Balaklava High School is situated in the heart of the Wakefield Plains about 100 kilometres north of Adelaide. Students, mainly from Mallala, Balaklava, Owen and Port Wakefield Primary Schools come to BHS to undertake their secondary education.

The 2015 year commenced with a student population of 325, (including 10 students enrolled in the Innovative Community Action Network (ICAN) program), 26.2 full-time equivalent (FTE) teaching staff and 15 School Services staff. Student numbers have continued to decline over recent years, directly in line with the fall in student enrolments in the feeder primary schools.

The 2015 school year was again one comprising a rich diversity of educational opportunities for students, many excellent achievements and the continuation of the school’s long tradition of providing quality teaching and learning programs to successfully meet the needs of students. Dedicated and highly professional staff go the extra distance to continue the school’s proud tradition of success and strong commitment to continual improvement.

This report details continued achievements in various areas, reflecting that we are taking a great many positive steps in terms of meeting our improvement targets set out on the 2014 – 2016 Site Improvement Plan (SIP). Such improvements, which will be discussed in greater detail later in the report, include aspects of the Year 9 NAPLAN results, increasing numbers of passing grades and more students successfully passing all subjects. As is the case in all years, and in all sites, there remain aspects of the school improvement that did not meet targets and that require continued attention. These too are reflected in this report.

While data certainly tells a story, and there is much to be well pleased with in our data story, schools are much more than their data sets. Balaklava High’s continued focus on the Arts; the rise in the quality of student performances and the preparedness of more students to contribute and perform in a variety Arts events, are all indicative of real growth.

Similarly the rise in profile and success of the school’s Agricultural program is a highlight of the school year. More students are engaging with Agricultural Studies through to Year 12 and there are increasing levels of student success in leading and showing animals at different Agricultural Shows in South Australia. In addition there are now a much broader range of Industry Professionals and academics working with the school, and the students, to more richly display the great diversity of career opportunities that are possible in this industry.

These are part of the 2015 Balaklava High School story. Together with quality learning programs and opportunities provided by staff across all teaching areas, there have again been nearly 300 extra-curricular activities provided by our dedicated staff to enrich and extend the broad educational experiences of student.

ACHIEVEMENTS IN LEARNING / YEAR 12

The 2015 school year reflected some very pleasing results, again demonstrating the high level of support that is provided to students to enhance their success.
Four Year 12 students attained an Australian Tertiary Admissions Rank of 80 or above.

Congratulations to:
Aleisha Michael (Dux) 90.75
Ashley Wait 82.90
Lennae Donselaar 82.20
Taylor Frankin 80.85

In addition the 2015 Year 12 school year saw:
- 97.86% of students achieving their SACE (exceeding the State average)
- 96.15% Year 12 grades were Cs or better (exceeding the State average)
- 76% of students who applied for Tertiary positions received offers into such courses as Clinical Exercise Physiology, Marine Biology, Psychology, International Tourism, Event Management, Pharmacy, Engineering, Early Childhood Education, Hairdressing and a host of others.

As in previous years students have the opportunity to complete their secondary schooling undertaking Vocational Pathways programs. These continued to provide students with opportunities to successfully complete their SACE and more directly pursue their chosen career pathway. This, as it has been in previous years, has continued to be an important aspect of our Senior Secondary mix as was demonstrated by:
- 36.96% of students would not have completed their SACE without the VET pathways program, (State 16.97%)
- 77.46% of students in VET completed units of competency at Certificate 3 level as compared to 40.68% in the State,
- Year 12 student, Amy Paech won the prestigious Adelaide Plains VET Student of the Year Award. Her achievement continued the history of success in this competition with a Balaklava High School student winning the top award ten of the last eleven years.
- Again students from Horizon Christian School and Riverton and District High School accessed the VET programs on offer at the school.

These are again positive outcomes reflecting the ongoing commitment of the staff to provide a diverse range of programs that positively engage students and support their successful achievement through to the conclusion of their Senior Secondary years.

69.81% of students completing Year 12 in 2015 progressed to some form of tertiary study, apprenticeships or employment. This is a decline on the 2014 figures and reflects the changing employment opportunities for young people in the broader Wakefield region and the State in general. This is also reflected in the significantly greater percentage of post-secondary students seeking employment. Historically this percentage has been in single figures.

