Grant High School

2020 annual report to the community

Grant High School Number: 928

Partnership: Blue Lake

	Signature
School principal:	Mrs Fleur Roachock
Governing council chair:	Mr Damian Buckley
Date of endorsement:	**3 February 2021**

Government of South Australia

Department for Education

Context and highlights

2020 has been quite a year and I want to first of all take this opportunity to honour our staff who kept coming to work, showing faith in the authorities' assertions that we would be safe from COVID-19, in work conditions nearly everyone else in our community was encouraged to avoid. In retrospect, we can see that the advice was largely correct, but the sheer will it took to maintain this commitment for our students and their families when so much was still unknown will have my admiration forever.

I would also like to take this opportunity to acknowledge the terrible difficulties the staff and students in our cross-border community weathered this year. We had teachers move house in order to be able to keep coming to work and one who is now the poster woman for teaching from home. Students and staff alike were COVID-19 tested weekly and the efforts students made to keep coming to school were phenomenal. We are so very proud of these members of our community for the resilience they showed in such trying circumstances.

We have had a very successful year, in spite of external difficulties and I have been thrilled with how our students and staff have managed some outstanding achievements in a broad spectrum of activities. We have also trialed a range of innovations to engage and educate young people more thoroughly for their lives beyond school.

Week 10 of Term 2 focused on entrepreneurial skills for Year 8s and 9s while our Year 10s undertook career immersion and our Year 11s a Research Project Intensive. These were all highly successful and engaging – preparing students well for their futures – immediate in the case of Year 11s, but further down the track for others. Similarly, a student-led focus group undertook a review of the Personal Improvement Program, which students in Years 8-10 take for 80 minutes each Friday. This has resulted in excellent entrepreneurial learning occurring across the school. It is fair to say that students might not immediately recognise the benefits of this learning, but the skills and capabilities they have developed in this time will be invaluable to them later in life.

We are the state champions in STEMIE, where a group of our Year 10 students competed regionally and then at a statewide level to showcase their science, technology, engineering and mathematics skills. These students performed at an exemplary level to solve problems and think innovatively in collaboration with each other. We are incredibly proud of them. We are also full of admiration for our Shark Tank team who finished in the top nine of 300 teams from across Australia. Their pitch was outstanding.

Overall, a successful year!

Governing council report

To say that 2020 has been a year like no other would be an understatement. In true fashion the Grant High School community and Teaching Faculty have risen to the challenge and delivered a productive schooling year that has seen our students shine, despite the many challenges that the global pandemic has thrust upon the normality of a school year!

We continue our journey with the site improvements which include the Music and Arts centre along with the new canteen area, I would like to think that as each brick is laid our school becomes more the envy of our region. We continue to formulate a plan to achieve construction of a new gym and I would like to think that this time next year we could be breaking ground on this project.

I am pleased to announce that our beloved principal Fleur Rochchock has successfully campaigned for a new tenure as principal and will continue to lead our school for the next five years. We congratulate Fleur on her achievement and look forward as a parent body supporting her through the coming years.

Our canteen this year has experienced some changes with a new manager and a new temporary location. The transition has been seamless, and we have seen some delicious new offerings to delight both teacher and student alike. We would like to take this opportunity to thank Aeron for her many years of service as the canteen manager and wish her all the best with her new endeavor.

The school awards evening and Year 12 graduation faced their share of COVID challenges this year but hats off to the teachers and students as they hatched a plan to run both events, and by all accounts, both were great evenings enjoyed by all.

On behalf of the Governing Council, I would like to congratulate all our students on their individual efforts and the way they have conducted themselves, striving for normality with their schooling.

Thank you for the support of the Governing Council committee this year; we have enjoyed our role in the school community and have engaged in many a robust conversation.

I look forward to the year ahead which includes the integration of Year 7s into high school. Whilst I think that 2020 has a few curve balls left to throw…. I do believe that 2021 will be somewhat closer to normal as we gain control of the beast known as Corona!!!!

