



Fremont-Elizabeth City High School Annual Report 2014

Location Number: 0910

Author: Rob Knight

1. SCHOOL CONTEXT:

2014 School Staff: (Source ACARA)	
Teaching staff	60
Full-time equivalent teaching staff	53.4
Non-teaching staff	21
Full-time equivalent non-teaching staff	18.9

2014 Index of Community Social Educational Advantage (ICSEA)	
School ICSEA Value	905
National Average ICSEA	1000

2014 Parent Income Distribution: (source ACARA)				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	64%	24%	10%	2%
Australian Distribution	25%	25%	25%	25%

2014 Total Enrolments: (Source ACARA)	
Girls	370
Boys	383
Full-time equivalent enrolments	753
Indigenous students	12%
Language background other than English	7%



At the end of the 2014 school year, long serving Principal, Peta Kourbelis, finished her tenure at the school. Peta spent the last 9 years as Principal, having previously been Deputy Principal at the school for 4 years. The staff, students and school community acknowledge Peta's tremendous contribution to the school over such an extended period and we wish her all the best as she begins a new tenure as Principal of Hamilton Secondary College. An acting Principal has been appointed at Fremont-Elizabeth City High School for the next 12 months.

Fremont Elizabeth City High School continues to make progress towards its goal of improving learning outcomes for students. Enrolments have stabilized and growth in Aboriginal and Torres Strait Island students (ATSI) and students from Non English Speaking Backgrounds (NESB) continues.

Adding to complexity at the school is the continued increase in the number of students with an identified Learning Disability (SWD), the number of Flexible Learning Option Students (FLO), the number of Vocational Education Training students (VET) and School Card students (SC).

Overall student behavior continues to improve and attendance rates have continued to improve over the past 4 years. The composition of staff remains stable and an effective blend of early career and experienced staff exists to guide the future direction of the school.

Much work still lies ahead of the school and the community to improve the quality of learning outcomes for students. However, some recent indicators reflect positive change for the school. With a renewed focus on the use of data both at a school and classroom level, changes to the current organization of support structures and processes within the school, a comprehensive review of school curriculum across Year 8-12 and a new focus on academic rigor and success for all, the school has good potential for further improvement.

2. STRATEGIC DIRECTIONS AND TARGETS

GOAL 1: TO DEVELOP AND IMPLEMENT A WHOLE SCHOOL LITERACY AND NUMERACY STRATEGY SO THAT ALL STUDENTS ARE SUCCESSFUL

2014 RECOMMENDATIONS

- The coaching enters its final year and endeavours to establish a sustainable cycle of change and collaboration in the teaching and learning of mathematics.
- The cross curriculum numeracy is strengthened by effective recording and assessment plans.
- Continue the evaluation of learning and teaching programmes using assessment data.
- Develop teaching activities that incorporate differentiated strategies to meet students learning needs.

OUTCOMES:

The Numeracy and Literacy coaching roles concluded at the end of the 2014 school year. Improved Numeracy and Literacy for all students remain key focus areas within the school. NAPLAN data at Year 9 demonstrates some improvement in Numeracy although Literacy results continue to worsen. The majority of senior school students are successfully completing the SACE Literacy and Numeracy requirements albeit at the lower scale of achievement.

2015 RECOMMENDATIONS:

- Review and rewrite of the school's existing Numeracy and Literacy Strategies
- Formative and Summative Writing to be incorporated into every subject across all Year levels

- Formative and Summative Numeracy assessment to be incorporate into every subject across all Year 8-10 subjects.
- Additional resourcing to be allocated to supporting student's Numeracy and Literacy development.

GOAL 2: TO IMPROVE THE ENGAGEMENT AND ACHIEVEMENT OF ALL STUDENTS THROUGH ACCESS TO HIGH QUALITY, EFFECTIVE AND AGREED TEACHING AND LEARNING PRACTICES.

2014 RECOMMENDATIONS

- We will use Learning Frontiers to help us to develop a shared understanding of engagement
- We will trial and evaluate new programmes and practices using the Design Principles from Learning Frontiers and the 21st Century Fluencies to improve student engagement and learning
- All Area of Study Coordinators will work with the ACIO to focus on improving task design, effective moderation processes and assessing using the Standards
- Middle School Team to maintain current Transition Processes
- Middle School team to implement additional strategies to engage Yr 5 Primary School students throughout the year.
- Middle School to Increase focus on Attendance, Achievement and Uniform.
- Completion of Stage 3 of 3 10G Switches and Cabinets
- Completion of Stage 2 of 2 Optic Fibre connectivity throughout the school
- Commencement of Virtualisation of the School's Desktops.
- Replacement of Student devices with Thin Client devices.
- Introducing 21st Century Fluencies into the school curriculum
- The introduction of VET Food Processing as a subject for 2014 in the new Food Processing kitchen.
- The continuation of the A Gesture program to allow more students to undertake Work Experience and allow the School Based Apprentices to begin Certificate III in Warehousing and Certificate III in Community Services in 2014 and allow some students to become Student Mentors.
- Continue enrolling students in VET courses under the Skills for All – Training Guarantee for SACE Students (TGSS).



OUTCOMES:

Data analysis of student attendance demonstrates a slight improvement indicating improved engagement of students. The use of the DayMap Learner Management System to better track and monitor student attendance per subject also helped staff respond more effectively when a student was absent. Achievement data shows little improvement in academic outcomes achieved by students. VET data demonstrates an increase in the number of students studying Certificate 2 and 3 competencies.

Little successful uptake of the 21st Centuries Fluencies was achieved and this program has been suspended in 2015. Approximately \$400,000 was spent on repair, replacement and maintenance of the school's ICT network. Much work remains to be done in this area of the school but a gradual improvement in WIFI and Internet connectivity, access to a true 24/7 learning environment and reliability with the school's Server Network can be noted.

Staff training and development continues to reflect the demands of the new Australian Curriculum (AC) implementation. Most curriculum areas have mapped current content and programs against the AC framework and work has begun on analyzing assessment practice with some internal moderation processes being evident.

SACE results maintain particularly low and well below State, Northern Adelaide and Like School means. The vast majority of ATAR scores (90%) remain below 50 and SACE completion rates, based on February enrolments, remains around 30%. The number of students commencing Apprenticeships, Traineeships or meaningful employment also remains very low.

2015 RECOMMENDATIONS:

- A change to the school's leadership structure to create a priority focus on senior school and SACE improvement
- Strategic planning and development work including professional development for staff to occur in conjunction with the SACE Board.
- A new Student Support structure to be implemented including a Learning and Wellbeing Team and a Vocation and Transition team.
- A Student Profile to be created for every student across Year 8-12 to occur that leads to improved teacher knowledge of every student and the development of an individual learning plan for every student.
- Academic improvement to be measured and tracked across every Year Level and targets to be established for an annual improvement plan for the school as well as longer term School Improvement Plan.
- Targeted Professional Development for staff to be implemented against key 'Quality Teaching, Quality Learning' objectives.

GOAL 3: TO SUPPORT STUDENTS TO ACHIEVE NATIONAL LITERACY AND NUMERACY BENCHMARK

2014 RECOMMENDATIONS

- PAT-R used across years 8 – 10 in order to obtain detailed information about literacy levels and intervention required.
- We aim to get closer to the National benchmarks in Numeracy and Literacy, while continuing to increase our averages for each year level.



OUTCOMES:

PAT-R and PAT-M occurred for some students in the school but tests were not implemented systematically. The results were not analysed systematically nor used to change teacher practice at the classroom level.

NAPLAN results again reflect concern with the quality of students foundational skill development in these two areas. Overall Mean results remain below State, Northern Adelaide and Like School Means. Of particular note, Numeracy is the best performing test area for students whilst Writing is of particular concern. Results for Fremont-Elizabeth students in this test area only match students from the Northern Territory. It is well known that NT students continue to perform well below the National Mean primarily due to the influence of ATSI results.

The number of FECHS students also meeting the National Minimum Standard is also of serious concern. On average, only 60% of students met this standard in 2014.

The use of Quicksmart as a key intervention and support tool for students with numeracy concerns has lost momentum. Quicksmart is no longer being used as a systemic intervention tool across the school.

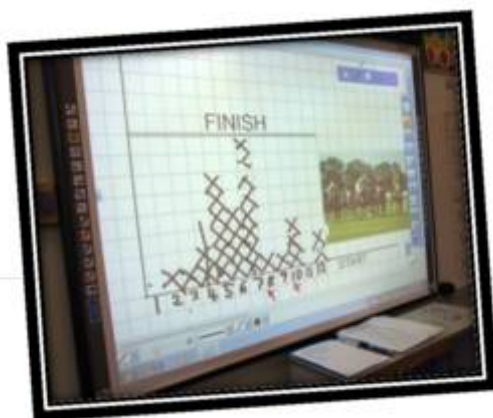
2015 RECOMMENDATIONS:

- Better analysis, support and intervention programs need to be developed in the school. These programs need to focus both on 'Differentiation' at the classroom level and the introduction of sweeping changes to student support services and systemic intervention and support for students with identified learning difficulties.
- NAPLAN data must be interrogated and analysed by staff at both Curriculum and Year Levels. Understanding NAPLAN trends needs to influence curriculum design whilst analyzing individual student results, needs to improve each teachers Numeracy and Literacy knowledge of students in their classes.

