



Grant High School

2021 annual report to the community

Grant High School Number: 0928

Partnership: Blue Lake

Signature

School principal:

Mrs Fleur Roachock

Governing council chair:

Damian Buckley

Date of endorsement:

10 February 2022



Government
of South Australia
Department for Education

Context and highlights

After five years of significant change – school structures, timetable, leadership and wellbeing at the centre of these – 2021 was a year of consolidation and preparation, culminating in an External Review to inform our next steps. The new Prawulu building was completed in readiness for Year 7s to arrive and we successfully filled all teaching positions and written curriculum to support that change, too; we have been zoned in order to cap enrolments in the future to ensure we can continue to match our offerings with our resources in an efficient and equitable way; and we achieved all the goals on our Site Improvement Plan – 100% of eligible Aboriginal learners completed their SACE last year; SACE achievement in the Flexible Learning Centre improved by 1300% from 2019 to 2020 and those students are now learning in the main building, and we have improved student writing to the 75% proficiency we aimed for in Years 8 to 10.

In addition to this, David Thompson re-vamped our primary to secondary transition processes to include more school visits in both directions, as well as making sure we meet with the families of our most vulnerable learners to begin their Learning Plans before formal lessons – all this in preparation for a double cohort of Year 7s and 8s.

Under the outstanding guidance of this year's School Captains we saw student agency progress in such a way as to have the student body involved in the most important decision-making in the school – specifically around policy that directly affects students in their day-to-day lives. We could not be more proud of Rachael and Caitlin and their team for enabling student voice to be an authentic part of Grant High School culture.

One of the early outcomes of improved student agency was the reforming of the Personal Improvement Program, which a group of students undertook in 2019. This, in turn, led to a stronger focus on entrepreneurship, which, in 2020, inspired Bekkie Houston to instigate an Immersion Week for Year 8s, 9s and 11s, while Meg Beck piloted a Career Immersion Week for Year 10s. The continuation of this program this year, culminated in Grant High School's inaugural Public Education Award for the most outstanding teacher team.

The results of our External Review were very affirming, and tell us that our staff is really ready for the next phase of our work – after all of that reform, we will now be focused completely on improved student outcomes, particularly in reading and SACE achievement, while building on our wins in Writing. We will not forget, however, that we are building future-ready citizens for a life, so planning, goal setting and exploring career pathways will always be an integral part

Governing council report

It's hard to believe that we are at the end of another school year.....

So much has happened this year in our new COVID normal environment. Despite the challenges that COVID throws our way the Grant High School community has navigated its way through to complete another successful year of learning and for the most part our students have been largely unaffected.

Most importantly our Year 12 students have been able to complete what can only be described as one of the most grueling years in your school education system and come out on the other side.

Once again, our school captains have exceeded our expectations. With the introduction of the Student Lead Development program (SLED). This process which was conceived by this team has enabled these students to initiate a number of projects and give our student body a voice that in its inception has proven to be most effective and engaging. Moving forward I would like to see the Governing Council partner with the SLED process to assist in anyway further uniting both parents and students to address projects that our students show great passion for.

Our beloved principal Fleur Rochchock based on exemplary result has won a new tenure enabling her to continue to guide our school, maintaining its reputation as the school of choice for our region.

We have put the finishing touches on the second of our site works with the completion of the arts centre and canteen, known to all as the Prawulu Building and from all reports this facility is working well providing a new experience for our students.

With a cosmetic upgrade of the main admin building and plans for the new gym we are drawing close to a completed learning platform for our school.

Our school was assessed by the Education department in the scheduled external review that involved input from students, teachers and parents alike and from the feedback our school as a whole is on the right path with a robust plan, engaged students, teachers and a leadership team focused on self-improvement. In fact, our results are the envy of our region and community, so much so that regrettably next we will reach our capacity and with a heavy heart some students will not be able to join our school at this point in time. We do hope they achieve all they can with their education with our partnering schools.

2022 brings the integration of year 7's to the High School system a project that our school has been working on for a number of years. Whilst plans have been drawn and COVID will continue to provide challenges for us along the way, I am confident that we as a school community are ready and will embrace any challenges that this integration brings.

We head into 2022 with a full

Quality improvement planning

Goal 1: With 100% of eligible ATSI students achieving their SACE in 2020, this goal has been achieved in the short term. The establishment of a dedicated Aboriginal Education Team, as well as the inception of SAASTA delivery in the Limestone Coast have been largely responsible for this success. This year, we also established SAASTA Connect and are planning to take advantage of the Year 7 to High School initiative to enable further opportunities for Boandik culture to be embedded in everyday school life, particularly through the continued study and use of the Bunganditj language. We will also expand our team to include another Aboriginal Education Teacher and more ASETO hours in line with funding increases.