Quality improvement planning

We have completed the second year of out three-year Site Improvement Plan, which contains three foci.

The first relates to Aboriginal Learners, where we have continued to develop further an Aboriginal Education Team that provides targeted support to all Aboriginal learners. Being the host school for SAASTA this year has helped us cement this program as an integral part of the education of our senior students and we will trial a related program for junior students during our Personal Improvement Program time next year. SACE completion for our Aboriginal students this year is commensurate with the completion rate for non-Aboriginal students, so we have reached that goal sooner than anticipated, allowing 2021 to be a year of consolidation.

 The second relates to Flexible learning Centre students and improving SACE completion rates. We have made significant strides with regard to student achievement, at the same time as we have restructured the whole program with a view to bringing students with significant barriers to education back under the main roof to manage their individual pathways – isolating students who yearn for connection seems somewhat counter-intuitive. The data around achievement shows a 1300% improvement in SACE completion from last year, which shows we are definitely on the right track.

The third focus is writing across the curriculum. This year has been transformative, as we have refined our plan to focus on the role of faculty coordinators in this process. We have committed to improving documentation to support a more consistent approach to teaching, assessing and reporting on this vital skill and this work is well underway. Many faculties are using Teaching Sprints as a way to scaffold our approach to writing and this is showing some early benefits. Unfortunately, the fact that NAPLaN did not occur this year means that we have lost a useful data set, so we have also worked hard to develop other ways to measure success in this area.

Improvement: Aboriginal learners

2020 has been a year of transition and change for the Aboriginal Education Team, with new team members and a challenging year for our students. Through all this the AET team has focused on building the profile of Aboriginal learners across the site. The actions that have been taken to support improvement for Aboriginal learners have been guided by the Aboriginal Learner Achievement Leaders' Resource.

A key focus of the team this year is to build profiles of Aboriginal students for easy teacher reference, this includes information about their strengths, interests, potential barriers to learning, family considerations and student performance reports. A considerable database has been built up in the team, and the process has begun to roll out, appropriately informing our 2021 teachers. In terms of data-informed planning, across the site teachers use learner data to create appropriate literacy and numeracy goals which are documented in student's IEP/OnePlan, a process which the AET supports. Baseline data such as PAT-R and PAT-M is identified and integrated into OnePlan and used to inform teaching practice. Members of the AET team have upskilled in their ability to use and extract relevant PAT data to support teacher access to this data .The AET team also monitors and collects student progress check data and end of term reports, identifying Aboriginal Learners at risk of not achieving expected growth in their learning. They implement strategies, connect with teachers and family to improve each learner's chances of success. To improve student access to necessary resources and support, the AET has purchased class sets of books; uniforms for students under hardship; provided a safe space for students to work; and organised APAS tutoring for Stage 1 2 students who require additional support.

A site focus this year has been the development of a collective Reconciliation Action Plan, Lartara Wirkeri, which uses the three message sticks system. This 2020-2021 plan specifically focuses on 'Hunt and Gather' with the long-term goal of 'Grant High School is committed to supporting our students in achieving their maximum potential, through liaising with families and wider community, while supporting our staff to continue to develop their understanding and appreciation of Indigenous knowledge and perspectives.' In supporting our teachers as they work within the RAP, ASETOs and AETs work with teachers to assist them to implement classroom practices that engage and intellectually stretch Aboriginal learners.

Interventions targeted at supporting or extending Aboriginal learner achievement include the team systematically checking in with student progress every 5 weeks, and with subject teachers to ensure that students can access any necessary support. This includes supporting teachers to strengthen relationships and strategies to enhance learning outcomes. This process has been highly successful this year, with all eight of our Aboriginal Stage 2 students completing SACE, especially when it has not been a smooth year for these students. The team also supports students individually to complete set tasks with necessary support, including identifying literacy and numeracy support. The team ensures it has an "open door policy" - a member of the AET team is always available to support students with completion of work.