GOAL 4: TO PROVIDE ALL STAFF WITH EFFECTIVE TARGETED PROFESSIONAL DEVELOPMENT TO SUPPORT STUDENT LEARNING OUTCOMES

2014 RECOMMENDATIONS:

- Continue to build on the Performance and Development processes that were implemented in 2013
- Develop our practice in effective and informative Classroom Observation
- Develop structures and processes so that all teachers receive feedback from their students so that they can identify areas for development
- Work with colleagues to review current teaching and learning programmes using student feedback and student assessment data.
- Use the Australian Professional Standards for Teachers to advice and guide staff in their professional development plans.
- Continue the use of the Buddy System to ensure quality *Student Report Comments* by teachers.



OUTCOMES:

A strong professional development culture exists at Fremont-Elizabeth City High School. Staff meet regularly in Curriculum and Year Level teams. Peer to Peer observation of practice has commenced and Performance Management Planning and Development is systematic across the school.

A number of new Professional Development initiatives were introduced in 2014 and whilst a number of staff were directly involved, it is difficult to evaluate the pedagogical improvement achieved by such initiatives. As a school, there are no systemic Professional Development programs or initiatives in place that are influencing whole school change.

Performance is routinely analysed against the AITSL Standards for Teachers and all curriculum leaders are providing specific professional development opportunities for their staff.

Whole school Professional Development around the 21st Century Fluencies begun in 2014 but has now been suspended.

RECOMMENDATIONS:

- The school should look to develop a core range of whole school Professional Development programs that best impact on improving learning outcomes for students. These programs need to be Action Research based and not designed around 'once-off' event driven Training and Development sessions.
- Where possible PD should include accreditation and/or assessment and application to classroom practice.
- Training partners, including the Tertiary sector, should be used to create a more strategic approach to Professional Development.
- Greater resourcing is provided to support higher quality PD at the site level.
- Individual PD should continue alongside common, site level PD for staff.

GOAL 5: USE DATA TO IDENTIFY AREAS FOR IMPROVEMENT AND TO DEVELOP COMMON PRACTICES ACROSS THE SITE

2014 RECOMMENDATIONS:

- Use student assessment data to analyse and evaluate student understanding
- DayMap Parent Portal to be included for parent access.
- DayMap Resource bookings to be fully utilised
- Calendar to communicate to teams
- DayMap Messaging to parents, students, teachers, and groups.
- Greater use of the Online LearnLink Calendar to supplement the Traditional School Calendar publications so that it could be accessed on any staff mobile devices.

OUTCOMES:

Advances in use of DayMap across the school are obvious particular with staff using DayMap to track student attendance. Other than this, the general use of data to track, monitor and analyse student learning by leadership, ancillary and teaching staff is not highly obvious.

The school has not maintained a central database to track and monitor student demographic, engagement, behavior, learning and wellbeing data. Staff do not routinely and consistently use data to track and review performance and parent, student and staff opinion data was not collected in 2014.

2015 RECOMMENDATIONS:

- A full school data analysis and review is undertaken and a central database of information is created.
- Data analysis is used as a basis for analysing performance, creating strategic direction and determining resource allocation.
- School leaders use data to lead Curriculum and Year level discussions about improving learning and wellbeing outcomes for students.



2014 OTHER KEY ACHIEVEMENTS:

- Significant investment in beautifying the school grounds was undertaken. Of particular note, new landscaping adjacent to Philip Highway was completed and new bins were installed throughout the school
- The Front Office reception area, administration offices and conference room were all upgraded.
- Upgrade of the Reception and Office areas in the Special Interest Music Centre
- Development of a 3rd Special Education classroom
- Redevelopment of the Science Teacher Offices

2.0 KEY DATA ANALYSIS:

Key Demographic Data – Elizabeth Area (2011 Census)		
• Local Council	- Playford	
• Population	- 9,878 residents	
• Median Age	- 38	
• Population born overseas	- 26.0%	
• Indigenous Population	- 4.50%	
• Household Average Weekly Income	- \$654	(State Average = \$1044)
• Household income less than \$600pw	- 46.9%	(State Average = 27.7%)
• Blended Families	- 23.64%	
• One Parent Families	- 26.1%	(State Average = 16.3%)
• One Parent Households	- 41.7%	(State Average = 27.9%)
• Families Renting	- 50.2%	(State Average = 27.9%)
• Children Aged under 15	- 19.68%	
• Dependent Students (15-24)	- 3.90%	
• Non Dependent Child	- 6.71%	
• Preschool Participation Rate	- 4.50%	
• Primary Participation Rate	- 26.85%	
• Secondary Participation Rate	- 18.47%	
• University Participation Rate	- 4.55%	
• TAFE Participation Rate	- 9.16%	
• Unemployment Rate	- 18.8%	(State Average = 5.7%)
• Both Parents Not Working	- 36.7%	(State Average = 21.8%)
• Labourer Qualification Only	- 23%	(State Average = 11.1%)

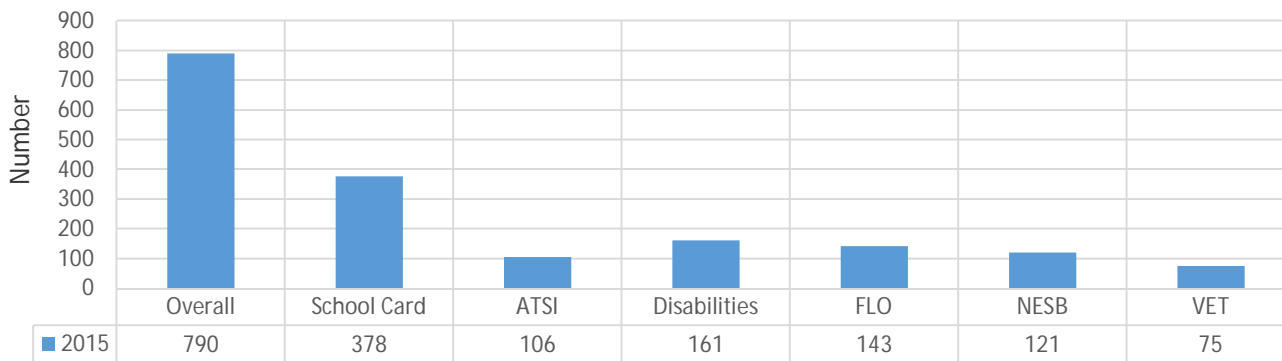
Key Findings - Summary Report

Data Area	Key Findings	Recommendations
Enrolments	<ul style="list-style-type: none"> • General decline since 2011. First increase this year (2015). • Year 8 and Year 12 growth noted in 2015 • ATSI enrolments increasing consistently • NESB enrolments increasing consistently • Nepalese, Afghan, are the 2 largest NESB groups • Disabilities numbers remain high (20% of total 2015 enrolment total) • School card numbers continue to increase (60% approx.) • FLO enrolments continue to increase (20% of 2015 enrolments) • VET enrolments stable 	<ul style="list-style-type: none"> • Additional resources are required across the school to support many learners with complex needs • ESL programs and ATSI support programs require greater resourcing