Goal 2: All goals and targets regarding the Flexible Learning Centre have been achieved, but the work around students with significant barriers to their learning is ongoing. We feel we have taken a backward step in 2021. The appointment of a highly dedicated, innovative and tenacious Band B1 leader should see significant improvement in student support and outcomes in the short term. We still have concerns about the location of the learning space and will need to do some further work around the most appropriate people to work with these students. We will, however, be relentless in this area.

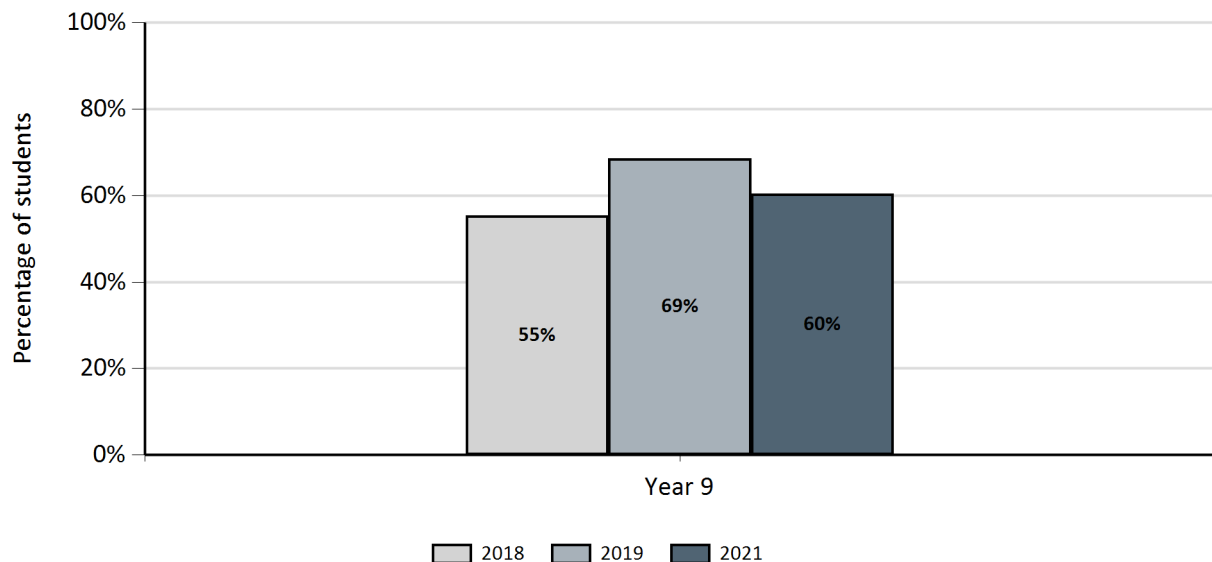
Goal 3: Writing will move into maintenance mode in 2022 – we have reached our goals in this area and also feel that more lift will be gained in overall student achievement if we focus on reading for the next three years. Much has been learned from the procedures and strategies used throughout writing improvement and we will exploit this knowledge as we pursue our new goals.

