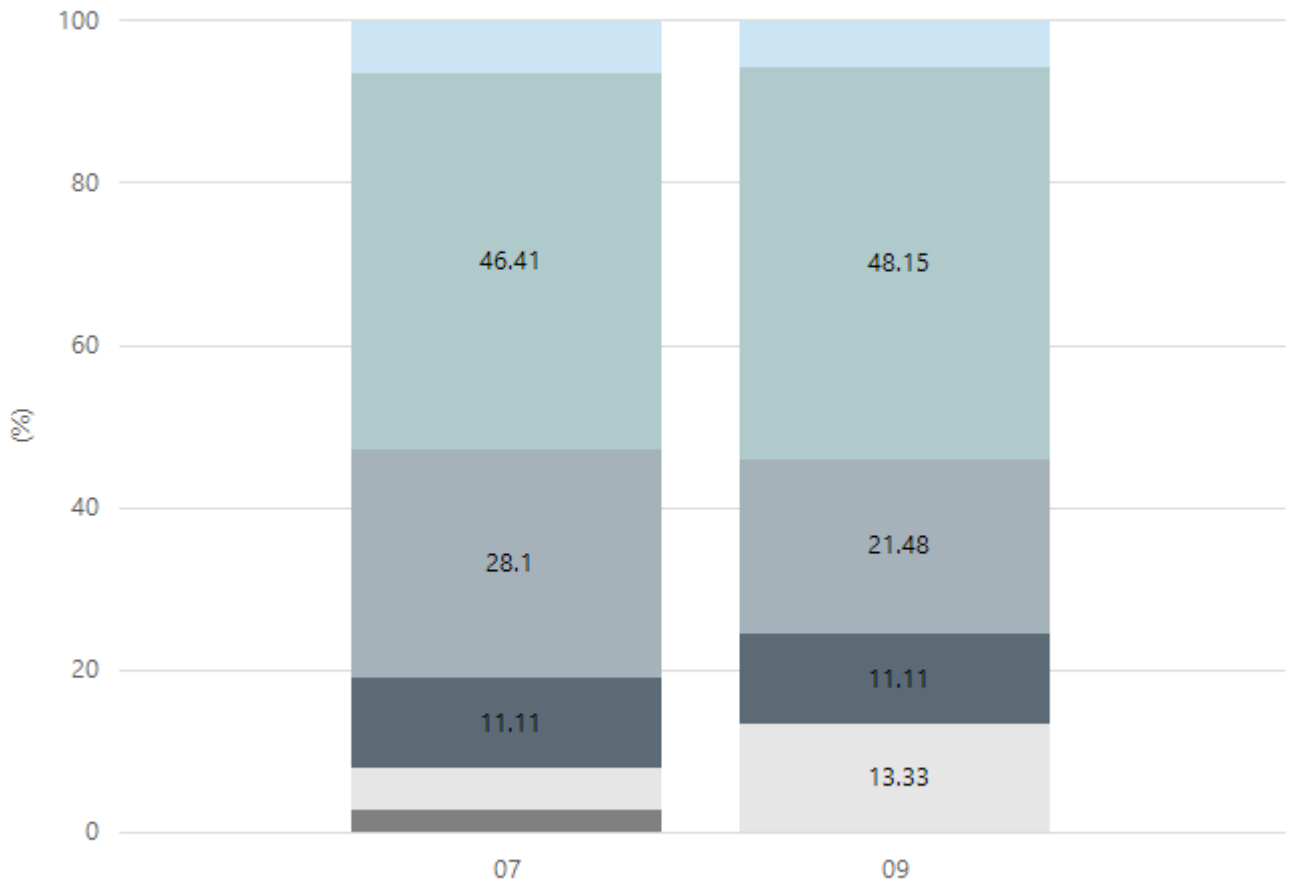


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	10	23
Strong	62	56
Developing	51	33
Needs Additional Support	17	6
Absent/Withdrawn	9	17
Exempt	4	
Total	153	135

