Grant High School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education
and Child Development

Grant High School Number: 928

Partnership: Blue Lake

Name of School Principal: Fleur Roachock

Name of Governing Council Chair: Gene Lassaline

Date of Endorsement: _____

School Context and Highlights

Having now completed my first full year as Principal, I am very pleased to report that we are tracking well against the vision I outlined as part of my interview to win this position. That our Communities are going to be in place – well ahead of my planned schedule – is a great reflection on our forward thinking staff, our wonderfully supportive Governing Council and the hard work of many members of our SRC. Our student body is still concerned about how these changes will affect them in the short term, but we are sure that the overall long term benefits will be well worth the short term angst.

At the beginning of next year we will have in place two Gap Year Trainees who will take on the roles of student mentors, working in our newly purposed Resource Centre, which will be now known as The Hub. The Hub will house Supervised Study and Senior School relief lessons, helping to build students' independence with the guidance of other young people who have "been there and done that". A number of other staff, including me, will also be moving to The Hub to provide further support for the students there.

We are also excited about winning a grant to support a STEM project of breeding an endangered species of native crayfish to support their re-population in their natural environment. We congratulate David Thompson and Paula Foote for their work in gaining this grant.

I am very pleased that the highlights I have outlined for this year are very focused on students and their learning and I look forward to continued work to ensure our young people are able to access the best education possible. We will be getting serious about timetable reform as part of our Leadership work next year and our Cutting Edge Education Committee will be focusing on teaching and learning in 2017, rather than the structural change that formed the core of their work this year.

Our financial position has improved significantly over the past twelve months, to the the point where we are going to be able to provide electronic devices to our Year 8s early next year, ensuring a much more socially just approach to the roll-out of ICT over the coming years. We also look forward to the STEM -focused facilities that will be built through significant state government funding in 2017, upgrading the Junior Floor and Resource Centre areas.

I would like to take this opportunity to specifically thank our wonderful Governing Council for their support this year. Working with that group is an absolute delight.

Governing Council Report

2016 has been another successful and fulfilling year at Grant High School. We started the year with 2 new school captains, Sebastien Pratt and Joel Von Stanke. These two young men organized the SRC meetings and activities and provided the Governing Council with informative updates at each of our meetings. Thank you Sebastian and Joel!

Early in 2016 one of the biggest challenges facing our school was putting together a annual budget on tight finances. Fleur Roachock and the finance staff did a fantastic job of allocating funding where required and reigning in spending where necessary. As we start 2017, our school now sits in sound financial shape.

The Interschool Athletics was held at Grant High School in March of 2016. Thanks to the efforts of Terry Walters and help from Bedford Industries, the school grounds were in magnificent shape for the sporting event. Other facilities improvements in 2016 included the Art Room verandah rebuild and significant tree lopping around our site. Further works are planned to build an outdoor enclosure for the Visual Arts Department and works have been flagged for the canteen, once funds are available.

New programs were developed at the school in 2016. Along with educating our young people in courses such as languages, arts, science and mathematics, we are working towards molding them into future ready citizens. Learning Communities are being established to build stronger relationships through continuity.

There have been a fair number of staff changes this year, with people taking up different positions elsewhere. Although it is often sad to see them go, the school has recruited some bright new faces to take their place. Student numbers are going up in 2017, meaning more new positions to be filled, and hopefully finding suitable rooms available to put people in.

The biggest change announced for our school in 2016 is the planned $2.5 million STEM upgrade. Although plans are yet to be finalized and construction is some time off, we should in the future see some major developments, especially to the Resource Centre. Exciting times on the horizon!

I would like to thank those who volunteered at our school in 2016, especially the members of Governing Council who gave up their evenings to attend our meetings.

Gene Lassaline

Chairperson, Grant High School

Improvement Planning and Outcomes

The Site Improvement Plan established in 2016 states: Grant High School is committed to building future-ready citizens. Future-ready citizens are resilient, creative, life-long learners. They approach all aspects of their lives with passion, enthusiasm and determination, in order to be meaningful contributors to their communities.

