

Grant High School 2018 annual report to the school community



**Government
of South Australia**
Department for Education

Grant High School Number: 928

Partnership: Blue Lake

Name of school principal:

Fleur Roachock

Name of governing council chair:

Damian Buckley

Date of endorsement:

18/02/2019

School context and highlights

In line with the coming trend in education, we have been focusing on our students developing entrepreneurship and entrepreneurial skills in a variety of forums.

Scott Maxwell won an ARIA award, which is exciting for Scott personally, but also exciting for our school, affirming us as risk-takers, dreamers and committed to the creative process. Five years ago, the Admin at the time supported and encouraged Bakker and Maxwell to take the risk of writing their own school musical and they were unwaveringly supported by students, staff and members of the wider community to run with the project. Hopefully, we can share in a little bit of Maxwell's well-deserved glory, because we all helped to provide a climate where he could be brilliant.

The launch of the amazing artworks in our courtyard provides evidence of the same entrepreneurial opportunities; students had the chance to design their spaces and bring those designs into fruition. The design process is a time-honoured system that is easily transferable to many areas of life, meaning that those students involved in this project have not only left a lasting legacy for our school, but they developed lifelong skills in creativity, problem-solving and commitment.

In a less public space, our aquaculture project is progressing swimmingly. The project is ever-evolving, meaning that, while it is not turning out as initially planned, the opportunities for students to be involved in maintaining the project's momentum in a meaningful and profitable way are many, and sometimes learning how to change a plan is actually better learning than having everything go as predicted all the way through.

Our Tasty Tunes and Wild Winter's Night events were integrated and authentic learning opportunities for our Performing Arts and Food and Hospitality students that engaged not only our school community, but the wider community as well. Giving our students these opportunities to showcase their skills in such a public forum allows them to experience the world of work in a safe environment, as they develop the ability to make in-the-moment decisions in real situations.

Our inimitable Agriculture programs likewise provide students with a myriad of opportunities to shine both within the school and in the wider community. The Ag Learning Centre at the Mt Gambier Show is just one example of how our students learn adult skills in a safe and protected environment.

Governing council report

This year has seen many changes at Grant High School, the most significant being the completion of the first major enhancement to our learning environment the STEM build. We now have a state-of-the-art learning environment that further fosters the community culture that we continue to develop. In the next two years we will make further strides with major upgrades to all other facilities across the school campus.

The wellbeing program continues to provide our students with the support and opportunities to reach their goals and maintain a level of engagement, without fear of ridicule or bullying. Having experienced this program at a personal level I am very pleased particularly with the support the program provides with the transition of year 7 into secondary school. Our school featured on the national stage this year, with our very own Scott Maxwell, not only being nominated for the ARIA Music teacher of the year but winning this coveted honour.

I was an active participant at this year's awards evening at the Sir Robert Helpman theatre and congratulations goes to all those award recipients. However, as a representative of the parent body we would like to congratulate all our students who in many ways strive for their best and continue to engage in their learning to be the best that they can be.

Well done to our leadership team and the teaching staff who continue to provide our young adults every opportunity to learn in an environment that will greatly improve their chances to be the best candidate in their chosen field.

Improvement planning and outcomes

Wellbeing and Teaching and Learning continued to be our Site Improvement focuses for 2018. In the second half of the year, the Principal devoted two days a week to observing classes and providing teachers with feedback and this will continue into 2019 to ensure quality classroom teaching remains a priority.

Further refinements were made to the setting of reliefs to enable teachers more time to prepare for teaching and learning and work continued on the implementation of a new timetable in 2019 which has improved teaching and learning at its core.

Course counselling was completed with record efficiency and it is gratifying to see the number of students studying subjects above their chronological year level and the success they are having in these areas.

Wellbeing remains a strong focus with a significant human resources committed to ensuring stellar intervention and support where students are struggling. The re-vamping of the Wellbeing Committee is also providing a forum for further ideas and improvement.