The AET takes steps to engage families as partners in literacy and numeracy. This includes contacting families, beginning with the transition process, and through positive contact via attendance checks. There will also be a year 7 parent and community transition afternoon tea at the end of Term 4 to create connection with families and feeder schools. As part of the introduction to the team and school a transition pack with information about key members of the school community, including names, photographs, and roles of leadership and AET team members, is provided to families. We also ensure that Aboriginal spaces on site, such as the Yarning circle, have been maintained and improved on, providing a space for the recognition of Aboriginal students and families. Aboriginal Education Teachers check in with informal conversation about students learning when progress checks indicate that there are areas of concern. In these, learner growth is tracked, and achievement is celebrated.

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Improvement: Aboriginal learners (cont.)

The AET has had a focus on ensuring that all year 12s have a pathway this year. If Aboriginal students do not have a pathway, then they are supported to sign up for the Aboriginal Pathways Program at UniSA which will continue their learning journey and provide a university pathway if they wish to take it. This year we have signed up five students to the APP out of eight graduating Aboriginal students. The ASETOs have assisted these learners through the enrolment and admission process and contributed to promoting continuity of learning to these graduates.

To promote the continuity of learning on the site, the Aboriginal Education team promotes lifelong learning through the promotion of scholarships and post-school learning opportunities (APP, TAFE, training opportunities). Our students apply for many different scholarships with the help of the ASETOs and many have won laptops and sums of money to support their ongoing education. This year, one Year 10 student has won the Waalpara Anpa award with the prize of a laptop. Another local prize, organised by the AET and funded by an independent donor, has provided an Aboriginal SACE completer (with a background of significant hardship) a prize of $1000. NAIDOC week was celebrated, including organization of a display in a central area of the school. The team also continuously seek and apply informal feedback parents/caregivers to ensure continued development of school community for Aboriginal learners. One of the team's final efforts this year will be to nominate our Stage 2 graduating students for the SACE board Aboriginal SACE completers poster, which will be displayed next year, and which will feature the names and photographs of Aboriginal students who achieved the SACE in 2020 to celebrate and recognise their achievement. We look forward to seeing that poster with our kids faces on the walls!