In order to develop future ready citizens, we have identified the areas of wellbeing and teaching and learning as being key and a change of structure has been identified as having the capability to underpin a significant improvement in students outcomes going forward.

To that end, under the Wellbeing heading the following structural changes have been identified as necessary:

• Community structures are established to provide a strong focus on a supportive and connected school culture.
• The implementation of a case management system across all Communities guides staff around their levels of responsibility when addressing student wellbeing, intervention and support.
• A purpose designed and dedicated Wellbeing Centre space provides a range of services to address the wellbeing needs of students across all Communities.

Under Teaching and Learning the following structural changes have been identified as necessary:

• Community structures are established on site for individual support purposes, supporting staff to track and monitor students and utilise interventions as appropriate for all learners.
• Key transition points are identified/clarified in order to provide better transition and individual support structures for all students.
• Distributed leadership is encouraged within site structures to nurture and develop leadership skills in both staff and students.

Work has already commenced towards these new structures being realised with four 8-12 Communities established, each with a Community Leader and a Community Manager, for the start of 2017. We will continue to maintain our excellent Transition program for Year 7 into Year 8 under this Community model. Two Gap Year Trainees have been in the area of Teaching Learning to provide mentoring and support for students, especially in the Senior years.

The key data points in measuring our success will be SACE completion rates February-December an detailed scrutinising of Destination Data in matching students' aspirations to their post-school destination. The establishment of individual learning plans for all students will be key in enabling the analysis of this data, and a coordinator has taken on the role of working with staff to establish these plans within the next eighteen months.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