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

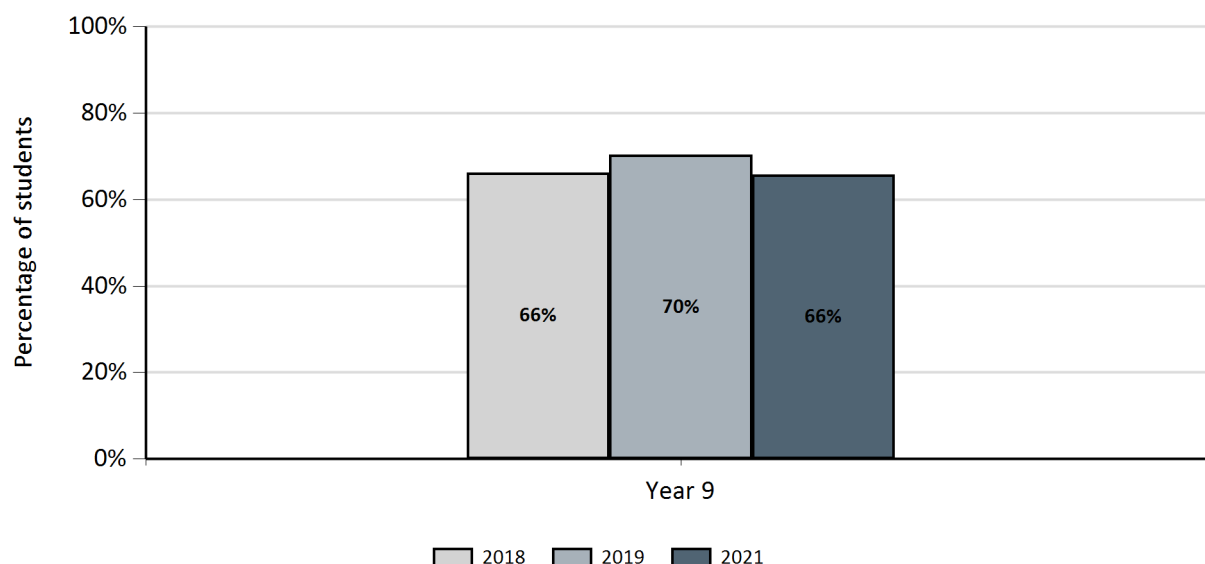


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*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 2021.

*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 2019 to 2021 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	30%	35%
Middle progress group	53%	48%
Lower progress group	17%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	34%	34%
Middle progress group	52%	48%
Lower progress group	14%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	187	187	19	18	10%	10%
Year 9 2019-2021 Average	160.5	161.0	22.5	19.0	14%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

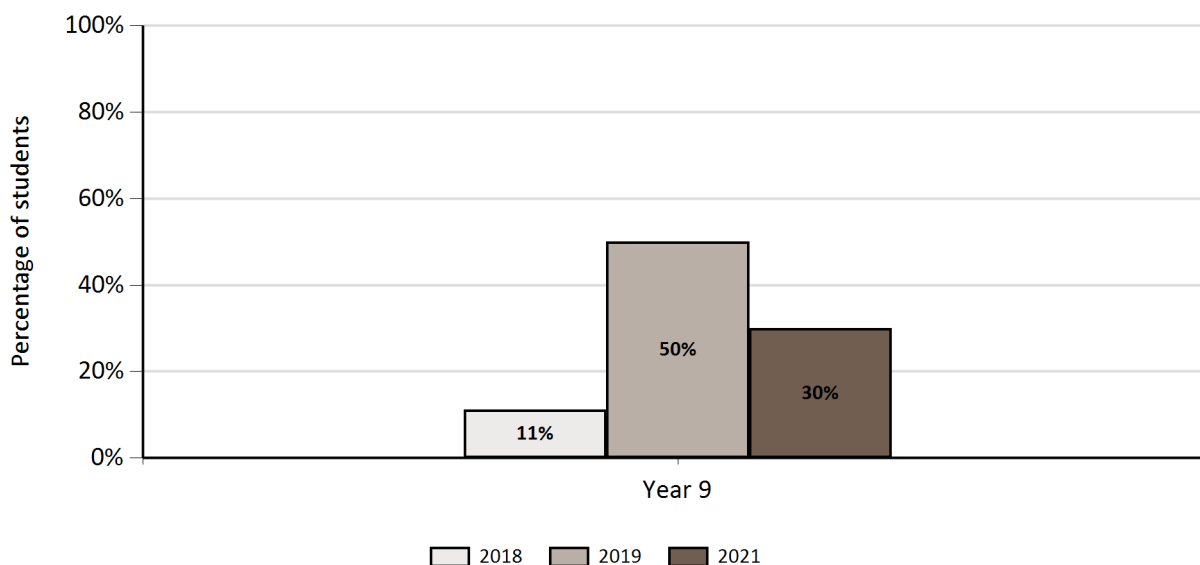
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