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

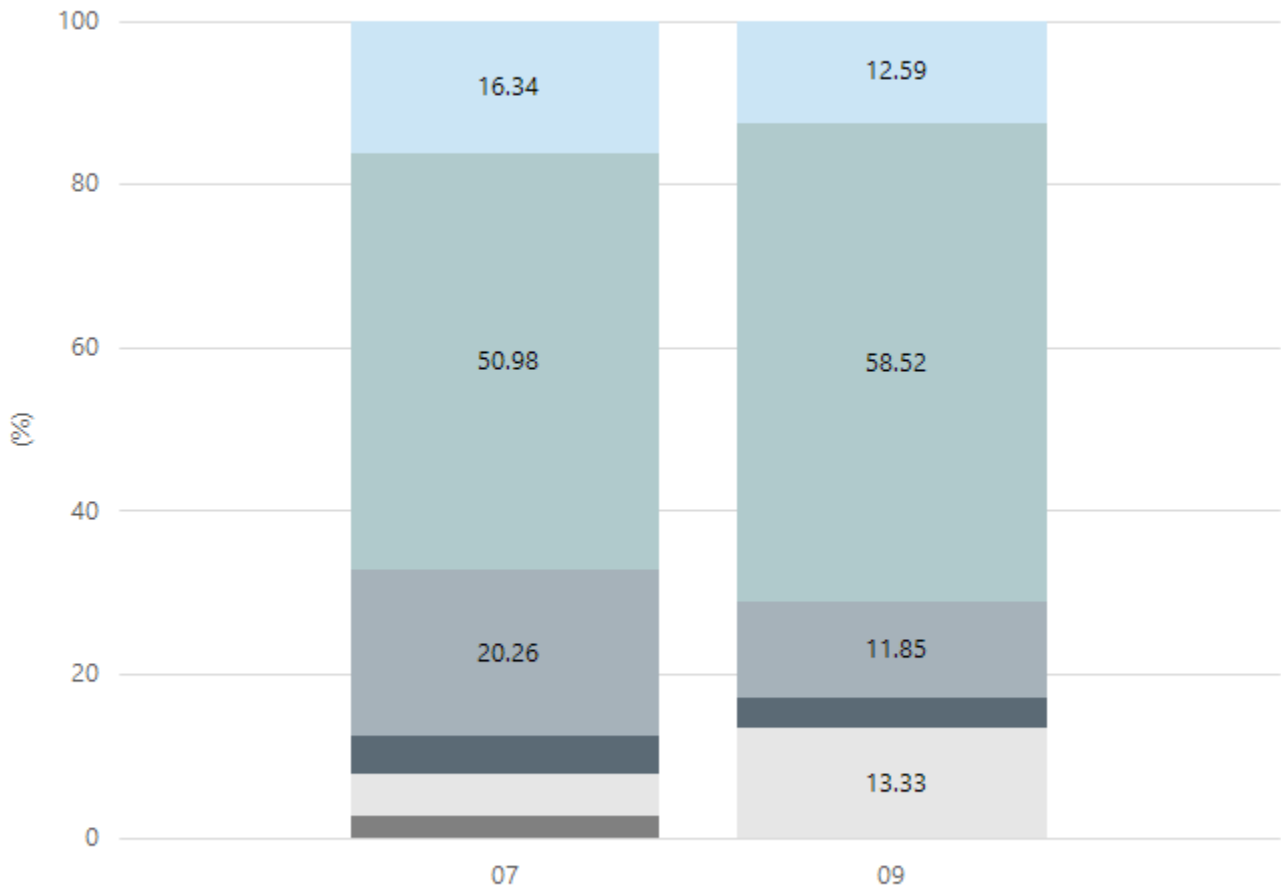


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	10	8
Strong	71	65
Developing	43	29
Needs Additional Support	17	15
Absent/Withdrawn	8	18
Exempt	4	
Total	153	135