The following table summarises the passing grade data of students over the two semesters of 2015 and provides, for comparative purposes, the school results for the last 4 years.

**Destination Data for Year 12 Students by Percentage**

<table>
<thead>
<tr>
<th>Destination</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>27.7</td>
<td>36.5</td>
<td>35.14</td>
<td>20.75</td>
</tr>
<tr>
<td>TAFE/Other Tertiary Study</td>
<td>14.8</td>
<td>13.5</td>
<td>16.21</td>
<td>18.87</td>
</tr>
<tr>
<td>Apprenticeships Traineeships</td>
<td>15.9</td>
<td>2.0</td>
<td>5.41</td>
<td>9.43</td>
</tr>
<tr>
<td>Deferred Tertiary Study</td>
<td>2.0</td>
<td>2.0</td>
<td>5.41</td>
<td>3.77</td>
</tr>
<tr>
<td>Returning to school</td>
<td>2.3</td>
<td>7.7</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>26.4</td>
<td>23.1</td>
<td>18.91</td>
<td>16.98</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>8.8</td>
<td>9.8</td>
<td>5.41</td>
<td>20.75</td>
</tr>
<tr>
<td>Unknown</td>
<td>2.3</td>
<td>5.6</td>
<td>10.81</td>
<td>3.77</td>
</tr>
<tr>
<td>Defence Forces</td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
</tr>
</tbody>
</table>

**LEARNING**

The **2014 – 2016 Site Improvement Plan** (SIP), sets out the following key learning improvement targets: to raise academic standards and specifically, in the 3 year planning cycle, to improve the number of:
- "passing grades by 5%"
- "A grades by 2%, at each Year level"
- "B Grades by 2% at each Year level"
- "students passing all subjects by 15%"

The following table summarises the passing grade data of students over the two semesters of 2015 and provides, for comparative purposes, the school results for the last 4 years.
The continued focus on improving student achievement levels is having an impact with more students achieving grades of a "C" or better, reflecting a 2.66% improvement on 2014 results and a 2.71% improvement on the 2013 benchmark – the best result in the last 8 years and showing 4 years of continual improvement. The overall percentage of passing grades fell only in Year 9 which reflects the diverse learning and behavioural needs of a significant percentage of this cohort, which also impacted on NAPLAN results, behaviour and attendance data.

It is pleasing to note that the overall percentage of passing grades achieved by both males and females increased and also reflects the best results of the last 8 years. As in previous years it remains evident that girls continue to outperform boys at all year levels again highlighting the necessity of the school to continue to explore and implement teaching programs and strategies that better engage boys, supports their success and challenges them to consistently strive to reach their potential.

While more passing grades were awarded this year there was a decline, across most year levels, in the number of "A" and "B" grades achieved. The SIP targets were not met in this regard but the focus on using grade data as one indicator of school improvement, is reflecting trends of improvement and will continue for the duration of this planning cycle, which concludes at the end of 2016.

### Percentage A Grades 2013 – 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Yr 8</th>
<th>Yr 9</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12*</th>
<th>Av</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>30.68</td>
<td>20.02</td>
<td>12.60</td>
<td>14.23</td>
<td>16.28</td>
<td>17.56</td>
</tr>
<tr>
<td>2014</td>
<td>24.61</td>
<td>30.04</td>
<td>18.77</td>
<td>13.30</td>
<td>9.30</td>
<td>19.20</td>
</tr>
<tr>
<td>2015</td>
<td>21.60</td>
<td>21.70</td>
<td>23.09</td>
<td>14.10</td>
<td>8.07</td>
<td>17.71</td>
</tr>
</tbody>
</table>

2015 saw a decline in the overall percentage of students attaining A grades on the 2014 average, but there remains a general six year trend of improvement in the percentage of A grades being achieved. The SIP target of 2% growth at each year level in the number of As and Bs being achieved, was met only at Year 10 for A grades and at Year 12 for B grades. Continued focus on raising the levels of student achievement and the development of a learning culture in which high achievement is expected and aspired to remains a necessity.

