

# Grant High School 2019 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 chairperson:**

Damian Buckley

**Date of endorsement:**

02/03/2020

## School context and highlights

2019 was once again action-packed with the adoption of a new timetable and all the adjustment that comes with such a significant change. We have enjoyed being able to eat at an earlier break time and the symmetry of the week, with each day being organized in the same fashion, helps with our routines.

Unfortunately, we did not get homegroup and the Personal Improvement Program right this year, but we know that change is an evolutionary process and, in fact, getting the PIP wrong provided us with an excellent opportunity for learning. Working with Professor Yong Zhao, a world-class educator in the entrepreneurial realm, has afforded a group of our students the chance to effect significant change in our school for next year. They have undertaken an extensive process to re-write the PIP in line with student feedback around their wants and needs, and we look forward to how that program rolls out in 2020.

The Homegroup program is also undergoing a significant make-over as we speak, including a new name, so that it is much more responsive to the needs of individual students, their wellbeing and plans for the future. We anticipate parents and caregivers being more involved in their young people's decision-making with this new iteration of pastoral care. As has been the case for the past four and a half years, every change we make is geared towards our mission of building future-ready citizens. Nothing we do is meant to just fill time or tick a box – we are mindful that what we offer must be relevant and authentic in order not to waste anyone's time.

While we did not get these two things quite right, 2019 saw, in my opinion, the coming together of the best teaching staff we have had at Grant High School during my association with the school – since 1993, that is. This has been a combination of excellent recruiting strategies and sheer luck. I have spent two days each week for the majority of the year observing classes and the quality of pedagogy, the evidence of learning and the positive relationships developing between staff and students has been a joy to witness.

I have been thrilled to see the benefits of our Community model becoming more evident as time progresses. The connections our Community Leaders and Managers have with their community members has led to much clearer decision-making around students' subject choices and career pathways. I have been especially pleased with our attention to ensuring students can leave Grant High School with an apprenticeship

## Governing council report

Grant High School, continues to make great strides in our pursuit to be the leader for learning in our region.

The final stages of the phase two of our school's refurbishment is closer to breaking ground, despite a number of set backs and many hurdles.

It is pleasing to note that our beloved gym will soon make way for new learning areas and due to the tireless efforts of a tenacious few, we will have a new gym that will further enhance our sporting fraternity.

Preparations are well underway for the integration of year seven in 2022, and I believe Grant High leads the way with a very solid plan for a smooth transition.

Our annual academic awards night at Sir Robert Helpmann theatre, again featured a vast number of students, who not only achieve great things with their academics, but demonstrated the core values of our school community.

However congratulations must be extended to all of our student body, who have once again shown the broader community that Grant High is the place to be, with their conduct and their willingness to get the job done.

Special thanks go to those parents and teachers who without their commitment and tireless effort our school would not be the envy of our region.

I wish all of our students the best with their future endeavours and very much look forward to the coming year as we push forward into the next chapter

## Improvement planning - review and evaluate

2019 saw the adoption of a new three year Site Improvement Plan. There are three foci: Aboriginal Learners and SACE achievement; Flexible Learning Centre students and SACE achievement and the improvement of student writing across the school.

Sarah McCarthy and her Aboriginal Education Team have Priority 1 well in-hand. We are working through the planned process with strong success, having established an excellent team. The implementation of a SAASTA program in the Limestone Coast region has helped focus our work in this area to a large degree and we look forward to hosting the program in 2020.