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



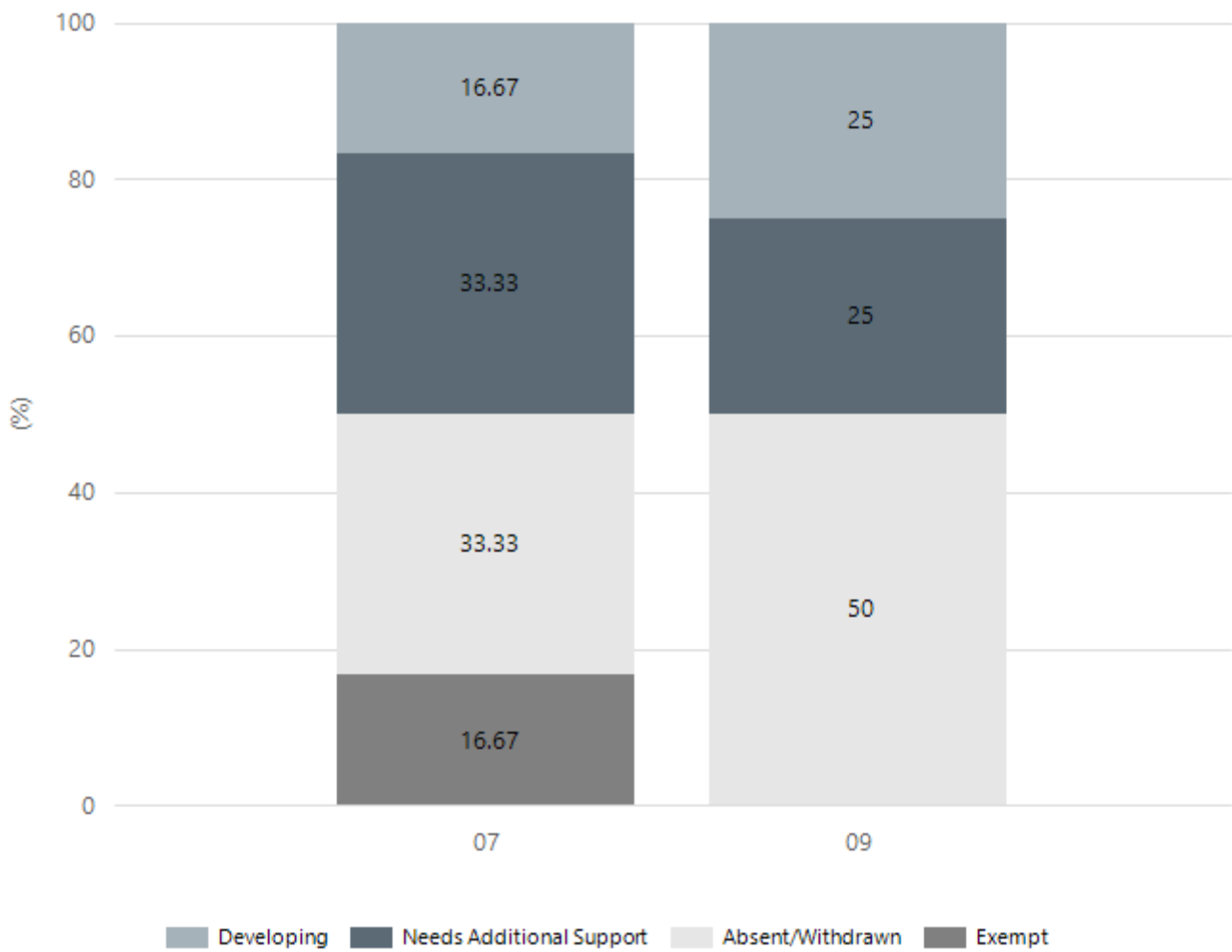
■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	07	09
Exceeding	25	17
Strong	78	79
Developing	31	16
Needs Additional Support	7	5
Absent/Withdrawn	8	18
Exempt	4	
Total	153	135