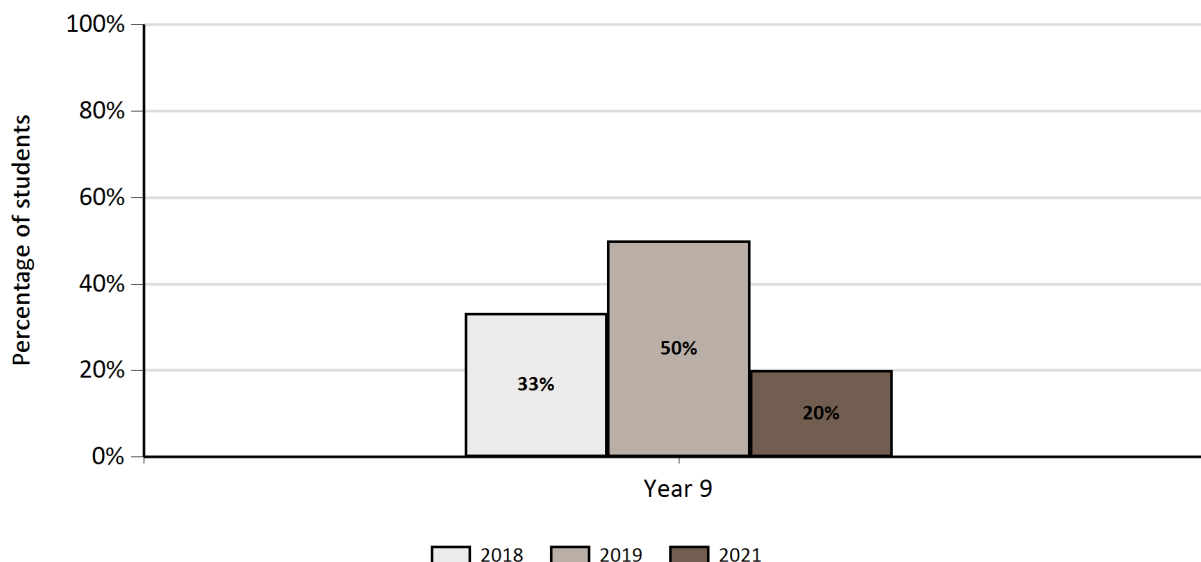
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	10	10	1	0	10%	0%
Year 9 2019-2021 Average	8.0	8.0	0.5	0.0	6%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

1. The key element of focus for 2021 was what NEW improvement actions were implemented by the ALALR to raise literacy and numeracy achievement? (1250 characters)
 Key elements 1 and 2; Data Informed Planning and Tracking and Monitoring Growth and Achievement, formed a cohesive focus around purposeful student data collection, tracking and management. We consolidated our Learning Plan process and developed our internal processes around staff professional development in cultural competency. Through our internal processes we mapped our cohort subject-specific and wider interests, individual challenges and future directions. We then worked with Kunga (home group) staff to support students in goal setting and refinement. The data gathered was based on student subject selections based on future preferences during course counselling as well as student A-E grade data. This also informed our destination data where our graduates and school leavers stayed connected to key staff, for further support and mentoring opportunities. Destination data was managed by the ASETO team and compiled in Aboriginal Education Team meeting minutes and student update registers. Aboriginal Education Team meetings are held weekly and enable student achievement, a

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

SACE completion:
 In 2021 seven out of seven Aboriginal students have successfully completed their SACE, with two of the seven being in Year 11. This is consistent with the previous year's completion rates and indicates the work we are doing is reaching consolidation and refinement stages, which is gratifying. We know what is working and we know what needs to change to continue to improve. Of our 2021 cohort one student had a developmental disability and had regular contact and support from the Aboriginal Education Team, targeted SSO classroom intervention and Wellbeing and Transition support. Two of the seven required intensive differentiation and program adjustment to support access and engagement and also participated in vocational programs to achieve SACE credits and certificate qualifications. One of the seven required significant wellbeing intervention and engagement support and worked closely with the Aboriginal Education Team, Kurang Community Leader and the Wellbeing Team to support attendance and engagement. The teaching staff must also be mentioned here, as this is a classic example of the approach taken by GHS teachers, who, when faced with a disengaged student, respond promptly and positively, and do their utmost to

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
97%	97%	97%	96%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	1%	1%	2%	2%
A	7%	8%	5%	7%
A-	9%	11%	8%	11%
B+	12%	13%	10%	0%
B	15%	15%	17%	9%
B-	16%	16%	18%	18%
C+	13%	15%	15%	0%
C	15%	14%	16%	15%
C-	9%	5%	6%	7%
D+	2%	2%	2%	0%
D	1%	0%	1%	1%
D-	0%	0%	0%	1%
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 2021

*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

2018	2019	2020	2021
96%	98%	98%	97%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	51%	48%	49%	51%	61%
Percentage of year 12 students undertaking vocational training or trade training	23%	22%	21%	31%	26%

School performance comment

SACE results showed a maintenance of the levels of recent years. While completion is high, there still remains a dominance of "C" grades, which the school has determined will be a strong focus over the next three years. The number of students achieving Merits and high ATARs reinforces the notion that our teachers are able to support students appropriately – the improvement around SACE grades will need to encompass a shift in pedagogy as well as a focus on student attitude. Digital Communications, Research Project and the higher levels of Mathematics and Science, particularly Physics, are areas of strength and improvement in English Literary Studies is also a good reflection of how that faculty is now working.