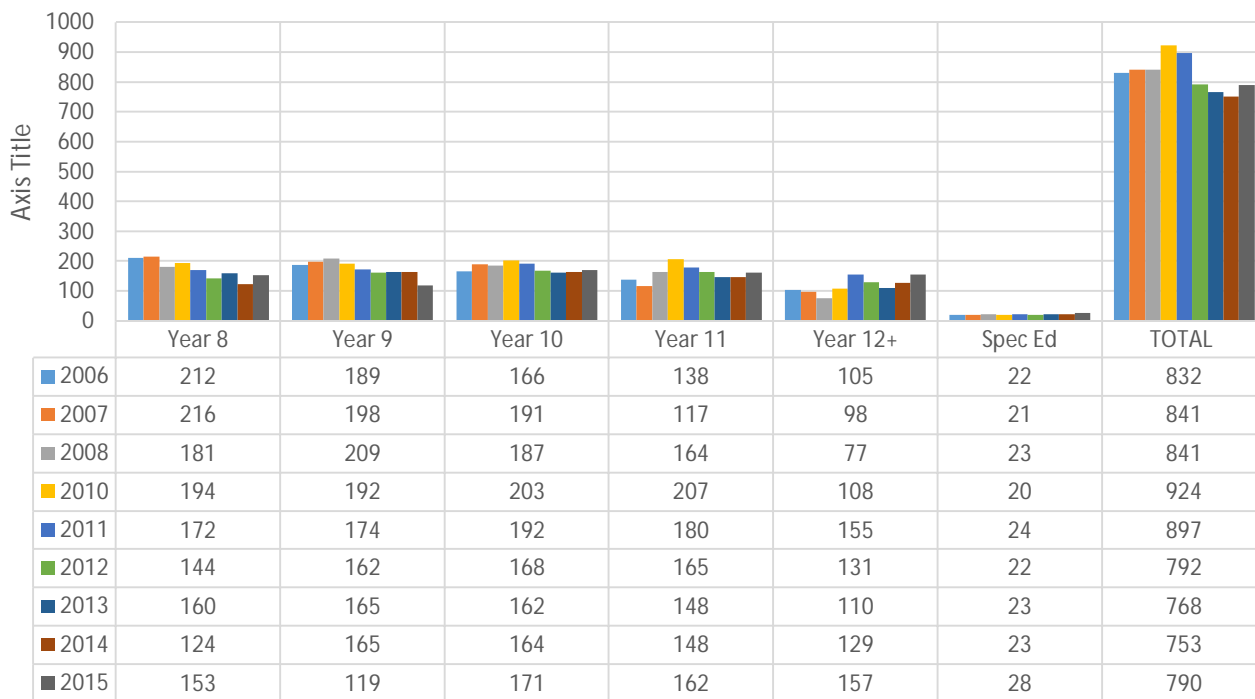
Retention	<ul style="list-style-type: none"> Year 8-10 retention has improved over the past 3 years Year 10-12 retention remains below the regional average Year 8-12 retention remains significantly below the regional average 	<ul style="list-style-type: none"> Need to address the high dropout rate from FECHS. This involves improving student learning capacity and continuing to improve safety and wellbeing
Attendance	<ul style="list-style-type: none"> Has steadily improved over the past 4 years. Overall rates still remain significantly below Regional and DECD average. In general, a FECHS student will miss an average of 15 more days per annum than other regional students ATSI attendance has improved considerably but this group is still the most at risk group of students. NESB students almost match the State attendance average Male attendance is generally higher than female 	<ul style="list-style-type: none"> Further work needs to be undertaken to bridge our attendance gap. Additional resources need to be allocated to this priority along with the implementation of new strategies to tackle the problem
Behaviour	<ul style="list-style-type: none"> The school has continued to become a safer and more controlled environment over the past 3 years. In 2014, suspensions/exclusions reduced by 30%. Violence continued to be a disturbing behaviour pattern in the school. More than 25% of all serious SBM issues are the result of violence amongst students. In 2015 already, violent incidences account for almost 60% of issues to date Year 8 and 9 record the highest proportion of SBM incidents in the school. 	<ul style="list-style-type: none"> A review of the current SBM procedures is required along with a whole school approach to reducing violence amongst students.
SACE Data	<ul style="list-style-type: none"> SACE completion rates remain low. On average, only 30% of Year 12 February enrolments have completed their SACE over the past 4 years. Stage 2 SACE Achievement remains low. Less than 4% overall 'A' Grade achievement has been recorded over the past 4 years. A concerning trend is also the decline in 'B' grade achievement. Whilst E grades have declined, D grades increased again in 2014. The growth in C grades is generally the reduction in high end achievement rather than the tail reducing Stage 2 achievement remains significantly below the State average Stage 2 achievement at the DECD 'C or better' standard remains solid across all curriculum areas. Research Project results remain low. C, C- and D+ scores made up 78% of results in 2014 ATAR scores remain well below the State average. The median FECH score in 2014 was just 39.74. Of 32 ATAR achieved in 2014, only 4 were above 60. 75% of scores were below 50. This trend has been evident for the past 4 years. TAFE mean scores are around 30. This represents the 50th percentile. When VET and vocational pathways are string for FECHS students, this result does not 	<ul style="list-style-type: none"> A full review of Curriculum that includes a review of our school day and current timetable is required. An analysis of teacher programs including assessment tasks and internal moderation process needs to be undertaken. As a school, we need to lift the academic capacity of our students to achieve higher results in all year levels. A new school organisational and support structure needs to be developed to further support the work of teachers and support the learning needs of students. An analysis of individual student learning requirements needs to be undertaken. This should include the development of

	<p>provide our students with the opportunity to study broad range of TAFE subjects.</p> <ul style="list-style-type: none"> • The number of students studying VET subjects over the past 4 years has remains consistent. Approximately 15% of FECHS students study VET. • Cert 2 and Cert 3 study rates have grown steadily and pleasingly, the number of students completing a Cert 2 qualification has increased. • In 2014, 976 VET units were studied by FECHS students • Whilst SBA and traineeship numbers increased in 2014, only 12 students were employed under these schemes. This is a critical area that needs to be addressed. • Approximately, 66% of FECHS students completed their SACE in 2014 using VET. However, only 12 students commenced Apprenticeship (School Based or Full Time) or Traineeships in 2014. Whilst this was an increase on previous years, it is still a poor result for such a VET focussed school. 	<p>an individual Learning Profile for every student.</p> <ul style="list-style-type: none"> • A new of alternative learning and intensive programs need to be developed to sit within our existing curriculum. • Ongoing data analysis needs to underpin the culture of the school • We need to work closely with our feeder schools to build learning capacity amongst all students.
NAPLAN	<ul style="list-style-type: none"> • Student results at Year 9 in all test areas remain consistently lower than other Northern Area schools, the DECD average and other similar Index of Disadvantage schools. This has occurred since NAPLAN testing first began in 2008. • In 2014, only Numeracy showed a slight improvement on the previous year. • Of particular concern is the continuing low scores being recorded in Writing. FECHS only mirrors the Northern Territory overall mean in this area. Given the significant Indigenous contribution to the NT result, this further reflects the extent of the concern over the general literacy skills of FECHS students. • The number of students attaining the National Minimum Standard continues to decline in all test areas accept Numeracy. Numeracy has fluctuated over the past 3 years. • Proficiency Band data in all test areas is skewed to the left. On average only 3% of students achieve in the Higher (8 and 9) Skill Bands 8 and 9). • Student Growth (Year 7-9) does demonstrate some improvement in 2014. Student Numeracy Growth in the lowest quartile has declined from an average around 40% to 21% whilst Student Reading Growth in the same quartile has decreased from an average of 28% to 20.5%. However, both Numeracy and Reading Growth in the Upper quartile remains relatively unchanged and well below the expected normal distribution. 	<ul style="list-style-type: none"> • The school's literacy strategy needs to focus primarily on writing skills. All subjects, all year levels must have extended writing tasks included in both their formative and summative programs. • Through a strong focus on Writing (particularly the Higher Order Thinking Skills of Analysis, Synthesis and Evaluation), spelling, grammar and reading improvement will naturally follow. • More resourcing, alternative learning and intensive programs need to be developed within the school.

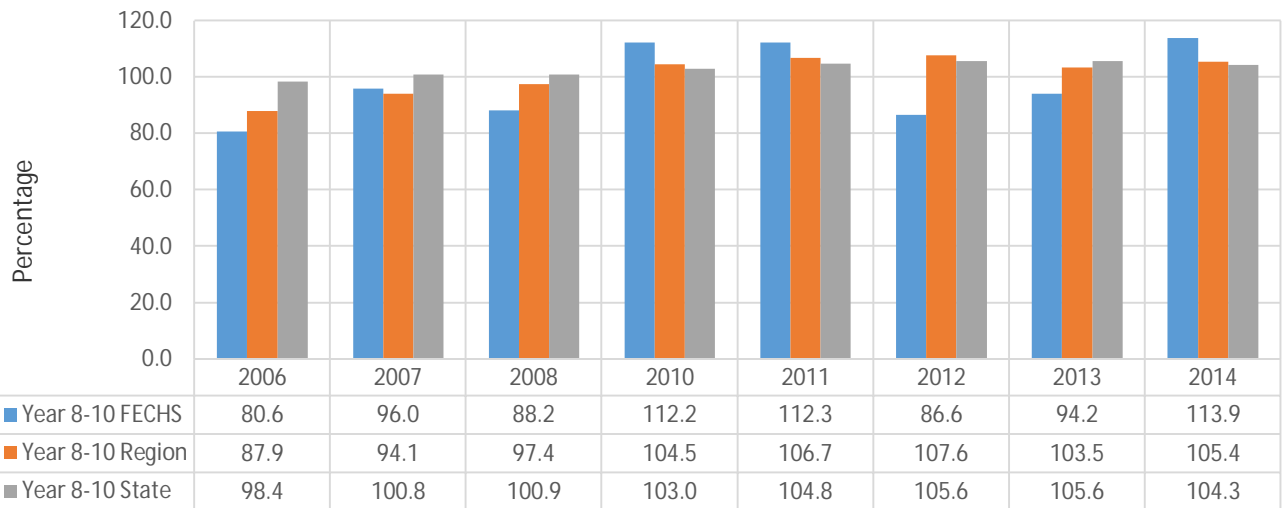
FECHS - Current Year Combined Enrolments