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

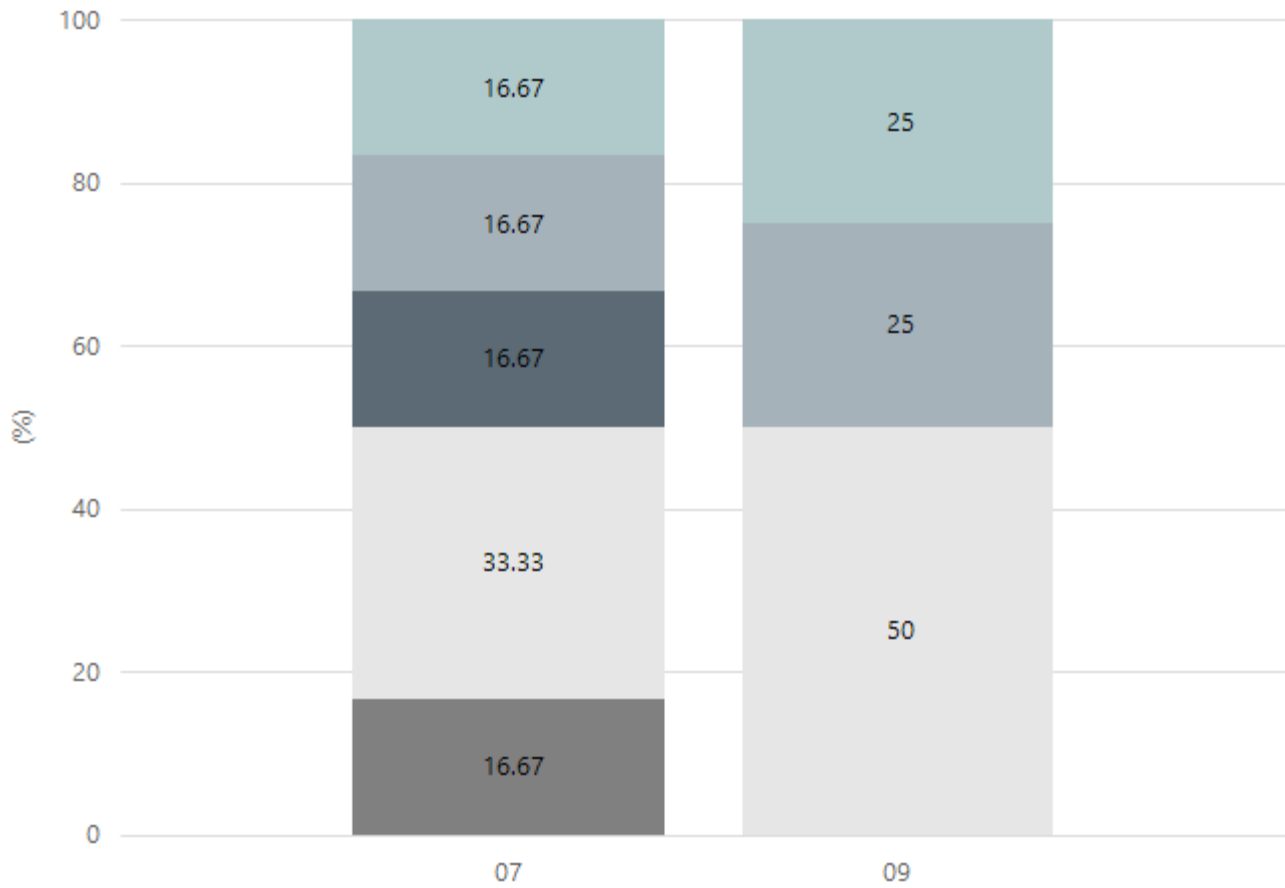
Numeracy



Year Level	07	09
Developing	1	1
Needs Additional Support	2	1
Absent/Withdrawn	2	2
Exempt	1	
Total	6	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading

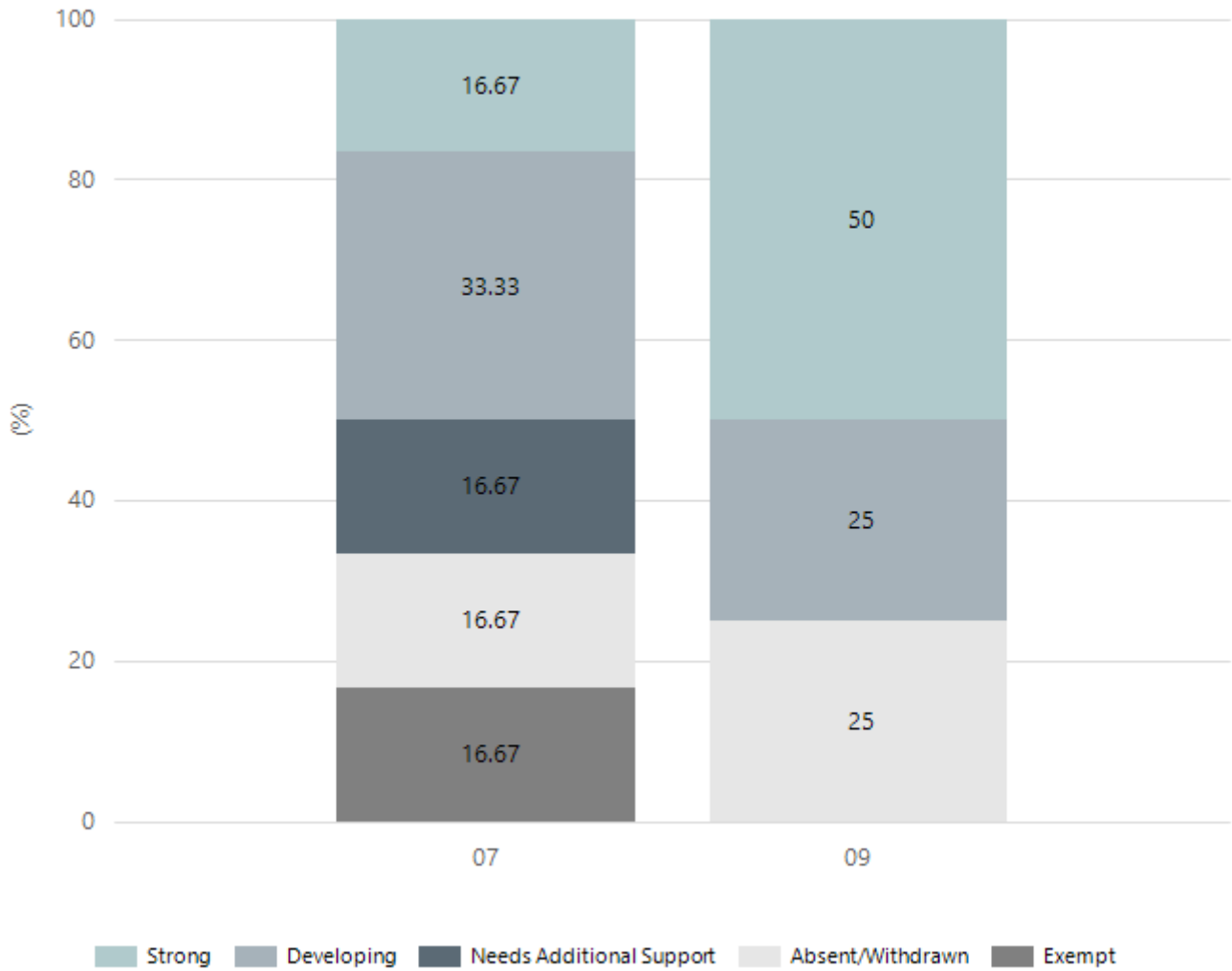


■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	07	09
Strong	1	1
Developing	1	1
Needs Additional Support	1	
Absent/Withdrawn	2	2
Exempt	1	
Total	6	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