In addition it is very pleasing to note that the percentage of student passing all subjects has continued to rise and reflects a 6.49% improvement on the previous year and a consistent pattern of improvement since 2010. While the SIP target of 15% improvement in the % of students passing all subjects across the 3 years of this planning cycle is still to be met, the 8.41% improvement since the 2013 benchmark indicates that the school’s focus is having a significant impact.

As noted above, the SACE data for the 2015 school year reflected significant improvements in regards to both SACE completion (97.83% - an increase of 13.74% on the 2014 results) and the percentage of passing grades being achieved by students, (96.15% - an increase of 8.36%). This has resulted from a much enhanced process of monitoring student progress on an ongoing basis throughout the year, greater individual case-management of students, and much more frequent and informed communication with parents regarding their child’s performance in their studies. This will continue in 2016.

The school’s Vocational Pathways programs continue to be a successful feature of the school and provides opportunities for students who might not otherwise have been able to complete the SACE to do so. As previously noted 36.96% of students would not have completed their SACE without the vocational opportunities available through the school. This is 19.99% above the State average.
As has been the case in recent years, the formal integration of TAFE delivered courses on the school site, in both Building & Construction and Engineering, as part of the Trade Training Centre (TTC) initiative have increased opportunities for students to engage in vocational programs that better meet their needs. In addition as part of the TTC initiative, students from here, are able to access Automotive vocational programs at Riverton & District High School.

While there are certainly some positive school achievements evident from the 2015 school year, continued focus must be given to raising the aspirations of all students to ensure that they finish their secondary education with a highly competitive final result, whether in Academic or Vocational pathways, which will support post-secondary school success.

This will be supported in 2016 with the school’s ongoing focus on improving the quality of teaching and learning. The consolidation of the Visible Learning platform for school change will be an instrumental element of this focus as will be an enhanced student achievement tracking process which will be fully implemented at all year levels in 2016.

2015 NAPLAN RESULTS

As they do at each year level in which they are conducted, the NAPLAN results remain a point in time snapshot of student achievement and reflect one of multiple assessment measures used within a school. The 2015 Year 9 NAPLAN results, while continuing to show some successes in aspects of the school’s ongoing focus on improving student proficiency in terms of both literacy and numeracy, did not meet a number of the Site Improvement Plan targets.

The 2014 – 2016 Site Improvement Plan, (SIP), sets out the following key NAPLAN improvement targets. Specifically, in the 3 year planning cycle, to improve by 2% students achieving:

- at and above National Minimum Standards (NMS) in all test components
- in the top 2 bands of all test components
- Upper Level progress in the Reading and Numeracy test components
- Specific strategies to support the literacy and numeracy focus included;
- The allocation of staff time to lead literacy and numeracy development, support staff skills development and deliver literacy and numeracy intervention programs to support students to improve their skills.
- The implementation of the Quicksmart Literacy program to support students with identified literacy issues
- The continuation of the NAPLAN style PAT Reading and the introduction of the PAT Maths, programs to identify areas of strength and / or weakness for individual students and to better target specific teaching.

Through Middle School, Maths, English and Pastoral Care time, students gained significantly more NAPLAN style test experience, both in terms of more explicit teaching of skills and in test procedures and conditions.

The continuation of literacy and numeracy focus events such as the Botanic Garden’s Numeracy Trail and the Amazing Literacy Race.

Outcomes were:

**Percentage of Students Achieving at or Above the National Minimum Standard**

<table>
<thead>
<tr>
<th>Component</th>
<th>% 2012</th>
<th>% 2013</th>
<th>% 2014</th>
<th>% 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>10.0%</td>
<td>5.7%</td>
<td>10.8%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Reading</td>
<td>13.0%</td>
<td>1.9%</td>
<td>8.9%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Spelling</td>
<td>12.0%</td>
<td>7.6%</td>
<td>14.3%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>14.3%</td>
<td>7.6%</td>
<td>10.8%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>8.5%</td>
<td>9.6%</td>
<td>12.5%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

- 98% of students achieved at or above the NMS in the Numeracy aspect of the NAPLAN. While this remains unchanged from the previous year, it reflects the positive Numeracy focus in the school and the initiatives implemented to better develop student numeracy skills and the professional capacity of Mathematics teachers to more effectively teach mathematical concepts and skills.
- While both the Grammar and the Reading Test aspects also remained largely unchanged from the previous year, the SIP targets were not met in any component. Both the Writing and the Spelling test aspects reflected a decline in the percentage of students achieving at or above the NMS.

