2023 annual report to the Community

Grant High School

Grant High School number: 0928

Partnership: Blue Lake

School principal: Caroline Davey

Date of endorsement: 05/02/2024

Context Statement

Grant High School caters for students from 7-12. At the time of this report, the enrolment in 2023 is 1102. Grant High School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 8% Aboriginal students, 8% students with disabilities, 3% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

# Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy
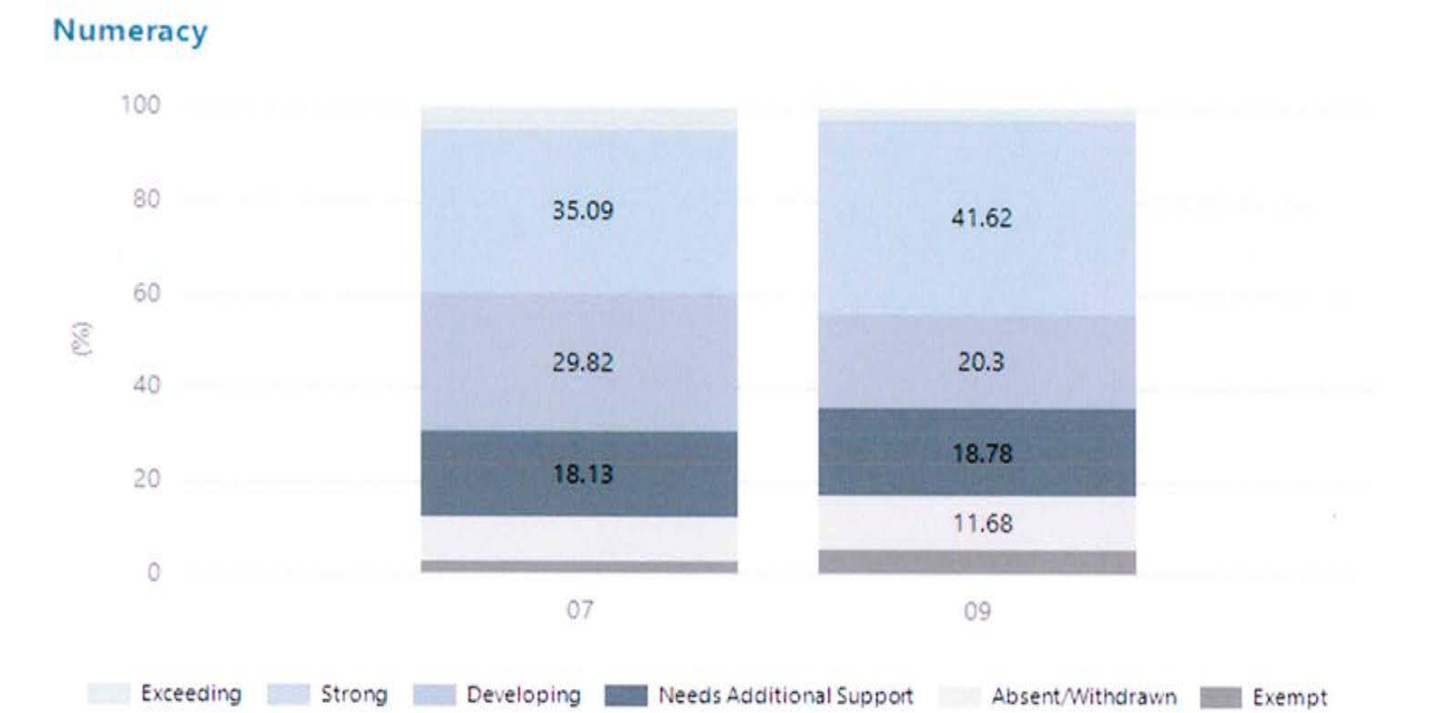
Year Level	07	09
Exceeding	8	5
Strong	60	82
Developing	51	40
Needs Additional Support	31	37
Absent/Withdrawn	16	23
Exempt	5	10
Total	171	197