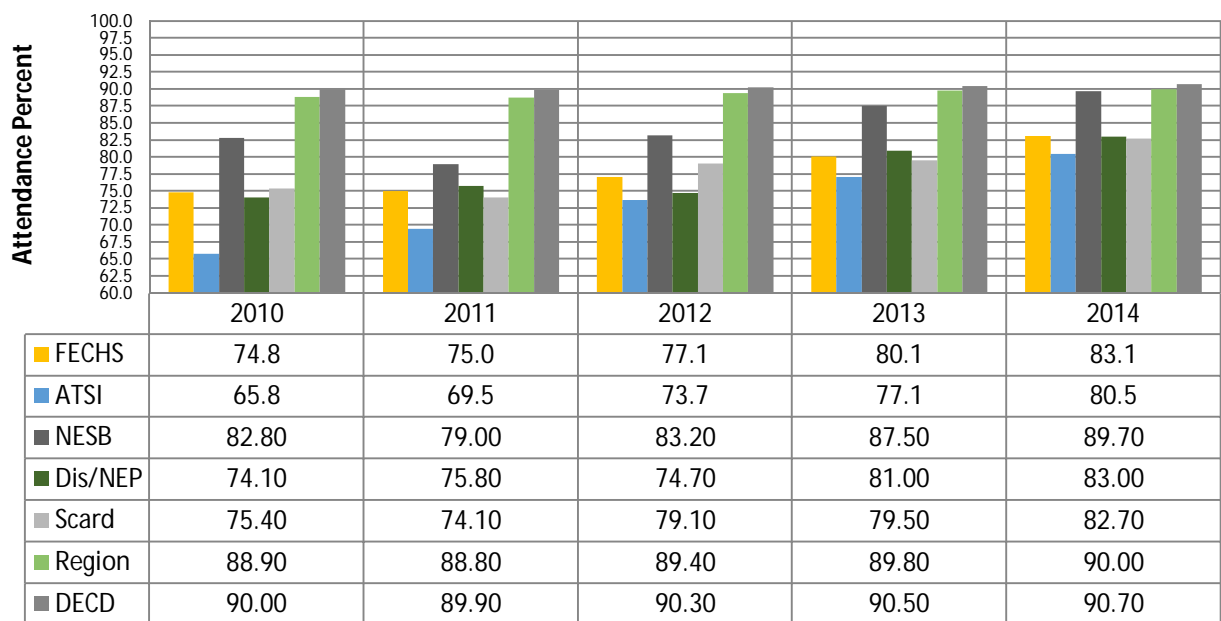
FECHS - Enrolment Data



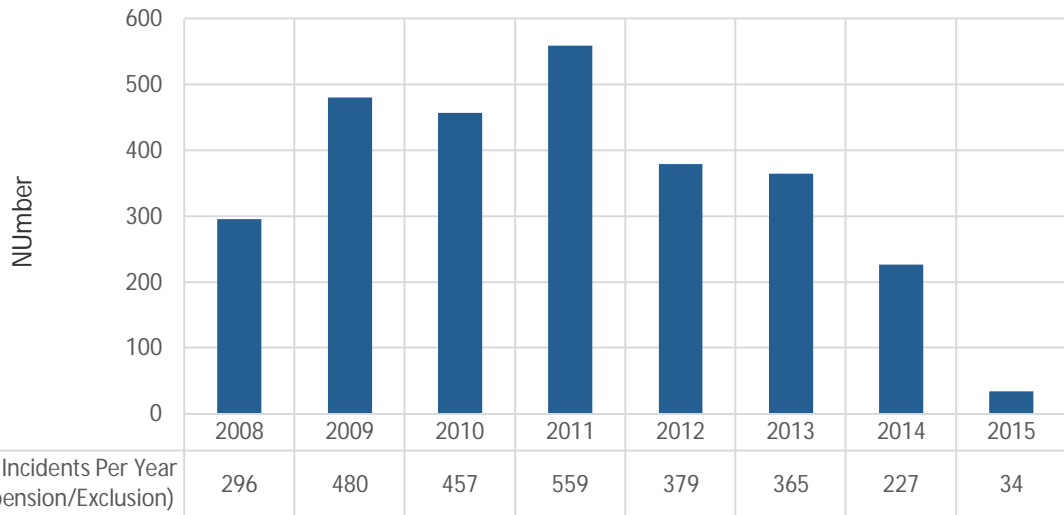
FECHS - Retention Rates % (Person)



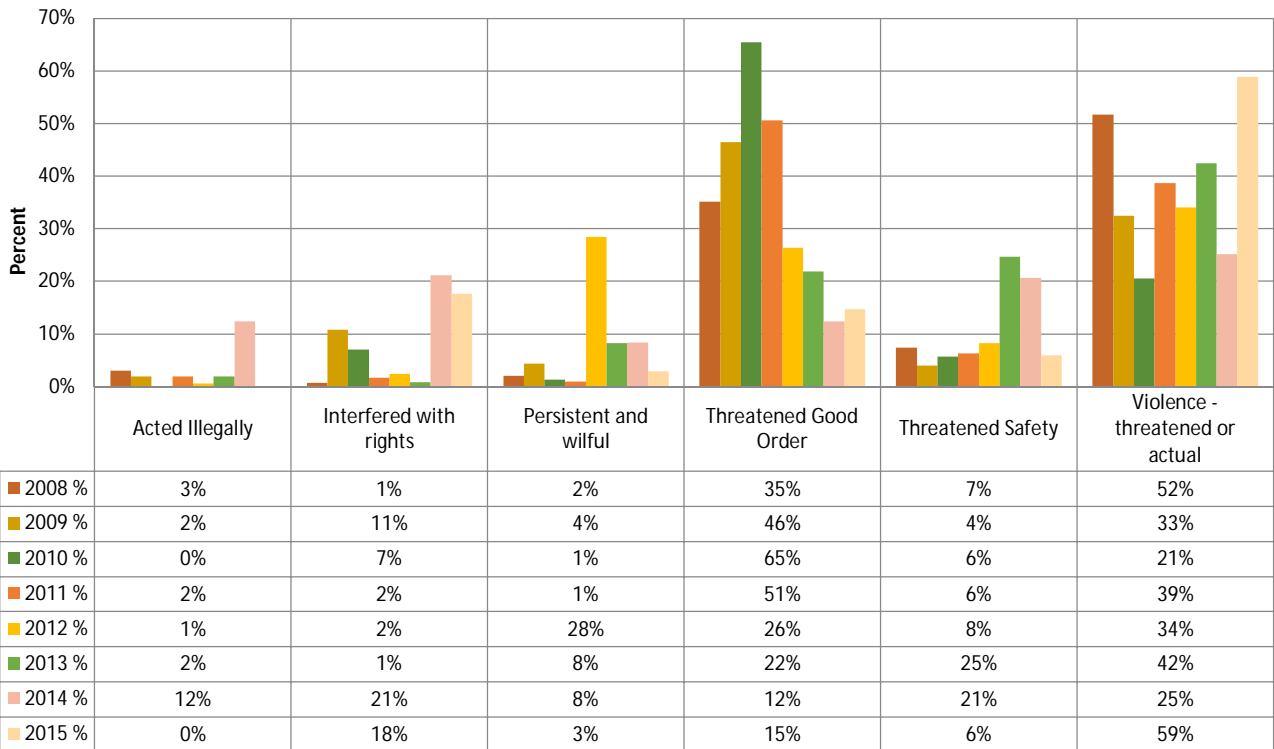
FECHS - Student Attendance (Cohort Comparison)



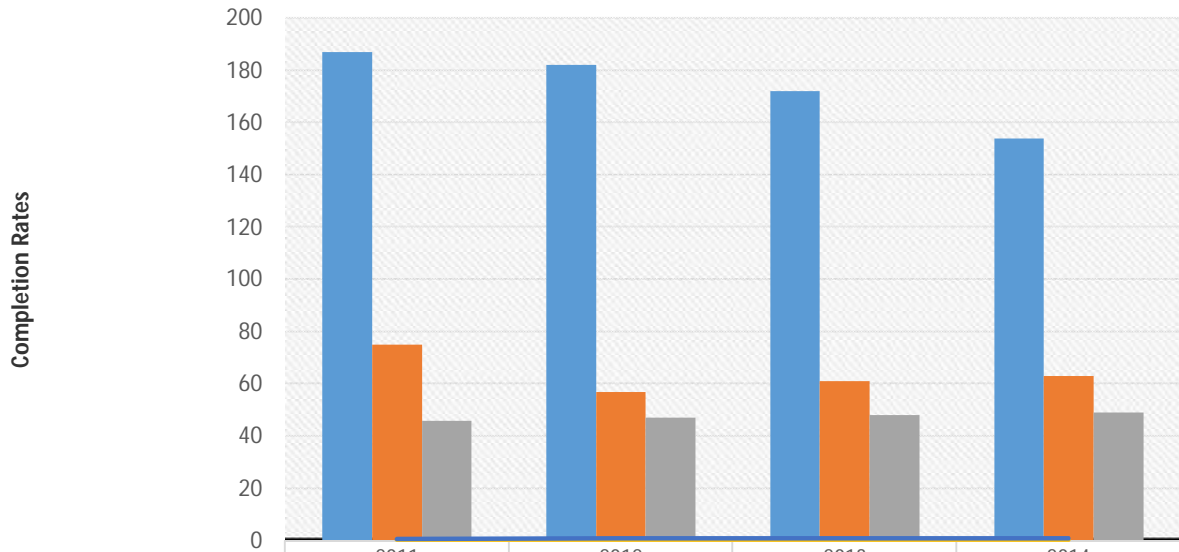
FECHS - Total Behaviour Incidents Per Year (Suspension/Exclusion)