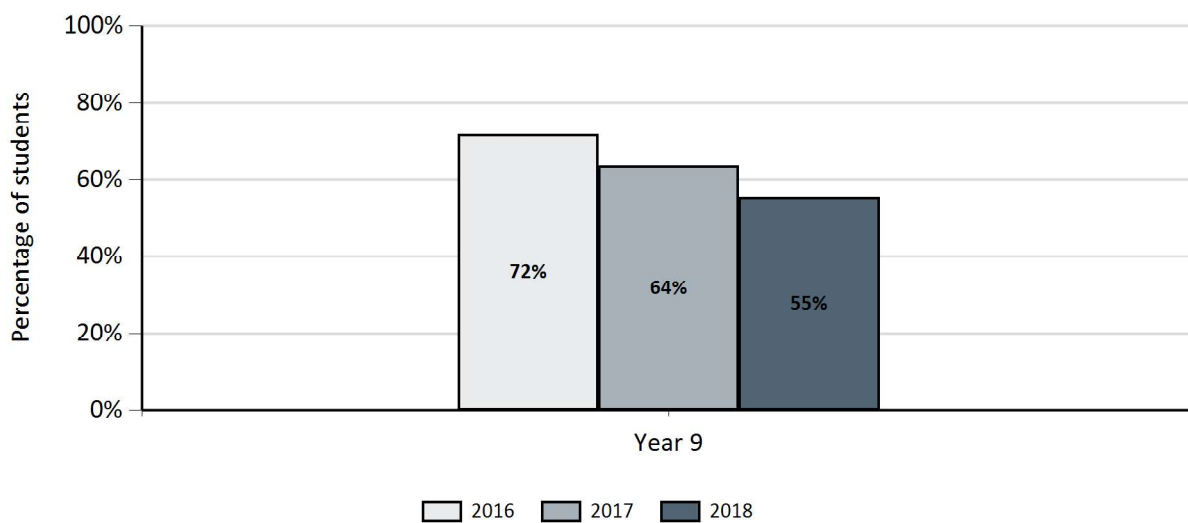
The STEM build has resulted in much improved facilities for students, particularly in Years 8-10 and we look forward to the pride in our school growing further as the Capital Works program begins.

Performance Summary

NAPLAN Proficiency

The Dept. for Education 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 1 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 SEA for reading and numeracy.

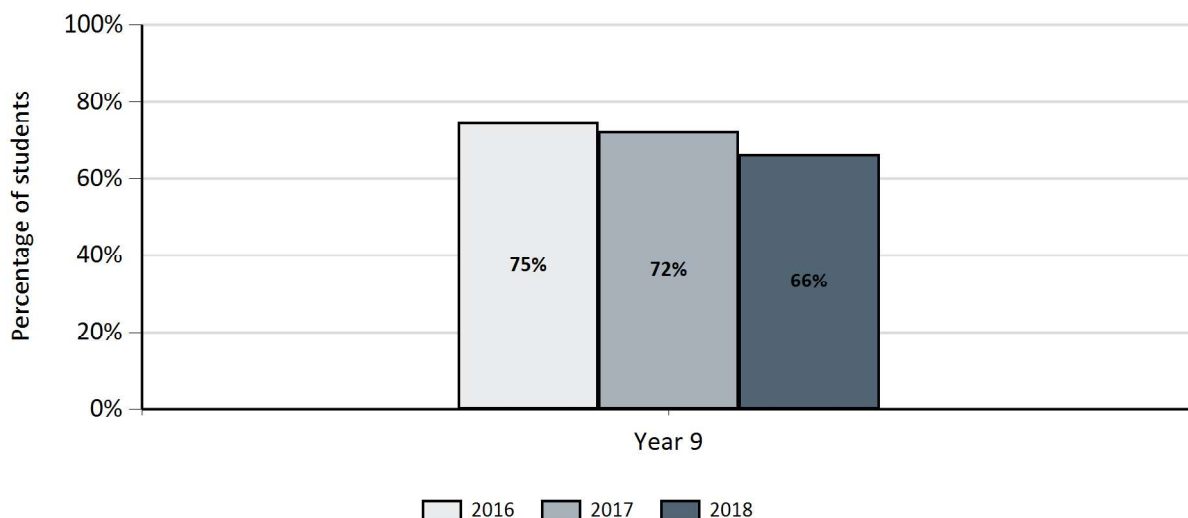
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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	17%	25%
Middle progress group	47%	50%
Lower progress group	36%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	21%	25%
Middle progress group	61%	50%
Lower progress group	18%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	175	175	19	16	11%	9%
Year 9 2016-18 average	148.7	149.0	19.0	14.7	13%	10%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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)

