

Grant High School 2017 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:

19 February 2018

School Context and Highlights

2017 was a year of growth. While our school continues to undergo significant change that we hope is going to make a great difference for students and how they are able to function in the world beyond school, we have also learned in the worst possible way about how we are already equipped to deal with some of the difficulties life sends us. This year we lost a student and her mother in a tragic accident; however, the school rallied to deal with the situation admirably.

We began this year having re-structured our school into Communities. By and large this process went smoothly, although trialling vertical homegroups at the same time muddied the waters somewhat. The Leadership Executive, has enjoyed having another member of the group to share the load, and Community Managers have done an excellent job of adapting to the new structure, working hard from the outset to build community spirit.

The SRC then decided on the names for the Communities, in conjunction with the student body, and thus: Kabir, Kurang, Kurra, Marma and Nunkula were born and established.

The re-vamping of the Resource Centre into the Hub has been a resounding success, as students access the space from 8am until 5pm each day. The popularity of the Homework Club, has taken us all by surprise and we congratulate Hub Manager, Paula Foote, on this excellent innovation.

We have opened up our timetable, so students have been encouraged to choose subjects at a year level higher than their chronological one and the rules around compulsory subjects have been somewhat relaxed. By and large, the excitement around subject selections has felt better, although Course Counselling was rather more rushed than we would like to experience again. The need for re-counselling at the beginning of 2018, however, was reduced significantly.

We spent some time this year discussing the possible benefits of a six line timetable, agreed that they outweighed the costs, but delayed implementation until 2019.

The strides we have made around Aboriginal Education this year have been gratifying for our school community. Sarah McCarthy's leadership has resulted in greater staff confidence in delivering Aboriginal Perspectives across the curriculum, with some incredible projects being undertaken, including one to revive the Bunganditj language. Sarah has also worked to establish a South Australian Sports Training Academy in the Limestone Coast, ready to start next year, which is very positive.

Governing Council Report

Student numbers were up in 2017, with Grant being the 'school of choice' for many new year 8's. With the school's progressive approach to education and a caring community culture, it's easy to understand why students and their parents choose Grant High School.

Many new teachers started in 2017 to handle the student influx and to replace former teachers who have moved on or retired. Other experienced teachers at Grant have moved up into Leadership or Coordinator roles.

Our former school library was transformed into the Hub in 2017. As its name suggests the Hub became the center of our school's operations. Even the principal's office was relocated there. Paula Foote initiated a highly successful homework club in the Hub in 2017. The Hub is scheduled to undergo further improvements in 2018 as the \$2.5 million STEM construction kicks in.

Other notable events in 2017 include changing home groups into 4 integrated year level communities, upgrades to the school's Robe campsite, recognition of our teachers' and principal's achievements, the high school musical 'Spectrum' at the Sir Robert Helpmann Theatre, Pedal Prix, a special study of fresh water crayfish biology, and a proposal for moving to a 6-line timetable in the future.

As previously mentioned, Grant High School has a caring community culture. I think that is one of the important things that makes our school what it is. We hear a lot in the media about problems in high schools – delinquency, violence, vandalism, bullying. While our school isn't perfect, I've been on council for 7 years and my children have attended Grant High School for 8 years; almost all the reports I've heard about our school and its students have been positive.

A positive school culture doesn't happen by accident. The teachers, staff and the school principal – Fleur Roachock and her predecessors Peter Fairchild and Steven Phillips, have a lot to do with it. So does the Governing Council. I encourage all parents to join council. We meet just 8 nights each year and each meeting only takes about an hour and a half of your time. If you want to get further involved there are committees you can join. You'll play an important role and gain an insight into your child's education. Being teenagers, your children may not acknowledge it, but they will appreciate your caring. I step down from my role with only good memories.

Improvement Planning and Outcomes

Community structures have now been established for 12 months and we are starting to see the benefits of having a fourth Band B3 Leader to share the load of behaviour management and pastoral care for each student. Attendance has increased overall and course counselling issues have significantly decreased as a result of this more targeted knowledge and expertise, resulting in a very settled start to 2018.