FECHS - Student Behaviour Management (Type)

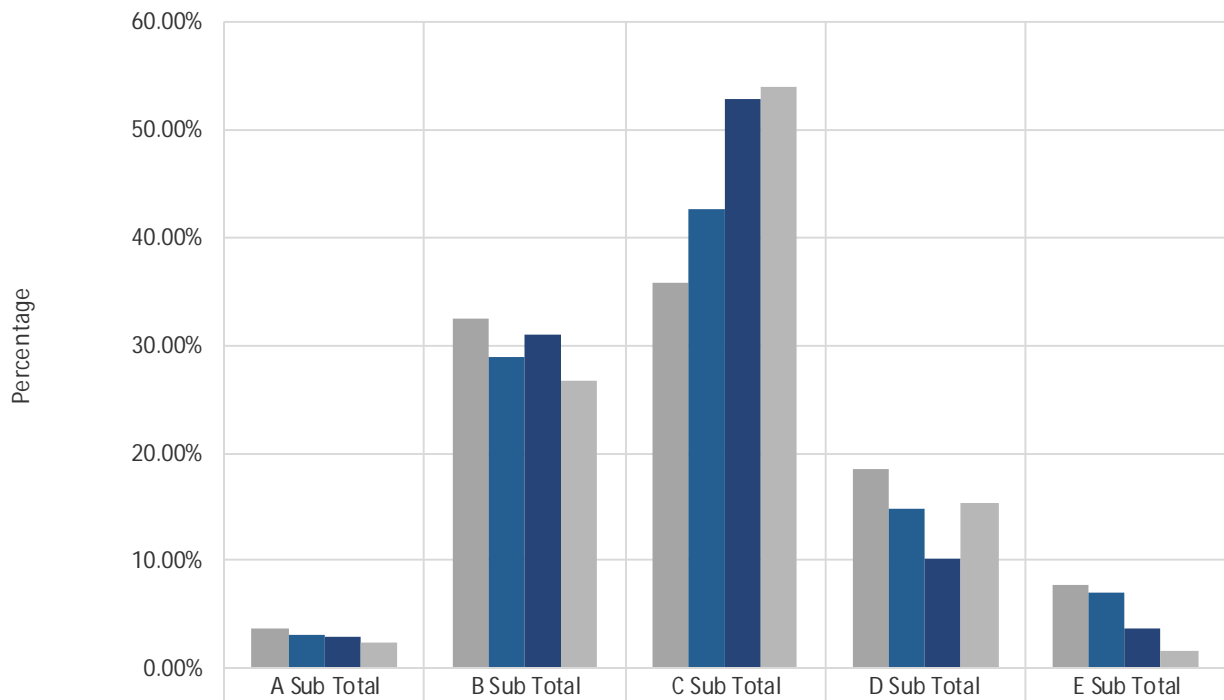


FECHS - SACE Completion Rates vs Feb and Oct Enrolment



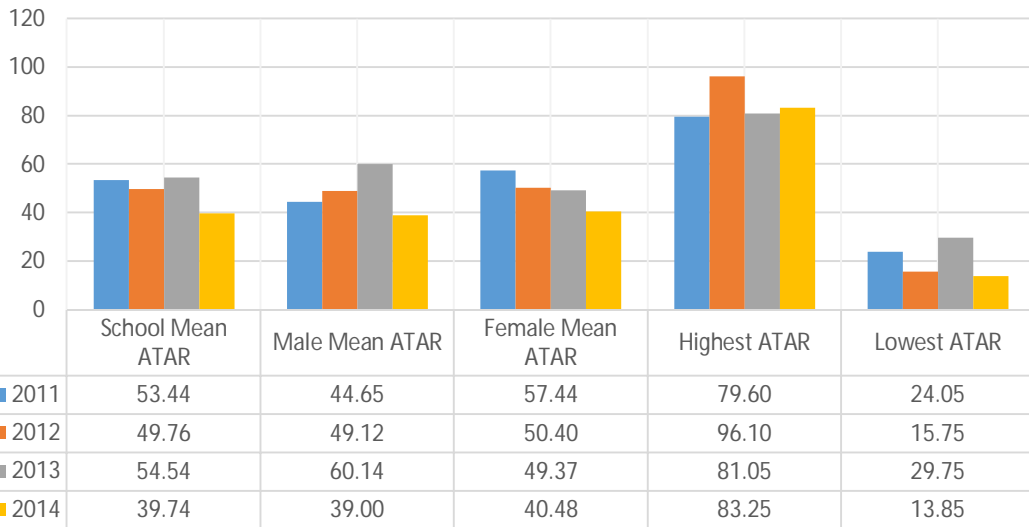
	2011	2012	2013	2014
Feb Enrolment	187	182	172	154
October Enrolment	75	57	61	63
SACE Completers	46	47	48	49
As % of Feb Enrolment	25%	26%	28%	32%
As % of Oct Enrolment	61%	82%	79%	78%

FECHS - SACE Stage 2 Grade Distribution

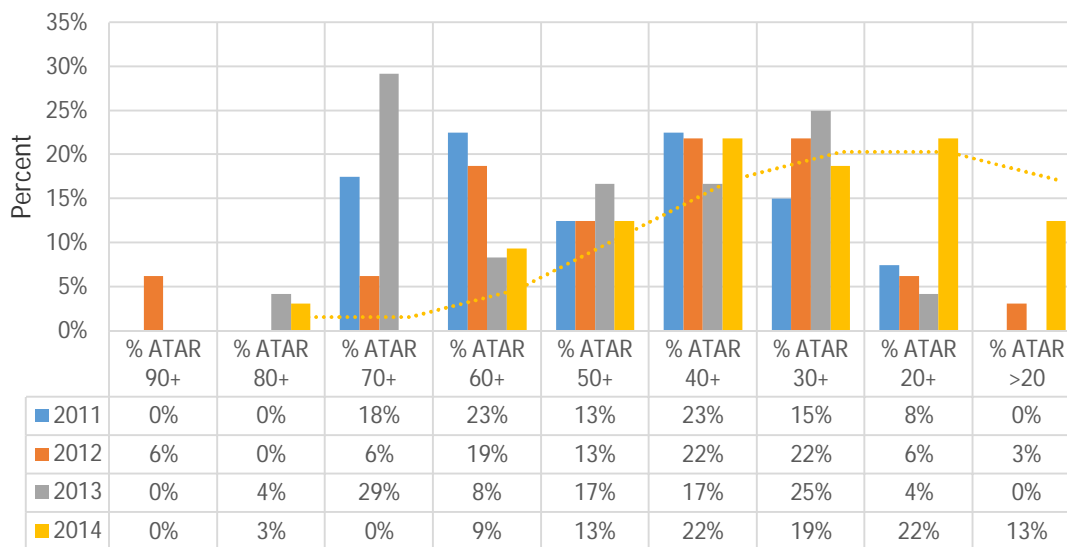


	2011 % of Results	2012 % of Results	2013 % of Results	2014 % of Results
A Sub Total	3.70%	3.10%	2.90%	2.33%
B Sub Total	33%	29%	31%	27%
C Sub Total	36%	43%	53%	54%
D Sub Total	19%	15%	10%	15%
E Sub Total	8%	7%	4%	2%