**Percentage of Student Achievement in the Top 2 Bands**

<table>
<thead>
<tr>
<th>Component</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>30</td>
<td>32</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>Reading</td>
<td>19</td>
<td>23</td>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

- All test components showed a decrease in the percentage of students achieving in the top 2 bands.

**Percentage of Students making an Upper Level of Progress between tests**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>30</td>
<td>32</td>
<td>37</td>
<td>45</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>Reading</td>
<td>19</td>
<td>23</td>
<td>23</td>
<td>18</td>
<td>17</td>
<td>31</td>
</tr>
</tbody>
</table>

- The percentage of students making Upper Level progress between their Year 7 and Year 9 Reading tests increased by 14% on the 2014 result and reflects the best result in the last 6 years.
- While the percentage of students making upper level progress in numeracy fell on the 2014 figure it is the first time in the in the last 6 years that this figure has not exceeded the National average.

In addition the mean score in the Reading component improved on the previous year by 2.5 points and has shown continual improvement for the 4th consecutive year.

In 2016 the school will continue to target resources to improve the literacy and numeracy of students. Specifically:
• Staff training and development opportunities in both literacy and numeracy will be supported and organised
• literacy and numeracy will remain key foci of leadership positions
• additional teaching time will be allocated to support targeted intervention and staff mentoring in literacy and numeracy
• the diagnostic Progressive Assessment Tests in Reading (PAT R) and Maths (PAT M) will continue to be delivered, their results rigorously analysed and used to inform teaching practice.
• The Multilit program will continue in the school
• The Quicksmart literacy program will continue and the Quicksmart Numeracy intervention program will be explored.

Year 12 Food and Hospitality

While there were some evidence of improvement in aspects of the 2015 NAPLAN results, particularly in terms of the Reading component, the overall results were disappointing. Continued school focus and review of both literacy and numeracy strategies is required to ensure improvement across all test components.

Greater attention also is needed to ensure that all students undertake the tests with a real commitment to doing their best and in the understanding that the results will better inform teacher practice to support individual student learning. This will also be essential in building student capacity and resilience when undertaking other testing processes including PAT Reading and PAT Maths.

ATTENDANCE, ENROLMENT AND RETENTION

The SIP target has been to reduce absences to less than 7% and while slight improvement was evident in Years 8 and 12, the overall attendance rate declined slightly.

Attendance Rates (Semester 1)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>School 2014</th>
<th>School 2015</th>
<th>DECD 2014</th>
<th>DECD 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.6</td>
<td>90.3</td>
<td>90.2</td>
</tr>
<tr>
<td>9</td>
<td>90.9</td>
<td>87.6</td>
<td>88.2</td>
<td>88.1</td>
</tr>
<tr>
<td>10</td>
<td>91.7</td>
<td>83.7</td>
<td>87.4</td>
<td>87.6</td>
</tr>
<tr>
<td>11</td>
<td>86.9</td>
<td>88.0</td>
<td>87.3</td>
<td>88.1</td>
</tr>
<tr>
<td>12</td>
<td>86.5</td>
<td>87.7</td>
<td>88.6</td>
<td>89.4</td>
</tr>
<tr>
<td>Total</td>
<td>89.1</td>
<td>87.6</td>
<td>88.3</td>
<td>88.7</td>
</tr>
</tbody>
</table>

The total Semester 1 attendance rate for all students at the school for 2015 was 87.6%. This represents a disappointing 1.5% decrease on the previous year and reflects a 4 year trend of slightly declining attendance figures. The SIP target of achieving an attendance rate of 93% was not met.

Increasing the attendance rate remains a school priority. To further support this the 2016 school year will see the full implementation of the Daymap learning management system which will better track student attendance, student performance and provide much improved opportunities for school and home communication. In addition to this a new “extra-curricular” eligibility and participation policy will be implemented in 2016 which will include, as an eligibility expectation that students will have an attendance rate of 90% or more.