Four Community Captains have been appointed in addition to two School Captains, improving capacity for student voice. Each Community Captain has an additional portfolio to ensure greater student influence in decision-making: Student Wellbeing; Senior School Liaison; Junior School Liaison and Facilities and Infrastructure. These students have been very proactive in engaging the wider student body around various issues in the school.

Professional Learning continued at a site level around formative assessment and moderation against the Australian Curriculum and the Cutting Edge Education Committee provided a myriad of opportunities for all staff to be involved in key decision-making and pedagogical learning across the school. Results Plus continues to be a focus of the school.

Wellbeing Outcomes on the Site Improvement Plan have largely been achieved, although the expansion of quality offerings and processes means that the space available is no longer adequate. Longer term plans around the use of the current gym after the Building Better Schools project is completed will address this issue. In the meantime, an expansion into either CO1 or the old Student Services Office, after the STEM build is completed, may need to be considered.

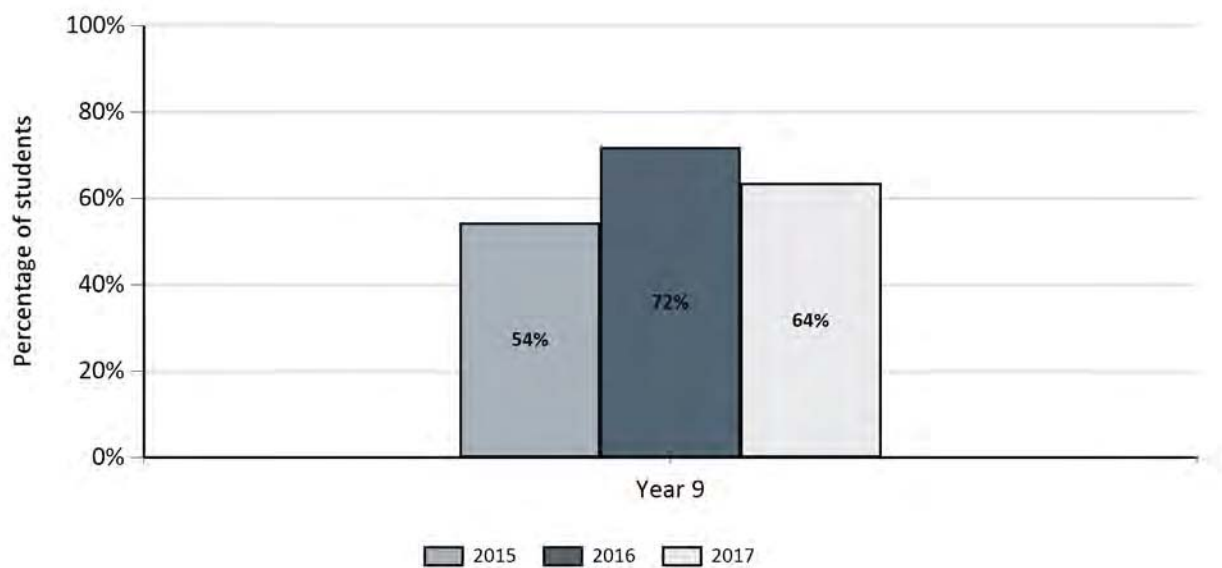
The main focus of 2018 is to develop a six-line timetable for 2018, with significant work already being completed around a pastoral care program that will significantly de-clutter the curriculum and provide more opportunities for deeper, uninterrupted learning across the school.