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
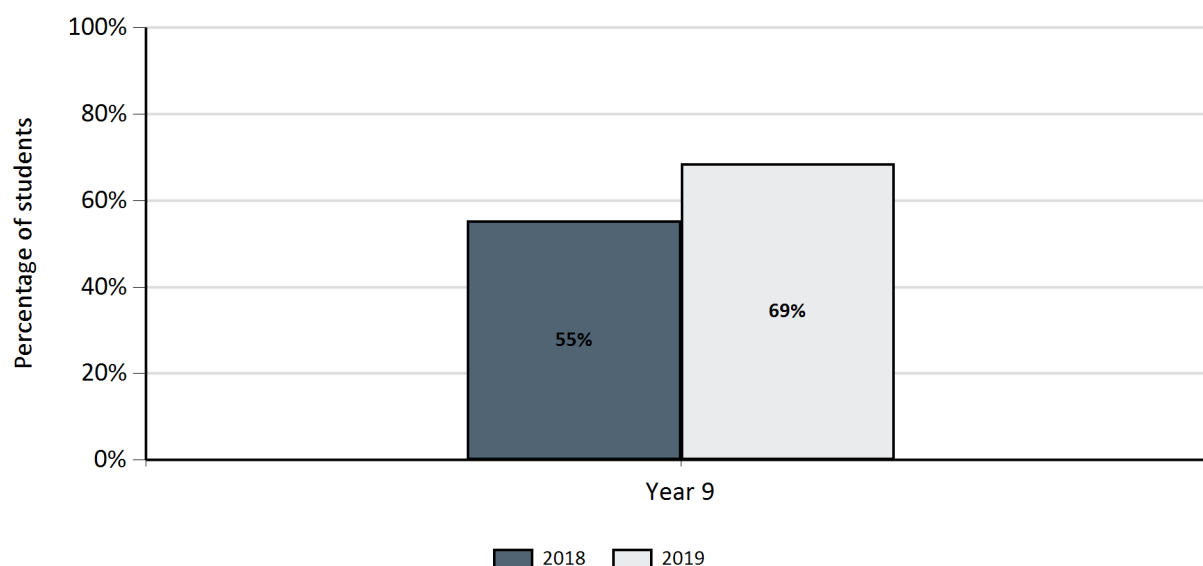
Year 9 — 2018: 55%, 2019: 69%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.
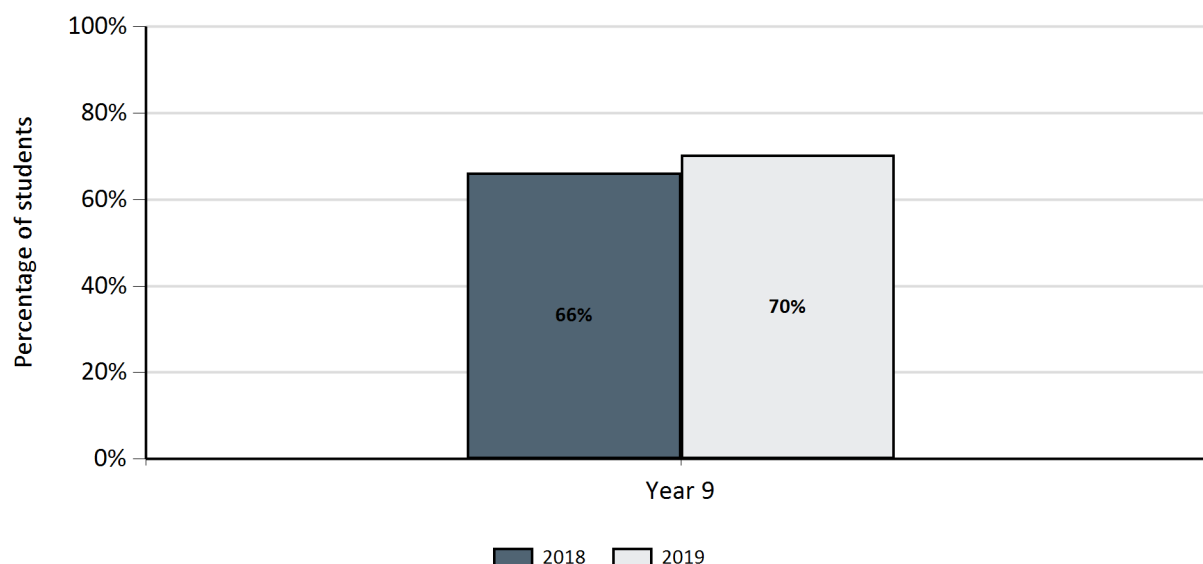
Numeracy

Year 9

■ 2018 □ 2019

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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, August2020.

*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, August2020.

*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^		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 2019	134	135	26	20	19%	15%
Year 9 2017-2019 Average	146.0	146.7	18.3	16.0	13%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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)

2017	2018	2019	2020
96%	97%	97%	97%

Data Source: SACE Schools Data reports, extracted February 2020
*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	2017	2018	2019	2020
A+	1%	1%	1%	2%
A	9%	7%	8%	5%
A-	14%	9%	11%	8%
B+	11%	12%	13%	10%
B	13%	15%	15%	17%
B-	18%	16%	16%	18%
C+	12%	13%	15%	15%
C	14%	15%	14%	16%
C-	5%	9%	5%	6%
D+	1%	2%	2%	2%
D	2%	1%	0%	1%
D-	1%	0%	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 2020
*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