NAPLaN levels were also maintained at the levels of recent year, with a continued improvement occurring in the Writing section, which is very pleasing given writing was a School Improvement Plan focus in the last three-year cycle. The next School Improvement Plan will focus on reading, while we also establish a numeracy intervention program, complementary to the reading intervention programs that already run. We will explore further diagnostic tools to help us better meet student needs in the area of reading, in particular.

The addition of Year 7s to our school will enable us to compare NAPLaN results, particularly with regard to growth much more efficiently.

We are aware of the need to improve results against the Standards of Educational Achievement and energy will be directed towards reading goals in this space over the next three-year cycle.

Attendance

Year level	2018	2019	2020	2021
Year 8	90.4%	89.9%	92.2%	85.6%
Year 9	87.8%	89.0%	87.9%	85.7%
Year 10	87.0%	86.4%	89.4%	80.9%
Year 11	90.9%	88.5%	84.5%	81.5%
Year 12	85.8%	93.1%	88.9%	84.1%
Secondary Other	79.6%	89.3%	87.6%	84.1%
Total	88.4%	89.1%	88.5%	83.7%

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

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

Attendance comment

Given our school's levels of vulnerability, our attendance rates are understandable, but not ideal. Our Communities each have a full-time Youth Worker attached, who work very efficiently around truancy issues. We recently employed a full-time social worker to work with families around a range of issues that impact on student attendance and engagement. We appointed a new leader in the flexible learning area (Wari-Ngun), ready to respond to the new incarnation of FLO. We are aware that our low FLO numbers impact negatively on our attendance data, but this is a trade-off we are prepared to accept as we believe it results in better outcomes for our students.

Behaviour support comment

In line with recent years, we found that violent incidents occurred more frequently than we would like in the first six weeks of 2021, but these numbers dropped quite radically after that point. The incidents largely involved students new to our school. By enforcing strong consequence early, we have found that we can help students adjust to the expectations of our school quite quickly. However, since 2020 we have enrolled many more vulnerable and complex students than previously and, while we have increased our wellbeing staffing to manage this, there are still more behaviour incidents to manage now. The introduction of our fifth Community in preparation for this has proved to be a very wise decision.

Parent opinion survey summary

Parent opinion of our school is largely positive, with our best results coming from the question involving students being prepared for their individual pathways with 73% agreement. 64% of those who responded to the survey agree that their young people receive useful feedback and the same percentage believe teachers and students are respectful. We can improve by providing more learning tips and more help to parents around their children's learning. Comments largely suggested parents would prefer more communication from teachers, especially when a student has fallen behind, in time for plan to be made that can result in a successful outcome.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	26	16.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	1.3%
PE - PAID EMPLOYMENT IN SA	31	19.9%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.3%
SM - SEEKING EMPLOYMENT IN SA	72	46.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	10.3%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	4	2.6%
VI - LEFT SA FOR VIC	3	1.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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	97
Post Graduate Qualifications	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	60.8	1.4	28.0
Persons	1	63	3	38

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$11,517,396
Grants: Commonwealth	\$2,500
Parent Contributions	\$472,150
Fund Raising	\$700
Other	\$0

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

2021 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 2021 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	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 and/or complex social/emotional needs to improve the	Greater access to the curriculum for students in line with Individual Learning P
	Improved outcomes for students with an additional language or dialect	NA	NA
	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 and/or complex social/emotional needs to improve the	Greater access to curriculum for students in line with Individual Learning Plans
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	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).	Improved literacy skills for targeted students in Years 8 and 9 who are not students with disability.
Program funding for all students	Australian Curriculum	TRT support to release staff for Learning Sprint Training.	Better outcomes in assessment against Achievement Standards.
Other discretionary funding	Aboriginal languages programs Initiatives	An ALPI grant to the value of \$5k was secured to support implementation and planning of the Year 7 multidisciplinary program "Walking the South East Seasons". This was done through consulting and liaising with relevant I	A range of resources and PD opportunities have been designed and created for 202
	Better schools funding	Additional classroom support for targeted students.	Improved focus on literacy and numeracy outcomes.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Na	NA