FECHS - Student ATAR Achievement Summary



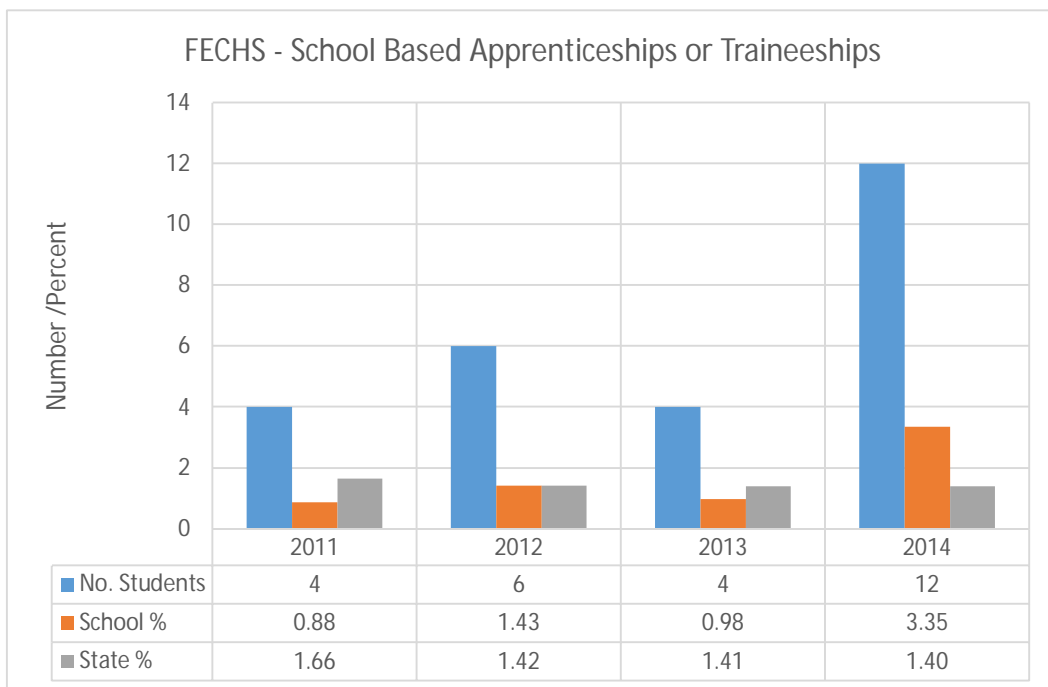
FECHS - Student ATAR Distribution



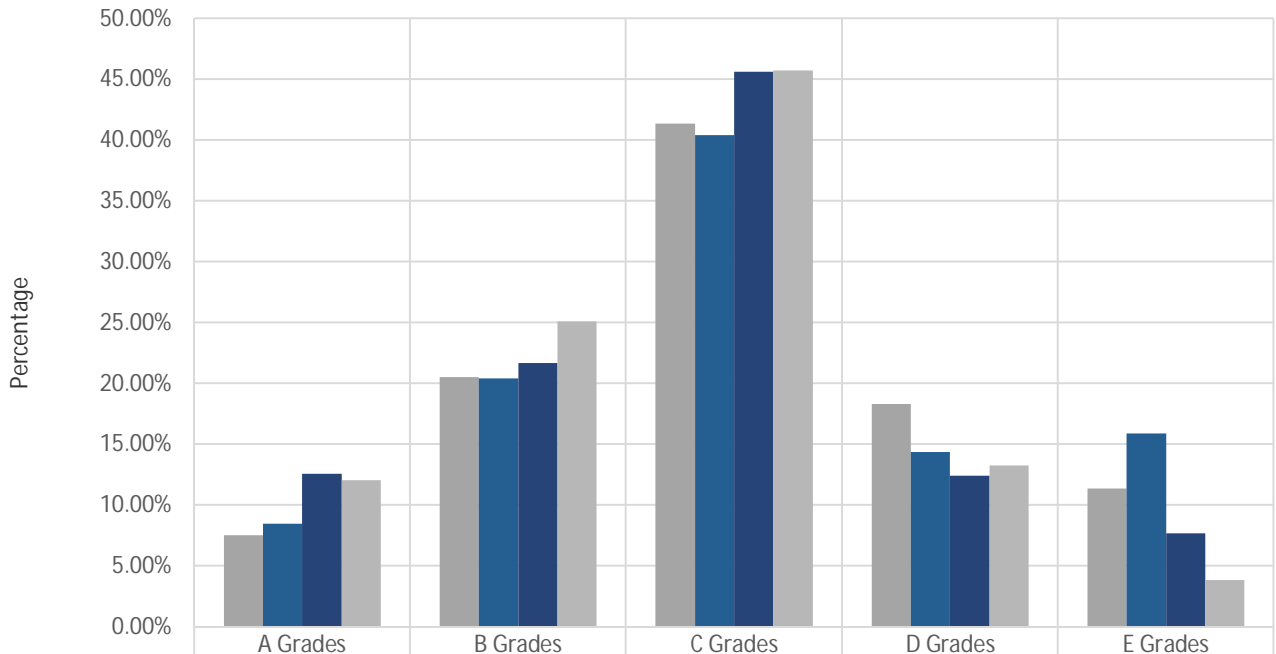
FECHS - Students completing SACE with VET



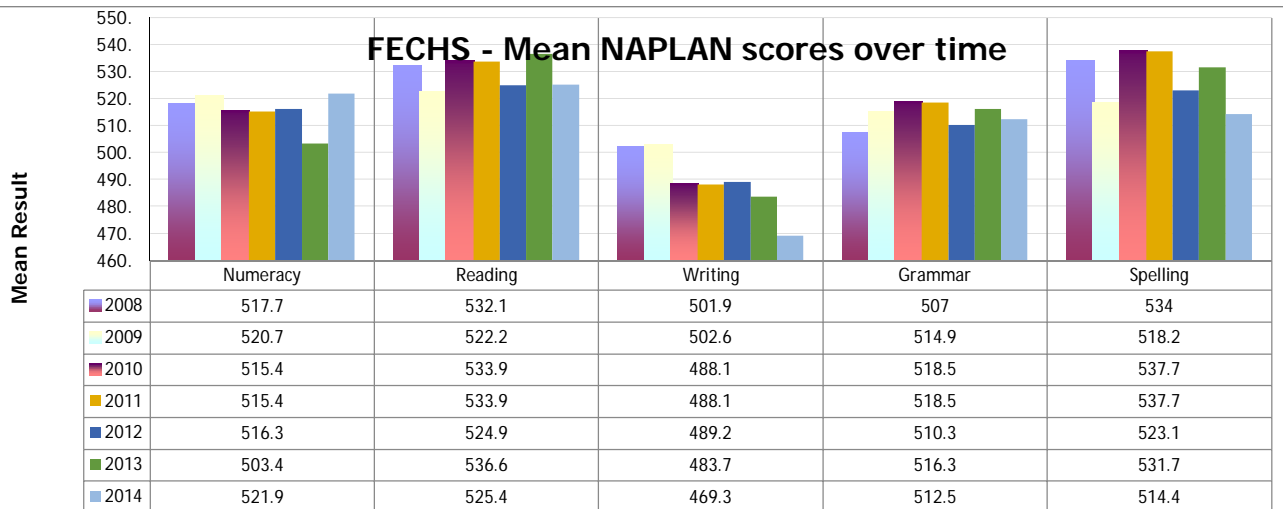
FECHS - School Based Apprenticeships or Traineeships



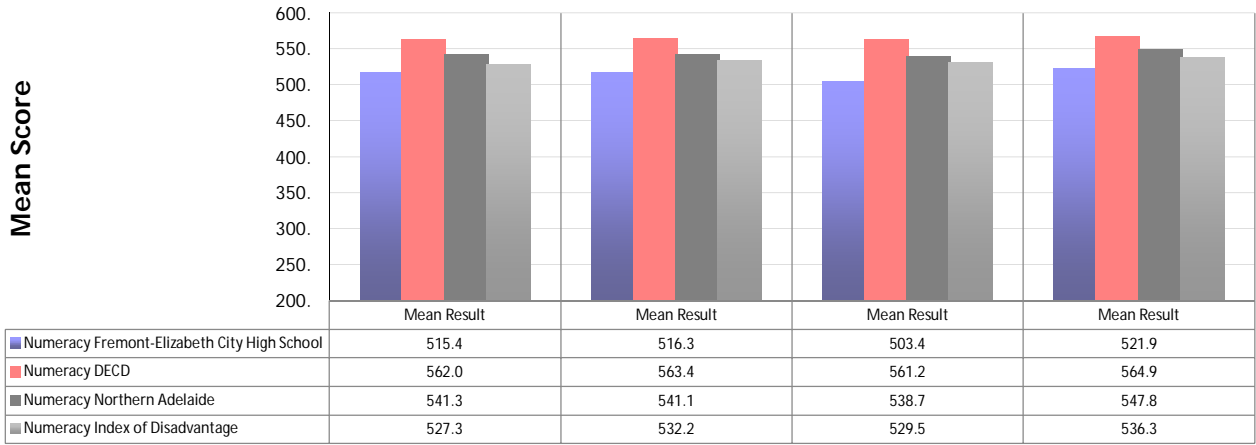
FECHS - SACE STAGE 1 GRADE DISTRIBUTION



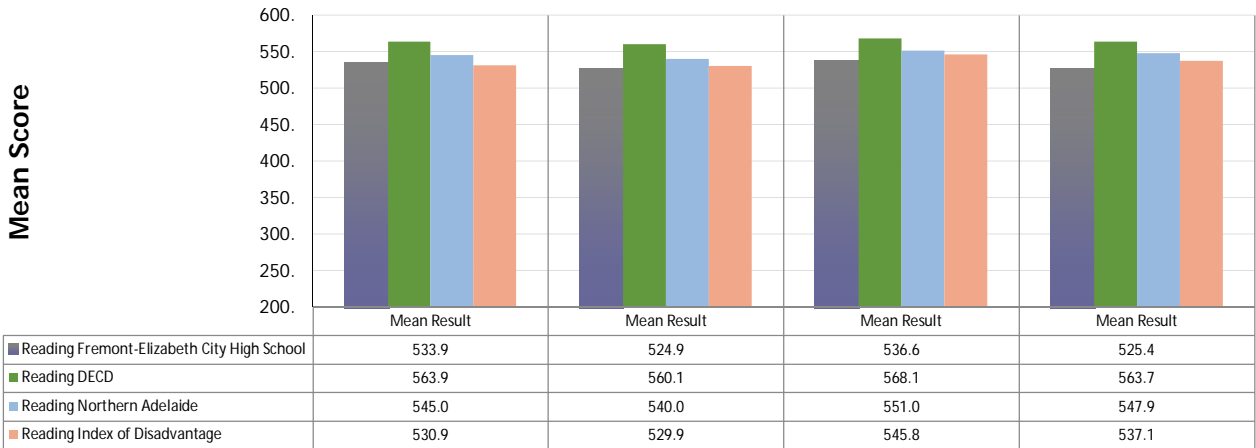
■ 2011 % of Results	7.54%	20.50%	41.34%	18.32%	11.38%
■ 2012 % of Results	8.47%	20.42%	40.42%	14.38%	15.90%
■ 2013 % of Results	12.57%	21.67%	45.64%	12.43%	7.69%
■ 2014 % of Results	12.06%	25.10%	45.72%	13.28%	3.83%