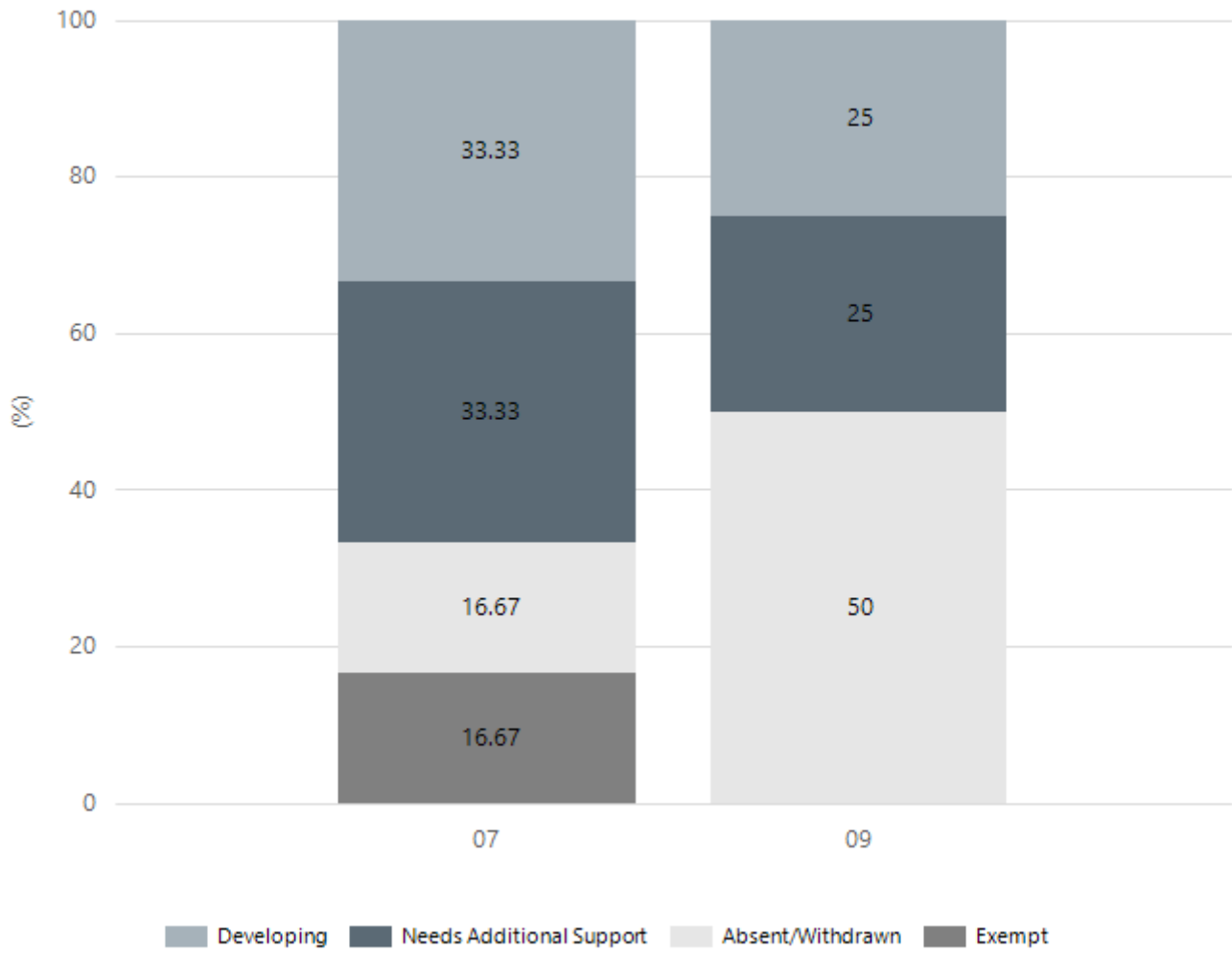
Writing



Year Level	07	09
Strong	1	2
Developing	2	1
Needs Additional Support	1	
Absent/Withdrawn	1	1
Exempt	1	
Total	6	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