The attendance rate of 86.7% of Aboriginal and Torres Strait Islander (ATSI) students reflects a fall on the 2014 figure of 88.1% but remains significantly over the DECD average of 78.36%. Improving this rate will continue to be a focus for 2016 and beyond, and will be a key focus area of the Aboriginal Community Education Officer, (ACEO), and the Student Services Team.

There is no doubt that regular attendance is a vital element contributing to school success. The SIP target of reducing unauthorised absences to less than 2% of all absences was also not achieved this year with unauthorised absences rising from 2% in 2014 to 3.2% in 2015. Similarly the number of authorised absences increased by 0.3% on the previous year.

As noted in previous years, the majority of students attend school regularity but a key challenge of the school is to ensure that attendance is improved and that students, and their families see the central importance of education in their lives and schedule events and activities so that they do not impact on their attendance or achievement at school.

A significant statistic, published on the My School website reflects that only 54% of students have an attendance rate of 90% or higher. This is certainly a statistic that needs to change. For a significant number of our
students, and this is often supported by their parents, one day absent from school per week is acceptable. This is clearly not the case and amounts to an 80% attendance rate at best, results in significant gaps in learning, compromises achievement and creates unnecessary disruption to classes and the learning programs of others.

While this will be an additional focus and improvement goal for 2016, the aim to meet the SIP attendance target of 93% also remains for 2016. It is important to note however, that, that 50% of absences derive from less than 19% of the student population and these students have long-term patterns of poor school attendance, and, as a consequence, limited school achievement. At Year 9 more than 27% of the student cohort had more than 40 days absent each during the year, impacting significantly on their achievement across a range of measures.

Enrolments

<table>
<thead>
<tr>
<th>2012 – 2015 Enrolment (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment (FTE)</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
</tbody>
</table>

Enrolments have continued to decrease over the last 5 years. This remains in line with the Wakefield Regional trends, in terms of declining numbers in school age demographics and the decline in feeder school numbers.

**STUDENT BEHAVIOUR MANAGEMENT**

The SIP target to reduce the number of suspensions by 2% in each year of the 3 year planning cycle was clearly not achieved in the 2015 school year. The total number of suspension increased by 23.19% and the number of students suspended also increased from 24 in 2014 to 51 in 2015. Behavioural consequences imposed as a result of bullying and harassment also increased by 2.57% while suspensions as a consequence for such behaviours fell slightly on the 2014 figures.

**Suspension Data**

<table>
<thead>
<tr>
<th>Total number of Suspensions</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>53</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Suspensions as a percentage of all consequence</td>
<td>10.62</td>
<td>13.45</td>
<td>14.93</td>
</tr>
<tr>
<td>Percentage of all suspensions as a consequence of bullying, harassing, violent behaviours</td>
<td>39.13</td>
<td>33.96</td>
<td>33.33</td>
</tr>
<tr>
<td>Percentage of all consequences resulting from bullying, harassing, violent behaviours</td>
<td>11.78</td>
<td>13.45</td>
<td>16.02</td>
</tr>
</tbody>
</table>

The 2016 will see the implementation of the Enhanced Learning Hub initiative in which a broad range of students will be able to access more targeted and relevant learning support and intervention to better facilitate their success at, and engagement with their schooling. This will strongly support the school’s ongoing focus of ensuring proactive mechanisms are firmly in place to identify issues early and to implement more restorative approaches before behavioural consequences are necessary. In this regard the school will continue to facilitate its bullying and harassment policy, the distribution and analysis of bullying and harassment surveys, the school’s implementation of the national “E-Smart” anti-bullying program and the focus on this issue in Pastoral Care programs.

As in previous years it is worth noting that 100% of all suspensions are the consequence of 18% of the school population. Less than 6% of the student population make up over 60% of all suspensions and 100% of exclusions were the consequences for the behaviour of 1.05% of the school population.

**OPINION SURVEYS (PARENTS, STAFF AND STUDENTS)**

The 2015 opinion surveys attained feedback from 99 students, 16 parents / families, and 24 staff.