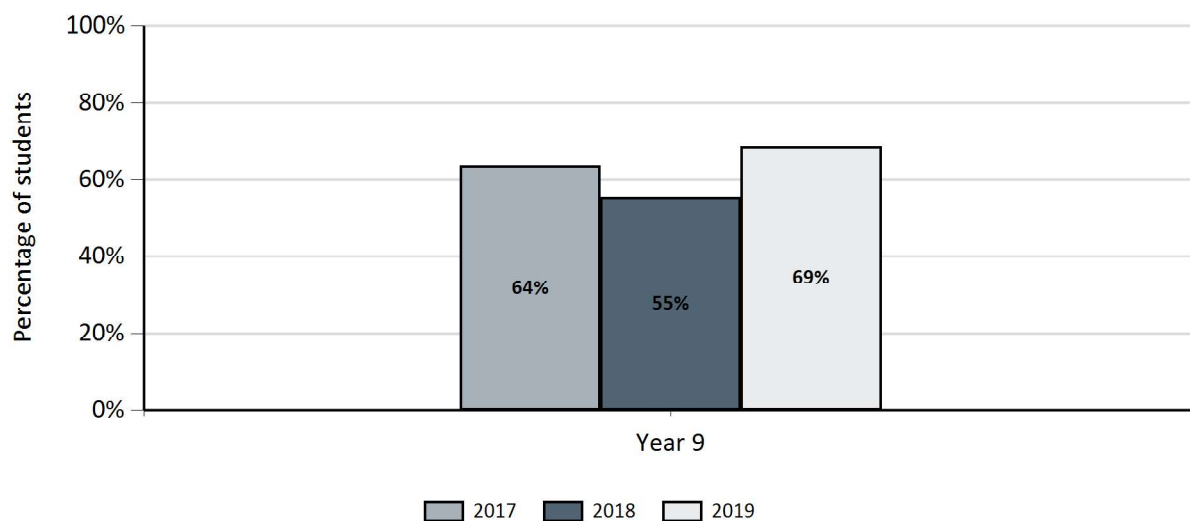
The Flexible Learning Centre will be phased out by the end of 2020, with the Intervention and Support team tailoring educational packages for individual students in the main school from Year 8 on. Mat Hubber and his team have already undertaken some great preliminary work in this area and we look forward to the formal trialling of several programs in 2020. Learning Sprints as a foundation for improved writing across the school has been taken up in many faculty areas in the school and this has been largely successful in identifying areas for improvement and strategies to support this improvement. This strategy will continue to be rolled out over 2020. Strong improvement in Year 9 NAPLaN data indicates some strong early success in this priority.

## Performance Summary

### NAPLAN Proficiency

The Department 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.

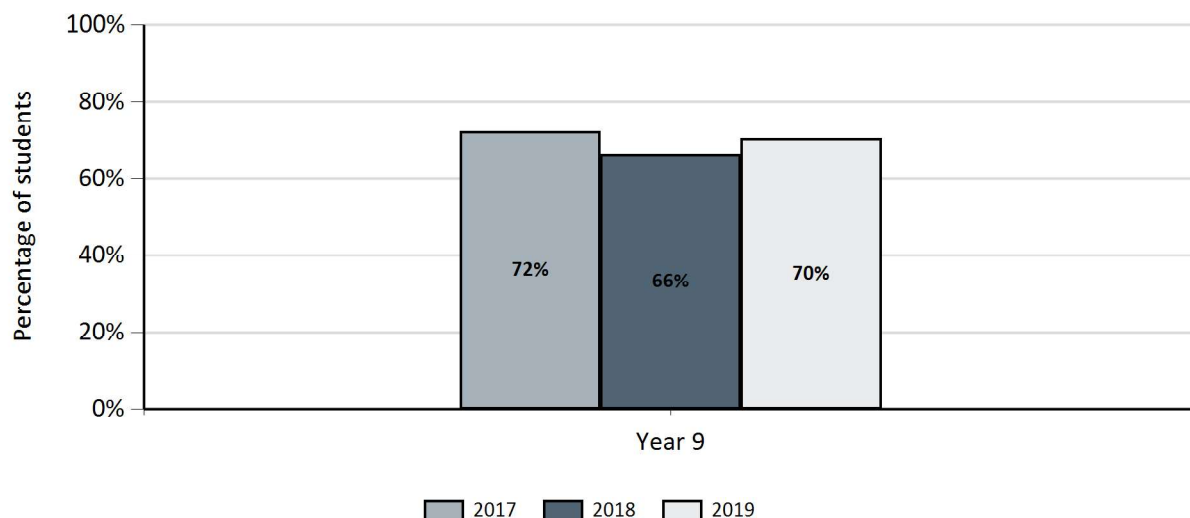
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	26%	25%
Middle progress group	48%	50%
Lower progress group	26%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	27%	25%
Middle progress group	56%	50%
Lower progress group	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	134	135	26	20	19%	15%
Year 9 2017-19 average	146.0	146.7	18.3	16.0	13%	11%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>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)

2016	2017	2018	2019
97%	96%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	1%	1%	1%
A	6%	9%	7%	7.7%
A-	10%	14%	9%	11%
B+	12%	11%	12%	13%
B	16%	13%	15%	15%
B-	15%	18%	16%	16%
C+	17%	12%	13%	15%
C	15%	14%	15%	14%
C-	5%	5%	9%	5%
D+	2%	1%	2%	2%
D	1%	2%	1%	0
D-	0%	1%	0%	0
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 2019.