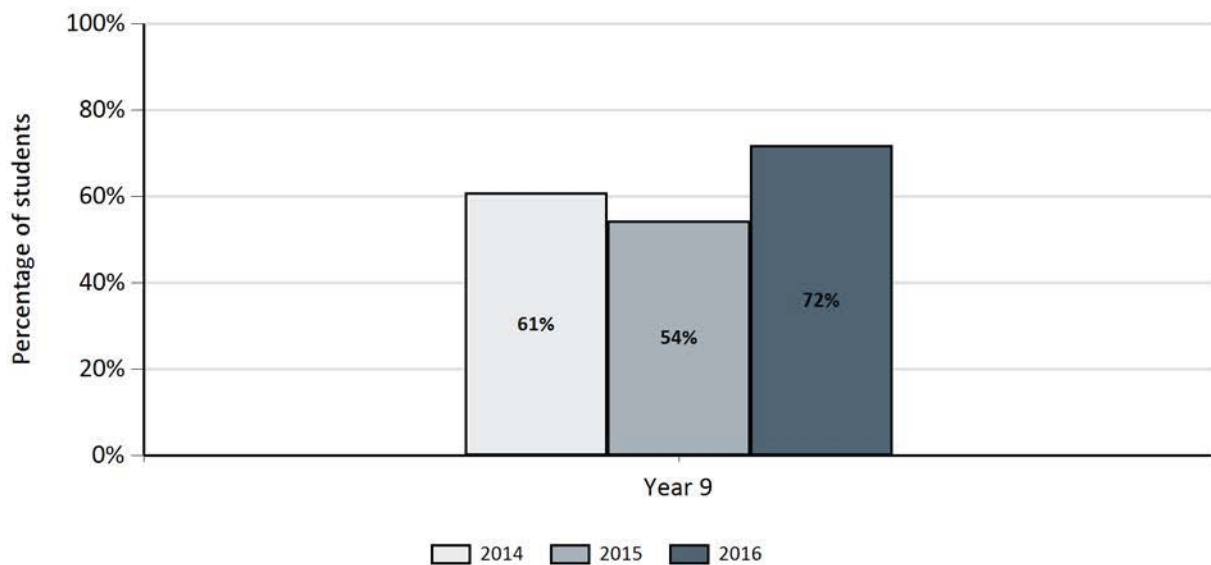
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
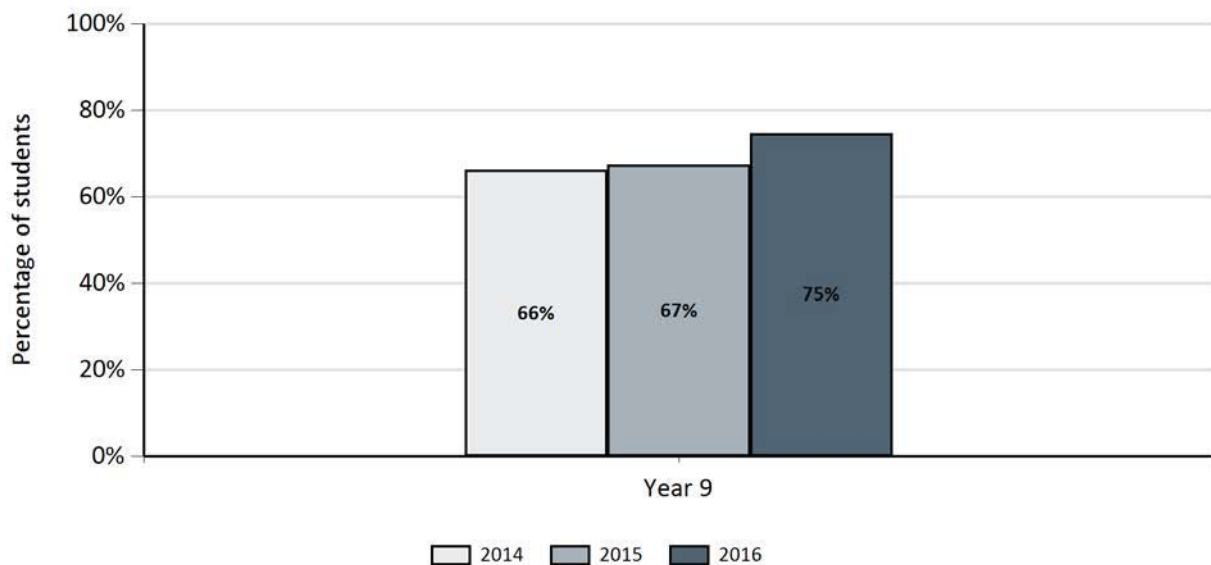
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NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	14%	25%
Middle progress group	51%	50%
Upper progress group	34%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	15%	25%
Middle progress group	50%	50%
Upper progress group	35%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2016	142	142	28	16	20%	11%
Year 9 2014-16 Average	140.7	140.7	25.3	16.3	18%	12%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016
95%	97%	97%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	1%	0.2%
A	3%	2%	6%
A-	7%	9%	10%
B+	10%	13%	12%
B	14%	15%	16%
B-	14%	18%	15%
C+	16%	14%	17%
C	20%	16%	15%
C-	9%	8%	5%
D+	3%	2%	2%
D	1%	1%	1%
D-	0%	0%	0
E+	0%	0%	0
E	0%	0%	0.2%
E-	0%	0%	0
N	0%	0%	0

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
94%	98%	92%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training			23%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			48%

School Performance Comment

The middle and upper level growth rates in both reading and numeracy are gratifying in terms of NAPLaN tests, as is the significant improvement in proficiency rates in both reading and numeracy against SEA. We are still committed to improving these areas further for students in the future, and the steady improvement in recent results suggests the strategies we employing are reaping rewards - these include intensive reading programs for identified students at Year 8 levels.

SACE completion results from October to December and results of C and above are high and improving; however the school is currently focusing very strongly on improving completion rates from February to December as a clearer indicator of the success of our programs. The appointment of a Cross-Disciplinary/Curriculum Pathways Coordinator should help us to focus on these areas and improve outcomes for students. Likewise, our movement towards Communities where leaders are able to get to know students better over a longer period of time should result in more appropriate and engaging curriculum offerings for each cohort, as well as the encouragement of young people towards the most suitable subjects for their needs and interests.