**Average Percentage Agreeing or Strongly Agreeing with Survey Statements**

The parent responses are down significantly on the previous year [54] and represent only about 8% of the school population. However the results reflect 3 years of improvement in terms of parent satisfaction with improvements evident in all survey components; Quality Teaching and Learning, Support for Learning, Relationships and Communication and Leadership and Decision-making. All but 2 of the 44 statements showed improvement on the 2014 feedback, 75% of respondents agreed or strongly agreed with the statement, “I think my child receives high quality teaching”, down from 81% in 2014, and 88% agreed or strongly agreed with the statement that “the school provides a safe and secure environment” down from 91% in the previous year. Strong improvement was evident in all statements relating to communication and reporting on student achievement. Staff responses reflect a fall in overall satisfaction on the 2014 feedback results with 84.71% of responses agreeing or strongly agreeing with the 49 statements addressing the 4 areas, down from 90.11% in the previous year.

Student feedback is a concern with an average of 51.86% agreeing or strongly agreeing with the 41 statements addressing the 4 areas of review. This reflects 3 years of decline in the percentage of students agreeing or strongly agreeing with the statements put in the annual surveys. The next highest average response, at 29.29% is derived from neutral responses. And when adding those who responded that they “did not know” about a particular statement this figure grows to 32.32%. Greater focus in 2016 needs to be placed on equipping those students selected to participate in the survey process with the capacity to complete it with a real sense of understanding of its importance and with a genuine sense of purpose, reflectiveness and seriousness.

Points of commonality across the survey groups regarded “ensuring that school programs provide for the
needs of every student!” – only 59% of staff agreed or strongly agreed with this statement while 69% of parents agreed or strongly agree with the statement that “my child would receive support for any special needs he/she had.” Students and staff respondents expressed some concern about aspects of student behaviour and student behaviour management, with only 12% of students agreeing or strongly agreeing that “students at this school are well behaved” and only 65% of staff agreeing or strongly agreeing with the proposition that “there are effective student behaviour management procedures in the school.” 69% of parents and only 36% of student respondents agreed or strongly agreed with the statement that “teachers make learning interesting.”

TEACHING STAFF

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>63</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>18</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Persons</td>
<td>0.00</td>
<td>25.40</td>
</tr>
</tbody>
</table>

With the gradual decline in student numbers over the last few years there has been a corresponding reduction in teaching positions at the school. The site has elected to continue to appoint additional staff to facilitate the school’s focus on both literacy and numeracy.

Retention

The 2015 school year commenced with 26.2 teaching staff and 15 School Services Officers. Historically the school has had a very stable teaching staff and this remained largely the same for 2015 with 82.82% of staff continuing in teaching positions. This comprised 14 ongoing permanent teaching staff, 6.2 staff who had worked here in the previous year in contract appointments and were again reappointed to the site, again in contract positions, and 6 new teachers to the school. This included 2 teachers, Rocsan Williams and Brian Sloane who were on exchange from Canada replacing Danielle Murphy and Liam Whitwell who taught in their respective school in Canada for the 2015 school year. 2015 also saw the retirement of 2 long-term teachers from the service; Allan Chivell after 37 years at the school and Glenn Condo after 9 years. We thank them for their contributions over their time and wish them both well on their retirement.

Relevant History Screening

All staff have current relevant history screenings and this is routinely monitored to ensure compliance as with all mandated certification via the HR Management applications on the DECD Eduportal.

SITE FINANCES

The financial position of the school continues to be very sound, operating as we have done in previous years, within budget constraints and cash reserves. (See Appendix 1)

BETTER SCHOOL FUNDING

The school again received the Commonwealth Better Schools Grant which in 2015 amounted to $51,387.00. This funding was used to support the school’s ongoing literacy and numeracy focus. Specifically it was used to facilitate additional time for two teaching staff to provide numeracy coaching of Mathematics teachers to improve their teaching practices. The funding was also used to provide additional literacy support programs for identified students, including both the Multilit and Quicksmart.