Performance Summary

NAPLAN Proficiency

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

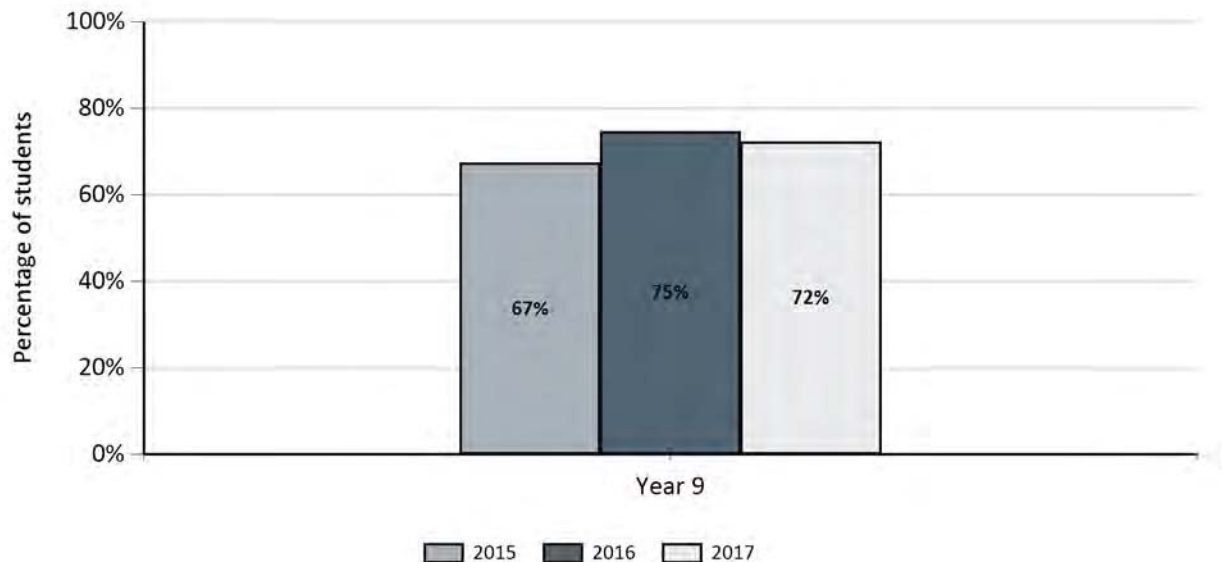
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	23%	25%
Middle progress group	47%	50%
Lower progress group	30%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	26%	25%
Middle progress group	50%	50%
Lower progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	129	130	10	12	8%	9%
Year 9 2015-17 Average	139.3	139.7	20.0	14.7	14%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016	2017
95%	97%	97%	95.8%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	1%	1%	0%	0.7%
A	3%	2%	6%	9.2%
A-	7%	9%	10%	14.2%
B+	10%	13%	12%	11%
B	14%	15%	16%	12.7%
B-	14%	18%	15%	17.5%
C+	16%	14%	17%	11.7%
C	20%	16%	15%	14%
C-	9%	8%	5%	4.7%
D+	3%	2%	2%	1.2%
D	1%	1%	1%	2.0%
D-	0%	0%	0%	0.7%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0.2%
N	0%	0%	0%	%0

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
94%	98%	92%	94.45%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training			23%	23%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			48%	51%

School Performance Comment

Student achievement was mixed across the school, with a decrease in achievement in all areas of NAPLaN, but a significant increase in SACE achievement at Year 12 in the A and B bands.

A change in school structures and culture, including a significant focus on freeing up teacher time and the establishment of the Homework Club has sent a strong message about our focus on academic achievement and how much we value this. We anticipate that a "filter-down" will occur, encouraging young people to take the NAPLaN more seriously and thereby ensure their results match what classroom teachers are reporting about students' learning - that they are doing better than NAPLaN suggests. Our External Review questions will be geared towards interrogating this anomaly more closely.

While our focus on the importance of academic achievement has been strong and rewarded in the senior years, it has been gratifying to note a higher participation and achievement rate in many other facets of school, including sporting, performing arts and cultural events - suggesting that our continued focus on the whole student has been successful as well.

A renewed focus on literacy and numeracy in-class intervention strategies in 2018 should help to bring those students who are not currently meeting benchmarks up to their chronological level by the end of the year. Our aspirations for all students are great!