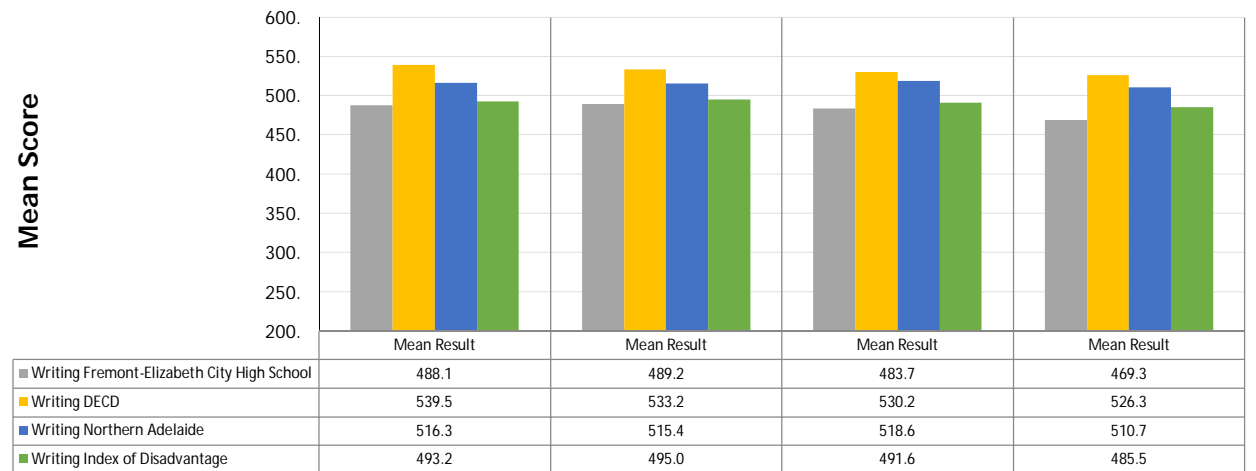
FECHS - NAPLAN Mean Score Comparisons



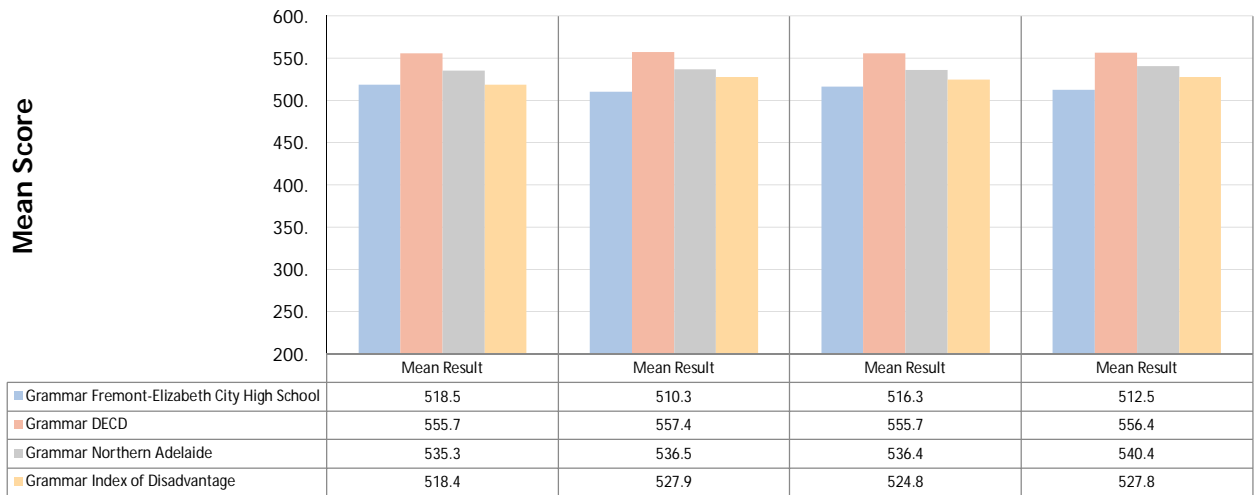
FECHS - NAPLAN Mean Score Comparisons



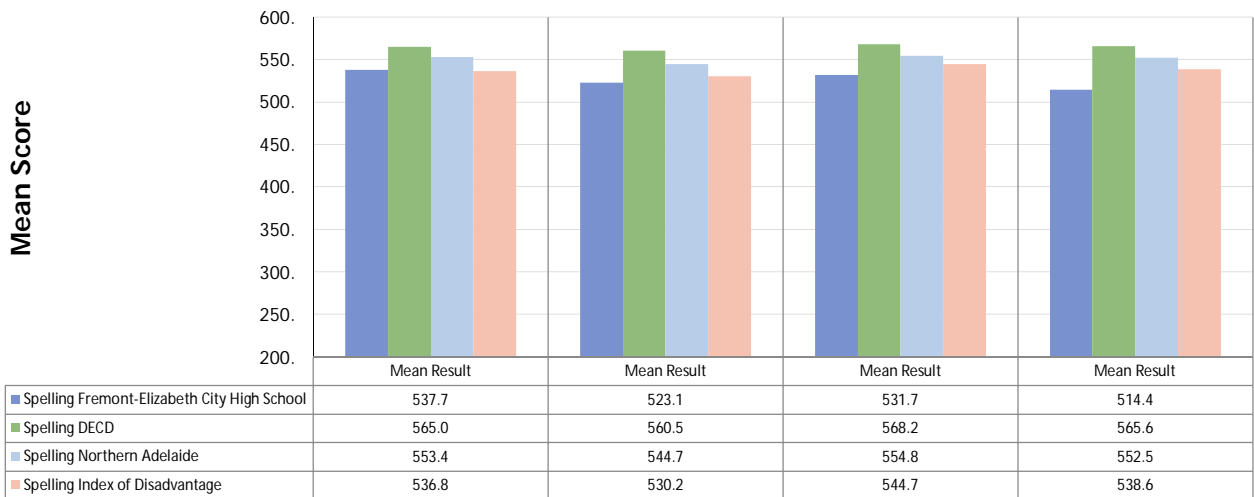
FECHS - NAPLAN Mean Score Comparisons



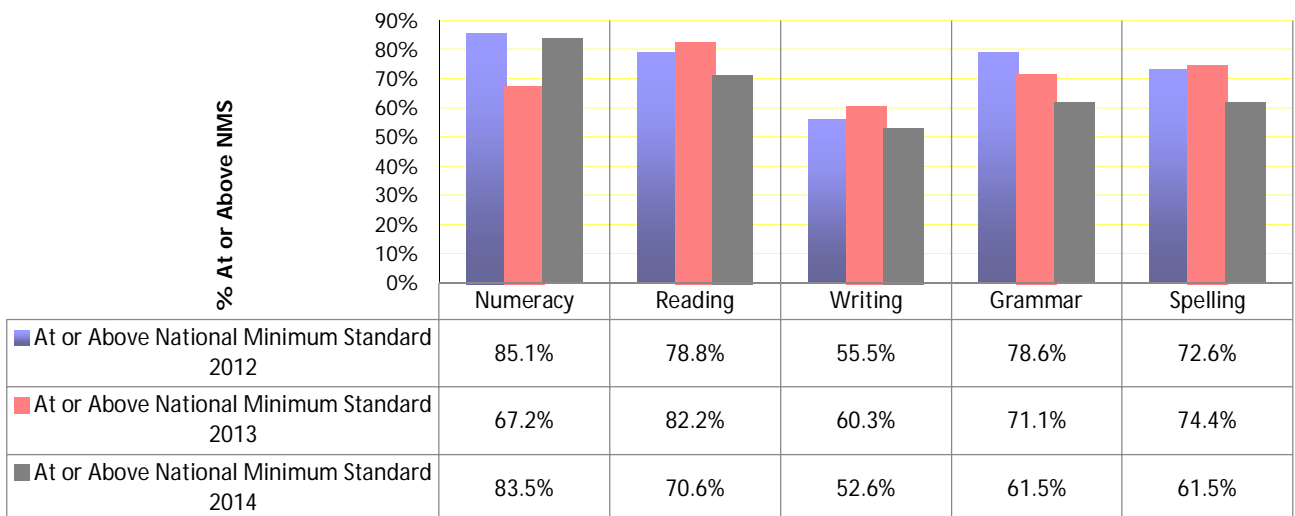
FECHS - NAPLAN Mean Score Comparisons



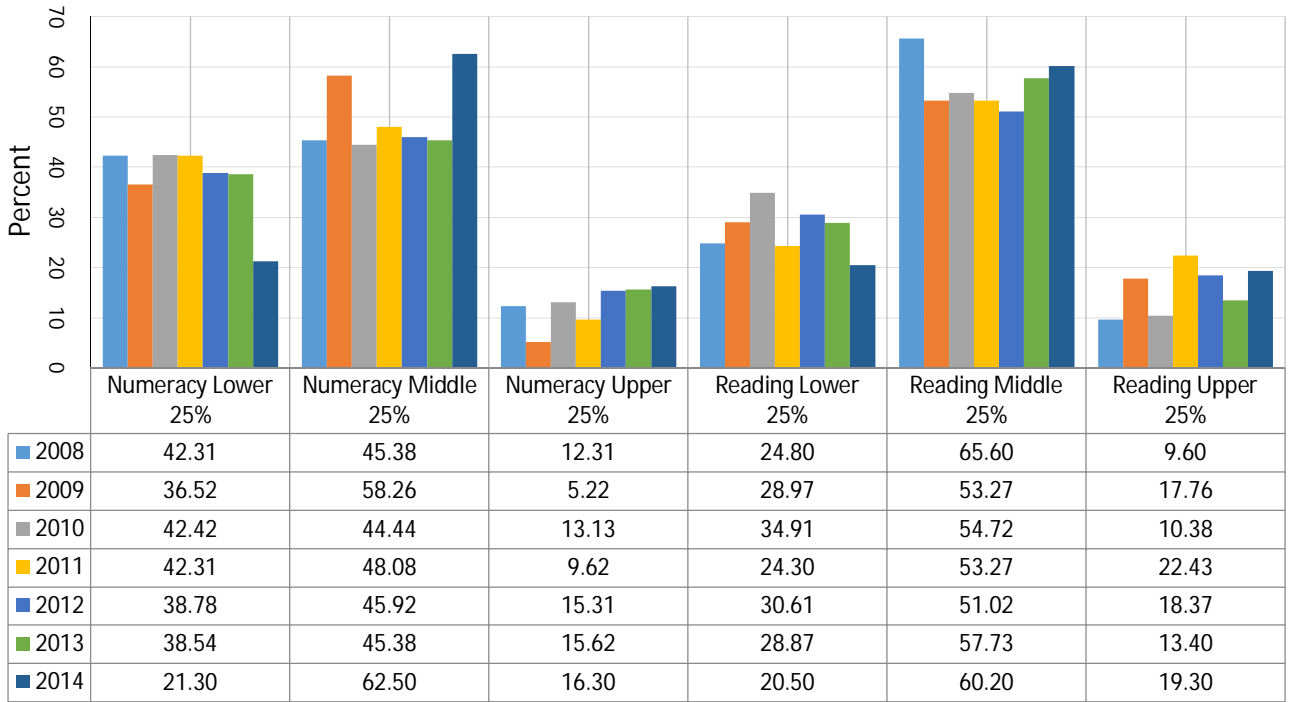
FECHS - NAPLAN Mean Score Comparisons



FECHS - NAPLAN Student Minimum Standards (Band 6)



FECHS - 2014 Student NAPLAN Growth (Year 7 to Year 9)



3.0 TEACHER QUALIFICATIONS

3.1 TEACHER QUALIFICATIONS

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	97
Post Graduate Qualifications	33

Site Name 0910 - Fremont-Elizabeth City High School Date: 30-Mar-2015

	Perm. Active	Perm. on leave	Temp. Active	Temp. on leave	Total
Total Staff (persons)	50	3	12	1	66
No. of Staff with more than 1 qualification	-	-	-	-	54

Qualification	Perm. Active	Perm. on leave	Temp. Active	Temp. on leave	Total
Associate / Diploma	15	0	1	0	16
Bachelor Degree	59	4	15	1	79
Bachelor Degree (Hons) / Grad Cert / Grad Dip	24	1	1	0	26
Doctoral Degree (Research or Coursework)	1	0	0	0	1
Masters Degree (Research or Coursework)	9	0	3	0	12
Certificate IV	3	0	0	0	3
Not Stated	2	0	0	0	2
Advanced Diploma / Associate Degree	1	0	0	0	1
Certificate III	3	0	1	0	4
Certificate II	2	0	1	0	3
Certificate I	1	0	0	0	1
Total	120	5	22	1	148

Fremont-Elizabeth City High School			
Balance Sheet 31.12.2013			
Assets			
Cash			\$ 69,362.01
Investments			\$ 2,010,109.31
Receivables (Current)			\$ 123,498.94
Sales - Inventory (Uniforms)			\$ 128,079.73
Global Budget Assets			-\$ 74,277.19
Furniture and Equipment			\$ 22,476.83
Motor Vehicles			\$ 5,541.30
Assets (Non Current)			\$ 120,602.34
			\$ 2,405,393.27
Liabilities			
Liabilities (VET Bonds & Partnership)			\$ 202,298.24
Other Liabilities (Current)			\$ 737,589.54
Liabilities (Non Current)			\$ 16,374.33
School Equity			\$ 1,419,131.16
			\$ 2,375,393.27
Profit and Loss 31.12.2013			
Revenue			
Grants - DETE			\$ 7,825,486.37
Global Budget Revenue			\$ 1,313,555.37
Other State Government Grants			\$ 19,852.00
Grants - Commonwealth			\$ 88,345.00
Parent Contributions			\$ 243,383.20
Other Operating Revenue			\$ 81,546.88
Non Operating Revenue			\$ 2,041.00
Total Revenue			\$ 9,574,209.82
Expenses			
Supplies & Services			\$ 2,106,219.80
Global Budget Expenses			\$ 7,419,554.86
Facilities & Expenses			\$ 218,063.28
Financial Expenses			\$ 906.42
Employee Expenses			\$ 30,188.25
Other Operating Expenses			\$ 27,407.00
Parent Contribution Expenses			\$ 43,153.57
Depreciation & Amortisation			\$ 20,009.74
Total Expenses			\$ 9,865,502.92
Surplus or (Deficit) Funds			-\$ 291,293.10

5.0 SUMMARY:

- Fremont-Elizabeth City High School is the amalgamation of 3 schools. Elizabeth High School (current site) was established in 1961 and it merged with Playford High School (Girls Technical High School (1960-1988) in 1988. In 1995 Fremont High School (formerly Elizabeth Boys Technical School (1960-1975) also merged to create the current school.