Attendance

Year level	2014	2015	2016
Year 08	88.9%	90.7%	89.8%
Year 09	87.7%	90.1%	90.8%
Year 10	87.6%	86.6%	91.2%
Year 11	88.8%	91.0%	89.6%
Year 12	92.6%	92.9%	93.7%
Secondary Other	75.9%	83.4%	78.2%
Total	88.9%	90.1%	90.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance is steadily increasing, although we still have a significant way to go to reach 95%. The rise in attendance at Year 10 is very pleasing. Improved data collection and processes in this area through the purchase of efficient Student Data Management software has improved our record keeping considerably and reduced the number of unexplained absences. Internal Case Management models are beginning to outnumber FLO enrolled students in terms of the management of complex needs; this decreases our attendance rates, but is having significant positive impact on student engagement outcomes.

Behaviour Management Comment

Behaviour management concerns remain steady at low levels and incidents of violence are rare. The establishment of the Wellbeing Centre is reducing the effects of bullying and harassment and the opening of a Hub that students can access from 8am until 4.30pm should also help improve wellbeing around these issues. A review of the Behaviour Management policy will occur in 2017 and the establishment of Communities should increase the efficiency of Admin in dealing with these issues as each of these team members will be responsible for fewer students.

Client Opinion Summary

Staff, students and parents were surveyed in line with DECD requirements and it was pleasing to note an improved participation rate from parents and students this year. Only 17 staff responded, however.

The areas that we have identified for improvement, including giving feedback to students, more authentic student voice and the further building of relationships between staff and students continue to be highlighted by our survey results, and they will also continue to be a focus of our Site Improvement Plan and professional learning in 2017. Behaviour management was identified as a minor area of concern by all three groups, which we hope will be addressed by our new structures and Community Leadership staff.

A very positive highlight is belief of parents and students that our staff have high expectations of our young people, which has recently been an area of concern for us.

Intended Destination

	School	
Leave Reason	Number	%
Employment	40	25.8%
Interstate/Overseas	15	9.7%
Other	2	1.3%
Seeking Employment	15	9.7%
Tertiary/TAFE/Training	32	20.6%
Transfer to Non-Govt School	9	5.8%
Transfer to SA Govt School	21	13.5%
Unknown	21	13.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Site leaders are responsible for ensuring their sites comply with the screening verification responsibilities. In summary the responsibilities involve:
Sighting and recording clearance information on EDSAS or HRS system (or maintaining copies of clearances if not connected to these systems), or
Verifying the identity of first time visiting DECD employees noting verification next to their name in the site sign in book, or establishing shared use agreement with community groups, and
Maintaining the accuracy of screening information on EDSAS, HRS or site files.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	98
Post Graduate Qualifications	38

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	51.4	0.6	24.4
Persons	0	55	1	32

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	7598761.63
Grants: Commonwealth	3774
Parent Contributions	437018.88
Fund Raising	
Other	156733.66

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP funding for the employment of classroom SSO's to provide direct 1:1 support in the classroom and/or yard.	Successful transition of students from Year 7 to Year 8.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Classroom SSO's deployed according to student need to provide 1:1 or small group support in class. SSO's assist teachers in the development of targeted appropriate resources for students with disabilities.	Greater access to curriculum for students in line with PLP & NEP
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Employment of classroom SSO's to administer additional diagnostic testing including Neale analysis for students with learning difficulties and to manage intervention programs such as MULTILIT and Guided Reading groups.	Improved literacy skills (reading fluency and comprehension) for targeted students in Years 8 and 9 who are not students with disabilities. I
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and Isolated funding was used to offset the cost to families/students of travel and accommodation for various excursions. Students accessed learning opportunities outside of our local region - examples being Year 12 Art Trip to Adelaide and the Tertiary Trip for Year 11 students to gather information about university options post school	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Additional classroom support for targeted students.	Improved focus on literacy and numeracy outcomes.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A