We are also working towards being able to measure student outcomes against their own aspirations by the end of 2019 as we move towards each student having a plan that is regularly accessed and reviewed by the student, their parents/caregivers, homegroup teachers and Community Leaders and Managers to ensure they are on-track to achieving their first life choice when they leave school.

Attendance

Year level	2014	2015	2016	2017
Year 8	88.9%	90.7%	89.8%	93.2%
Year 9	87.7%	90.1%	90.8%	90.0%
Year 10	87.6%	86.6%	91.2%	90.6%
Year 11	88.8%	91.0%	89.6%	91.8%
Year 12	92.6%	92.9%	93.7%	90.0%
Secondary Other	74.7%	83.8%	78.2%	91.9%
Total	88.9%	90.1%	90.9%	91.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

It is pleasing to see attendance continuing to trend upwards, particularly in light of decreased FLO enrolments. Our Wellbeing and Intervention and Support mechanisms are largely responsible for this and we anticipate that continued development of these procedures and protocols, particularly in relation to developing Community culture, will help us to get closer to our goals here. We hope to increase student engagement, particularly at Years 9 and 10 by opening up more multi-year level options to students and establishing a six line timetable in 2019.

Behaviour Management Comment

While a decrease in FLO enrolments has led to an increase in behaviour management issues, incidents of concern are still at a low level for a site of this size and complexity. 27 individual students were involved in incidents of threatened or actual violence, with 26 suspensions occurring as a result. 16 different students threatened the safety or wellbeing of others and 10 individuals interfered with the rights of others. The opening of the Hub at recess and lunchtimes has significantly reduced incidents of bullying and harassment, resulting in a safe school environment overall.

Client Opinion Summary

Low numbers of respondent in all three areas - students staff and parents make it difficult to draw anything statistically useful from these data.

Student responses (28) indicated that their greatest level of satisfaction was with the statement: my teachers expect me to do my best at 4.1. Their lowest levels of satisfaction were with the statements: I can talk to my teachers about my concerns and student behaviour is managed well at my school at 3.1. Feeling safe at school was rated at 3.9.

Only 13 parents responded to the survey, but the data extracted exactly mirrored student responses in terms of the highest and lowest levels of satisfaction. Comments were largely negative and clearly personal - not enabling any trends to be extracted.

23 staff responded to the survey and levels of satisfaction against all statements were significantly higher than those of students and parents. This school looks for ways to improve scored the highest at 4.7. Staff are well supported at this school and I receive useful feedback about my work at this school scored lowest at 3.8. Staff agreed with students and parents that teachers expect students at this school to do their best at 4.5; however, staff levels of satisfaction with student behaviour management are significantly higher than those of parents and students at 4.2. Comments from staff were largely positive and mostly objective.

The school is tackling a significant change agenda that is driven by both data and the need for cultural change. We accept that this will challenge some members of our school community. However, many indicators suggest we are moving in the right direction.

Intended Destination

Leave Reason	School	
	Number	%
Employment	52	24.8%
Interstate/Overseas	16	7.6%
Other	2	1.0%
Seeking Employment	52	24.8%
Tertiary/TAFE/Training	51	24.3%
Transfer to Non-Govt School	3	1.4%
Transfer to SA Govt School	31	14.8%
Unknown	3	1.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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	103
Post Graduate Qualifications	40

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	58.0	0.7	20.7
Persons	0	61	1	25

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	7908324.00
Grants: Commonwealth	5000.00
Parent Contributions	501491.79
Fund Raising	2870.00
Other	178319.91

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

2017 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 2017 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
Targeted Funding for Groups of Students	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
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	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 MUL_TILIT and Guided Reading. Rural and Isolated funding used to offset the cost to families/students of travel and accommodation for various excursions, accessing learning opportunities outside our region. Aboriginal Education Teacher employed to lead guided reading groups with Year 8 and 9 students identified as below mainstream level in comprehension via the Neales analysis, assisting students in core projects, literacy intervention and social development.	Improved literacy skills (reading fluency and comprehension) for targeted students in Years 8 and 9 who are not students with disabilities.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	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	