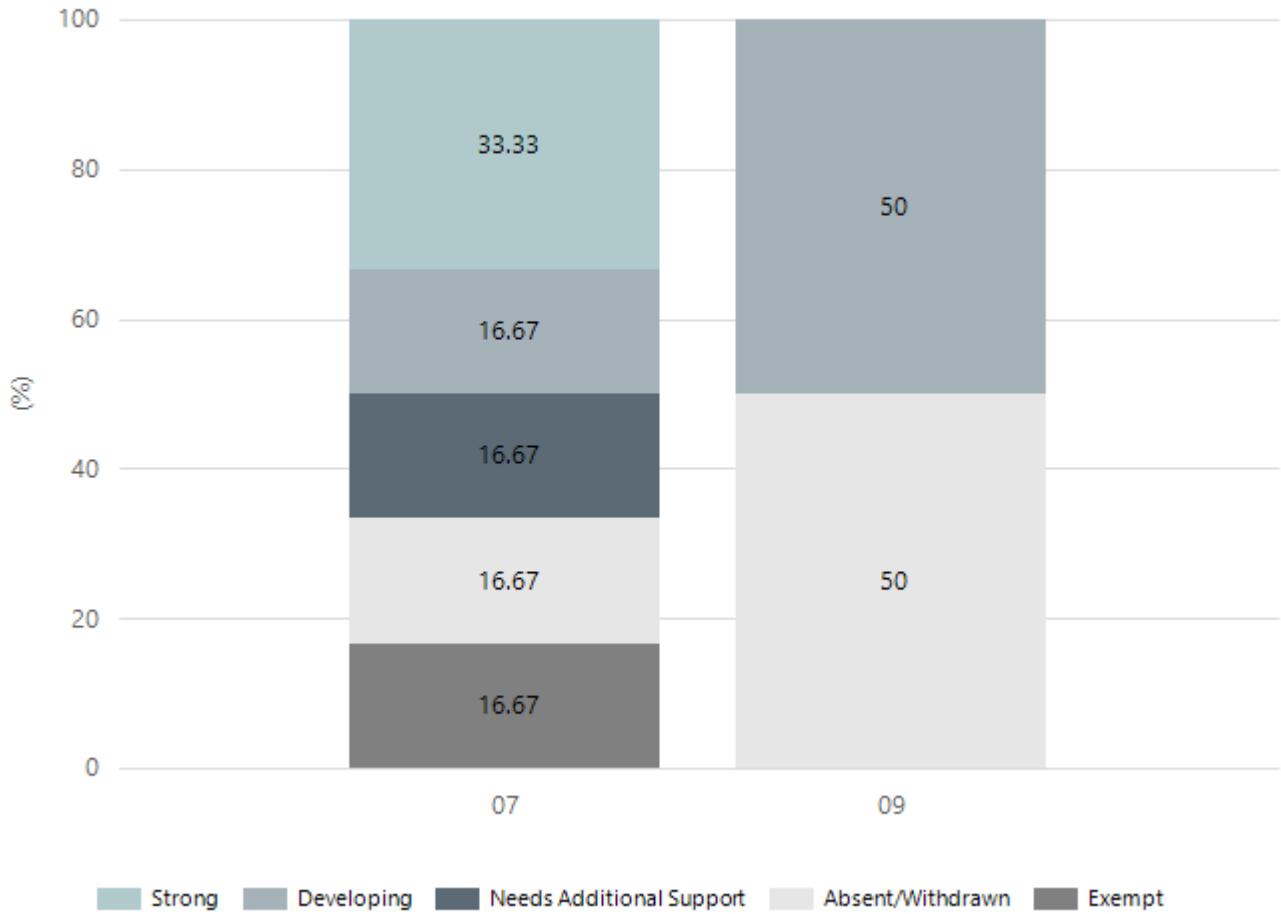
Grammar



Year Level	07	09
Developing	2	1
Needs Additional Support	2	1
Absent/Withdrawn	1	2
Exempt	1	
Total	6	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	07	09
Strong	2	
Developing	1	2
Needs Additional Support	1	
Absent/Withdrawn	1	2
Exempt	1	
Total	6	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2020	2021	2022	2023
96%	92%	84%	

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	2%	2%	2%	2.9%
A	6%	6%	9%	8.1%
A-	12%	11%	9%	13.9%
B+	11%	13%	11%	16.6%
B	18%	16%	16%	18.4%
B-	20%	14%	13%	17.8%
C+	17%	17%	15%	15.7%
C	8%	10%	6%	4.8%
C-	2%	2%	2%	2.1%
D+	0%	0%		0.8%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2020	2021	2022	2023
99%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	40.50%	33.72%	23.40%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	23.97%	27.91%	13.83%

Data Source: School supplied data

School Attendance

Year Level	2021	2022	2023
Year 07		89.5%	87.4%
Year 08	92.4%	84.6%	84.2%
Year 09	89.4%	83.6%	82.2%
Year 10	88.4%	82.1%	86.7%
Year 11	89.1%	84.6%	88.7%
Year 12	91.2%	84.5%	86.5%
Secondary Other	73.0%		
Total	87.2%	84.8%	86.0%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