\*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

2016	2017	2018	2019
92%	97%	96%	98%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	23%	23%	22%	21%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	48%	51%	48%	49%

## School performance comment

Results in both NAPLaN and SACE provide reason for optimism. GHS is holding steady at good levels in Numeracy and Reading compared with 2017 and showing significant improvement from 2018. Writing also showed a strong improvement from 2018.

SACE data is sound, with A-band achievement in Year 12 a highlight. The focus will be on moving C grades to B grades over the course of 2020, to ensure the "second tier" of academic achievement is performing at a higher level than it currently is.

Stage 1 needs a continued strong focus on numeracy and we appear to have addressed concerns we have around the Research Project through a pastoral care program.

## Attendance

Year level	2016	2017	2018	2019
Year 8	89.8%	93.2%	90.4%	89.9%
Year 9	90.8%	90.0%	87.8%	89.0%
Year 10	91.2%	90.6%	87.0%	86.4%
Year 11	89.6%	91.8%	90.9%	88.5%
Year 12	93.7%	90.0%	85.8%	93.1%
Secondary other	78.2%	91.9%	79.6%	89.3%
Total	90.9%	91.3%	88.4%	89.1%

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

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

## Attendance comment

With a significant reduction in the number of FLO-enrolled students, one would expect attendance data to worsen somewhat; however, this has not been the case with a small improvement occurring since 2018. We will continue to target our wellbeing, intervention and support and engagement strategies towards improving further.

## Behaviour support comment

We are seeing an increase in vulnerability amongst our student cohort, which manifests in a variety of challenging ways. Violent incidents occurred more often this year than last and bullying and harassment remain a concern as does technology-related crime. These will all be a focus of our "Build" pastoral care program.

## Client opinion summary

This data was the most positive we have received in recent memory. We had higher numbers of parents responding than usual and their comments, in particular, were very affirming.

Behaviour management continues to be the main area of concern for all three groups of respondents, but this was still at quite a good level of 3.5.

Staff took the time to write some very positive comments this year, which was particularly optimistic for our collective futures.

Overall, there seems to be a strong sense of pride in our school and we look forward to maintaining this in the years to come.

## Intended destination

Leave Reason	School	
	Number	%
Employment	23	12.8%
Interstate/Overseas	12	6.7%
Other	1	0.6%
Seeking Employment	25	13.9%
Tertiary/TAFE/Training	2	1.1%
Transfer to Non-Govt School	7	3.9%
Transfer to SA Govt School	24	13.3%
Unknown	86	47.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

Site leaders are responsible for ensuring their site complies 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 DfE employees, noting verification next to their name in the site log in book, or establishing a shared use agreement with community groups, and
- Maintaining the accuracy of screening information on EDSAS, HRS or site files.

## Qualifications held by the teaching workforce 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	93
Post Graduate Qualifications	37

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	1.0	58.5	1.1	26.4
Persons	1	63	2	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$10,531,572.00
Grants: Commonwealth	\$15317.33
Parent Contributions	\$571635.70
Fund Raising	\$2787.00
Other	\$216,679.01

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

## 2019 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 2019 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 support deployed according to student need to provide 1:1 or small group support in class. SSO's assist in the development of targeted resources for students with learning needs.	Greater access to curriculum for students in line with PLP and NEP.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> <p>First language maintenance and development</p> <p>Students taking alternative pathways</p> <p>Learning difficulties grant</p>	Employment of classroom SSO's to administer additional diagnostic testing, including NEALE Analysis, for students with learning difficulties and to manage intervention programs (MULTILIT). Rural and isolated funding used to offset the cost to families of travel and accommodation for various excursions outside our region. AET employed to lead guided reading groups with identified students to assist in literacy improvement and social development.	Improved literacy skills for targeted students in Years 8 and 9 who are not students with disabilities.
Program funding for all students	Australian Curriculum	In line with DfE policy, we continue to formally moderate students work across the curriculum. This year we have engaged with Learning Sprints to focus specifically on writing improvement.	
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