- The history of the old Elizabeth City during the 1960s and 1970s is quite revered. It had a distinguished reputation for academic achievement at the highest level. Today, many ex-scholars are leading professionals and academics across many Government and Industry sectors.
- Since the school amalgamation, the Elizabeth region has experienced the full impact of socio-economic and demographic change. Economic hardship, employment uncertainty, social, demographic and industrial change, and the creation of super-schools have changed the nature of the school cohort.
- This change is reflected in increasing levels of social disadvantage, as indicated in section 1 school context. Since 2012, the number of students in the bottom quarter of the scale of social disadvantage has increased by 20%. (ref: myschool.edu.au)
- The last 20 years has since a gradual decline in student achievement and an increase in the number of students who are poorly behaved or disengaged with their learning.
- Enrolment decline is evident and the creation of the super schools, Sir Mark Oliphant College and Dame Roma Mitchell College, has had a significant impact on enrolments since 2012.
- Growing ATSI, NESB and FLO enrolments have added extra complexity to the school and there has been a continual rise in the number of students with a verified learning disability.
- Parent engagement with the school remains very low and most parent contact is based around trying to resolve grievance or concerns either about student attendance, student engagement, student behaviour or student welfare.
- Unfortunately the school has suffered from negative community perception about both the behaviour of students and the lack of academic achievement by students. The reputation of the school remains tarnished in the wider community and there is plenty of good work happening in the school.
- Recent development work to renew and upgrade many areas of the school has made an impact on the visible image of the school. A well supported student uniform is place and improvement in student behaviour can be noted.
- However, as the data will attest, without new thinking, school restructuring, curriculum innovation, improved teaching and learning and a change to resourcing, there will be little meaningful impact on student learning outcomes. The current performance problems with Fremont-Elizabeth City School have far reaching community consequences.
- The only way to bridge the disadvantage/equity void amongst people is through quality education. Politically, socially and educationally, we cannot afford to waste another moment addressing many of the educational, welfare and social problems that are now ingrained throughout the community.
- These changes have significantly impacted on the work of staff and it is unclear how the closure of *Holden* will further impact on local businesses, the Elizabeth region, and our school.
- Our work must be forward thinking and focused on capability and capacity building.



Rob Knight, Principal
March 2015