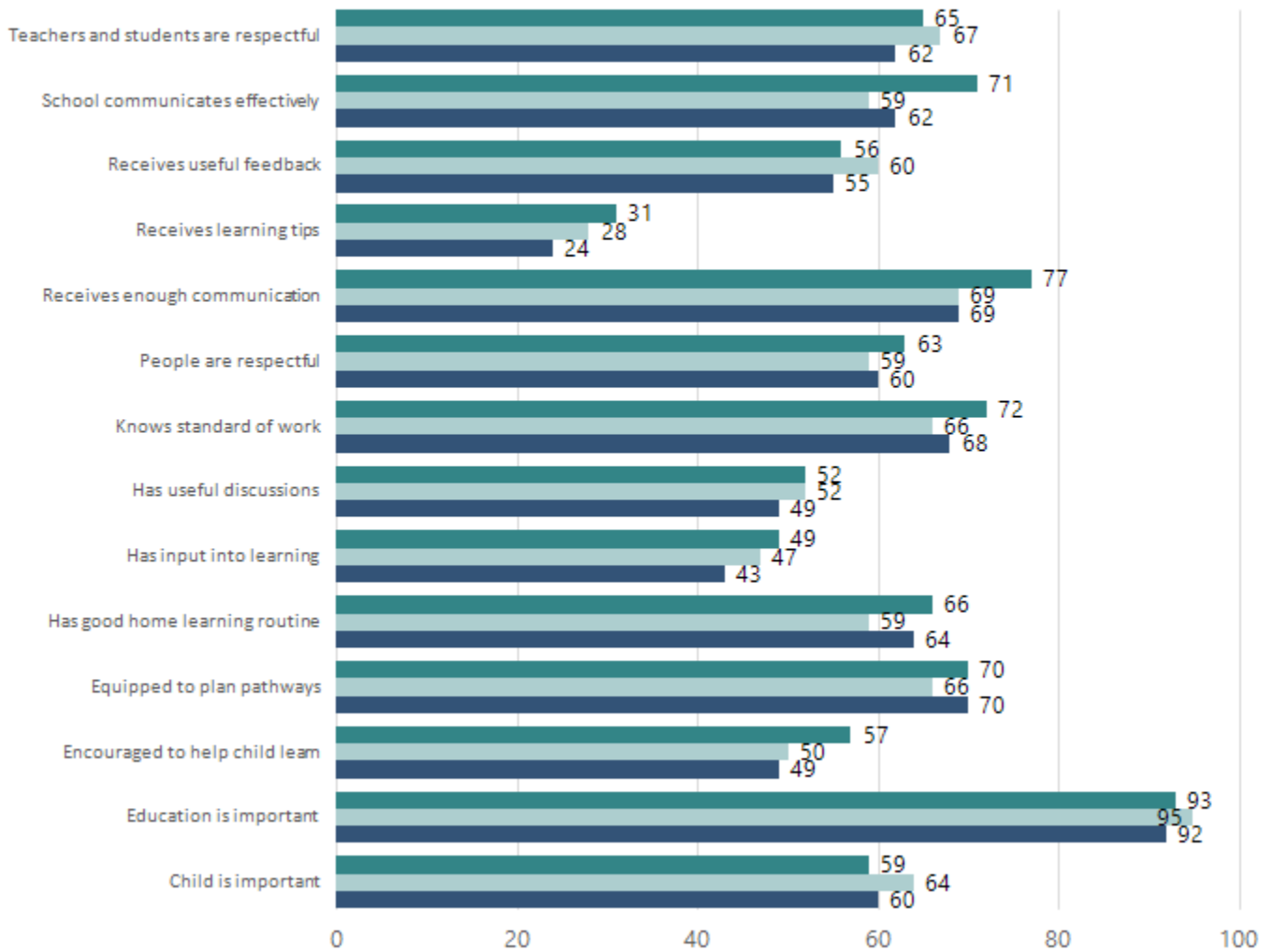
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

2021 2022 2023



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	15.0%
OV - LEFT SA FOR OVERSEAS	25	35.0%
PE - PAID EMPLOYMENT IN SA	6	8.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	25.0%
VI - LEFT SA FOR VIC	3	4.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	49
Postgraduate Qualifications	28

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	68.7	0.9	21.0
Persons	0.0	77.0	1.0	28.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$11,857,235.68
Grants: Commonwealth	\$25,000
Parent Contributions	\$860,755.63
Fund Raising	\$45,745.56
Other	\$89,830.42

Data Source: School supplied data.