2017	2018	2019	2020
97%	96%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	51%	48%	49%	51%
Percentage of year 12 students undertaking vocational training or trade training	23%	22%	21%	31%

School performance comment

The school focuses on retention of students in all subject areas in the senior years, as well as the achievement data at these levels, as success criteria around school performance. English has seen a major improvement over the course of 2020, with retention into Stage 1 and 2 Literary Studies at high levels. Mathematics is holding at a good level, with excellent results in Stage 2 Mathematics Methods in 2019, while Science is testing various innovations to encourage more students to continue into Year 11 and 12. Physics results are excellent at Stage 2, but classes are small. An area of concern is Outdoor Education, where students are routinely accelerated and retention is high; however, achievement data is not indicative of good outcomes. Physical Education at Stage 2 has also garnered results that need attention. Photography is a flagship for Grant High School – high retention into the senior years, successful acceleration of students where appropriate and outstanding results across the board. Emulating this across all subject areas is school-wide work that warrants further investigation.

Attendance

Year level	2017	2018	2019	2020
Year 8	93.2%	90.4%	89.9%	92.2%
Year 9	90.0%	87.8%	89.0%	87.9%
Year 10	90.6%	87.0%	86.4%	89.4%
Year 11	91.8%	90.9%	88.5%	84.5%
Year 12	90.0%	85.8%	93.1%	88.9%
Secondary Other	91.9%	79.6%	89.3%	87.6%
Total	91.3%	88.4%	89.1%	88.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

While attendance has generally been lower this year than last year, given the COVID-19 situation, it is actually much better than we would have anticipated, with an improvement at Year 10, in fact. We will continue with our strong focus on wellbeing and engagement strategies in a hope that we might see further improvement in a more "normal" 2021.

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 "Kunga" pastoral care program.

Client opinion summary

Many more parents than usual completed the opinion survey and it was gratifying to see an overall positive response of 76% with only 7% negative – a significant decrease from 2019. Parents were particularly pleased with our improvement initiatives and our expectations of students. We also scored highly in listening to parents' concerns. Behaviour management remains an area where we can focus more attention.

Intended destination

Leave Reason	Number	%
Employment	26	11.6%
Interstate/Overseas	19	8.4%
Other	2	0.9%
Seeking Employment	20	8.9%
Tertiary/TAFE/Training	4	1.8%
Transfer to Non-Govt School	10	4.4%
Transfer to SA Govt School	34	15.1%
Unknown	110	48.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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	102
Post Graduate Qualifications	32

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	0.7	59.7	0.8	26.4
Persons	1	64	1	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$10,577,779
Grants: Commonwealth	$4,150
Parent Contributions	$433,263
Fund Raising	$3,937
Other	$93,973

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

2020 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 2020 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 wellbeing and engagement	The school continues to expand its Wellbeing Team to cater to a growing range of complexities. The number of FLO students is decreasing, while the number of Intervention and Support programs and strategies is increasing.	There is a more individualized approach to all aspects of young people's engagem
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Inclusive Education Support Program funding for individual students was used to employ classroom SSOs to work both in class and 1-1 to support students with disability to improve their academic achievement, skill develop	Greater access to curriculum for students in line with Individual Learning Plans
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Employment of classroom SSOs to support students with additional needs who are not otherwise funded. SSOs also administer additional diagnostic testing, including NEALE Analysis, for students with learning difficulties and manage 1-1 intervention programs (Heggerty's, Spelfabet and MULTI LIT). Rural and isolated funding used to offset the cost to families of travel and accommodation for various excursions outside our region. AET employed to support identified students with literacy improvement, social development, and additional transition visits for Aboriginal	Improved literacy skills for targeted students in Years 8 and 9 who are not students with disability.
Program funding for all students	Australian Curriculum	Staff continue to engage with Learning Sprints to manage a narrow and deep focus on improvement strategies in each learning area.	NA
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