2015	2016	2017	2018
97%	97%	96%	97%

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	0%	1%	1%
A	2%	6%	9%	7.5%
A-	9%	10%	14%	8.5%
B+	13%	12%	11%	12.5%
B	15%	16%	13%	15%
B-	18%	15%	17%	15.5%
C+	14%	17%	12%	13.5%
C	16%	15%	14%	15.5%
C-	8%	5%	5%	8.5%
D+	2%	2%	1%	2%
D	1%	1%	2%	1%
D-	0%	0%	1%	.5%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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 in October that year

2015	2016	2017	2018
98%	92%	97%	96%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training		23%	23%	22%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification		48%	51%	48%

School performance comment

It is clear that NAPLaN Writing presents our students with significant challenges and so this has been added to our Site Improvement Plan for 2019-2021 as one of our three foci, in order to address this apparent gap in students' learning. The remaining NAPLaN data has been consistent over recent years and does not present significant concern - particularly when triangulated with other achievement data.

With regard to SACE, the improvement focus over the next three years will be around the most vulnerable of our learners - ATSI students and students in the Flexible Learning Centre. Mainstream results were very pleasing this year, and showed good improvement, specially with regard to grades and completion rates in Stage 1 Literacy.

Attendance

Year level	2015	2016	2017	2018
Year 8	90.6%	88.8%	91.8%	90.5%
Year 9	89.2%	90.8%	89.9%	87.9%
Year 10	86.2%	90.6%	90.1%	87.2%
Year 11	91.2%	89.7%	91.6%	91.0%
Year 12	93.3%	93.3%	88.4%	85.9%
Secondary other	82.9%	81.5%	91.7%	79.7%
Total	89.9%	90.6%	90.5%	88.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Given the reduction in the number of FLO enrolments, we anticipated that our attendance data would show negative growth and this has been the case; however, the benefits of students not being FLO enrolled in Years 8-10 are palpable, so we are prepared to deal with the lower number. It is significantly better than anticipated, which is an excellent reflection on our Intervention and Support programs.

Behaviour management comment

Behaviour management issues continue to be insignificant in proportion to the size of our school and the complexities of our community. Early intervention on the behalf of our Community Leaders appears to be responsible for this excellent outcome, as well as ensuring that expectations and consequences are clear from early in the year. Cyberbullying and sexting are still areas of concern and awareness raising programs continuing around these issues.

Client opinion summary

All client opinion survey data is positive, particularly from parents, where all statements scored higher than four out of five (Agree or Strongly Agree). The highest score in this section was 4.8, "My child likes being at this school."

With regard to staff opinion, only "This school takes staff opinions seriously" and "I receive useful feedback about my work at this school" achieved scores below four, at 3.8 and 3.9, respectively.

Student scores against the statements are generally in the three band, as we would anticipate; however, the one exception at 4.3 was: "My teachers expect me to do my best". The lowest score at 3.3 is "I can talk to my teachers about my concerns."

The highest scores across the board came for: "The school looks for ways to improve" and "Teachers at this school expect students to do their best."

The overall results are significantly better than those of last year and the year before, indicating that our improvement agenda has been largely successful.

Intended destination

Leave Reason	School	
	Number	%
Employment	38	19.2%
Interstate/Overseas	13	6.6%
Other	2	1.0%
Seeking Employment	64	32.3%
Tertiary/TAFE/Training	42	21.2%
Transfer to Non-Govt School	6	3.0%
Transfer to SA Govt School	26	13.1%
Unknown	7	3.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

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	105
Post Graduate Qualifications	38

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	0.6	54.8	0.8	24.6
Persons	1	59	1	31

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	8205229
Grants: Commonwealth	7700
Parent Contributions	444515
Fund Raising	2100
Other	18535

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made 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 <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and 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		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/a
	Better schools funding	Additional classroom support for targeted students	Improved focus on literacy and numeracy outcomes
	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