DIRECTIONS FOR 2016

- Continue to focus on the raising of academic standards (2% increase in A and B grades / 5% increase in passing grades / 15% increase in the number of students passing all subjects)
- Implement the Enhanced Learning Hub initiative to better support student learning and target specific learning needs
- Explore the implementation of the Doctors on Campus Strategy (DOCS) to better meet the mental health and well-being needs of students
- Continue to target resources to facilitate Literacy, Numeracy and Learning Support intervention programs within the new Enhanced Learning Hub
- Continue assessment mechanisms such as PAT Reading and PAT Maths to better monitor student performance and growth in literacy and numeracy
- More rigorously track and monitor student achievement throughout each semester and feedback to students and parents
- Ensure programs are appropriately differentiated to support student learning and success
- Maintain high expectations throughout the year
- Continue the Visible Learning focus, with specific emphasis on:
  - explicit teaching of skills,
  - development of explicit task-design in all year levels,
  - provision of regular and quality feedback on student work and levels of achievement,
  - facilitation of regular student feedback opportunities
  - ensuring more regular and timely communication with parents
  - inclusion of assessment exemplars at all year levels,
  - implementation of quality performance development, peer review, observations and feedback,
- Continue to support the Specialist Music program
- Ensure the new Drama suite and associated aspects best meets the needs of the school
- Continue the implementation of the Daymap program
- Continue the focus of taking pride in, and caring for, teaching and learning areas.
GOVERNING COUNCIL CHAIRPERSON’S REPORT

I want to begin by thanking our Governing Council members for 2015; Margaret McArdle, Mandy Tiller, Katrina Gameau, Stuart Roberts, Jenni McBride, Principal Mark Healy, Teacher Rep Karyn Von-Zieden, Staff Rep Ruth Stevens and Student Council Reps Dillon Michael and Aleisha Michael.

The main function of the Governing Council is to review the Site Improvement Plan. This is a document created in conjunction with the Principal, Staff and Governing Council and outlines the vision held for a 3 year period. I am pleased to report that at the end of 2015 overall passing grades, and the number of students passing all subjects have once again improved. Whilst this is pleasing there is always room for improvement and I call on all parents to continue your support for quality education by encouraging and helping your children reach their education goals. As parents, our attitudes guide our children through school and life and, if our attitude towards school and education is positive supportive and encouraging, our students’ lives at school is made that little bit easier and helps them make choices that will enhance their education. Ultimately this will enable them to have choices when they leave school.

For 2016 we have 42 students interested in participating in industry training three of which will be School Based Apprenticeships.

Our students’ success cannot be achieved without their teachers and at Balaklava High School we have a cohesive team of dedicated teachers leading our students to success. Every year sees a range of exciting events co-ordinated by various members of staff including:

Middle School Success Camp, Middle School “Amazing Literacy Race”, Balaklava High School Showcase, Lions Youth of the Year – won by Amy Langdon, the Years 8, 9 and 10 productions of Hercules and Shrek, Specialist Music Program concert “Stepping Up” and the “Insights” Art Exhibition show casing the work of students from Balaklava High School and Riverton & District High School. This also highlights the fact that the Arts are well and truly alive at Balaklava High School and will be dramatically enhanced when the new Drama Suite is completed. Construction on the Drama Suite will commence in May 2016 with anticipated practical completion end of April 2017.

Governing Council would like to acknowledge the huge contribution Allan Chivell has made to this school since 1977 and wish him all the best in retirement.

And to all the amazing teachers and staff at BHS and all the parents who volunteer their time to help our children achieve their goals thank you. Without you none of this can be achieved.

To the graduating class of 2015, just go for it. No matter how hard it may seem to achieve your dreams take it one step at a time, surround yourself with positive attitudes, be resilient, and remember to enjoy life.

Congratulations for completing school and we wish you success and happiness in your future.

Kathryn Mahony
Governing Council Chairperson

CONCLUDING COMMENTS

The school year ended year with the horrors of the Pinery bush fires. Our hearts went out to all those impacted and, in particular, the Barr, Pratt and Heaslip families who lost their homes in the inferno and had to face the multitude of upheavals, heartache and enduring losses it caused. It is a testament to the heart of a community when, in times, such as these people rally to those in need and support each other through the dark times. We are indeed fortunate to live in a very caring, compassionate and supportive community.

In conclusion I take this opportunity to thank all those in the school community, (Staff, the Leadership Team, Governing Council Members, Parents, Students and other community members) who contributed to 2015’s many successes.

As with the review of all years there is much to be pleased in our 2015 school journey, much upon which we can continue to improve and I look forward to continuing our improvement journey together in 2016.

Mark Healy
Principal

March 2016