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading
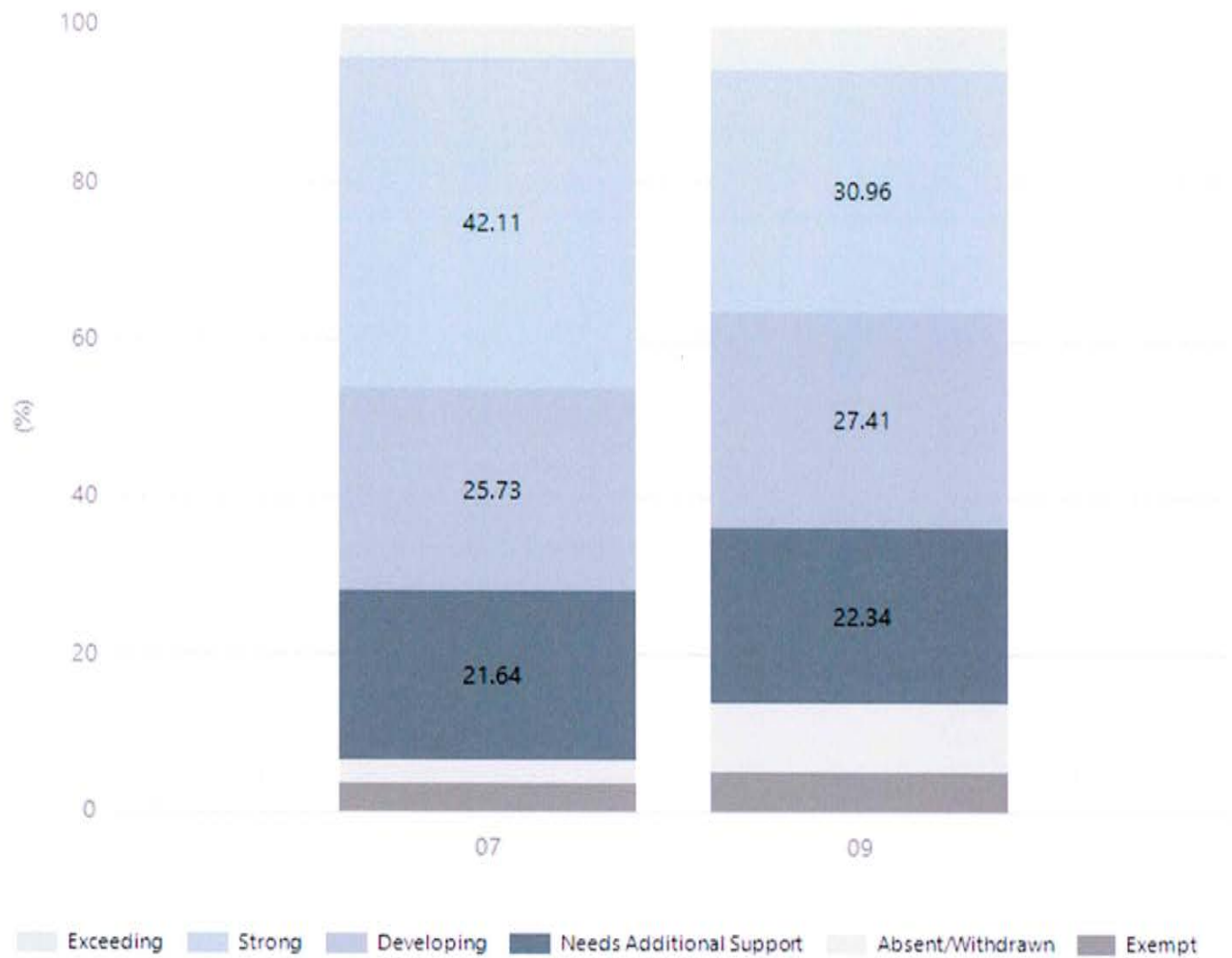
Year Level	07	09
Exceeding	7	11
Strong	72	61
Developing	44	54
Needs Additional Support	37	44
Absent/Withdrawn	5	17
Exempt	6	10
Total	171	197

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
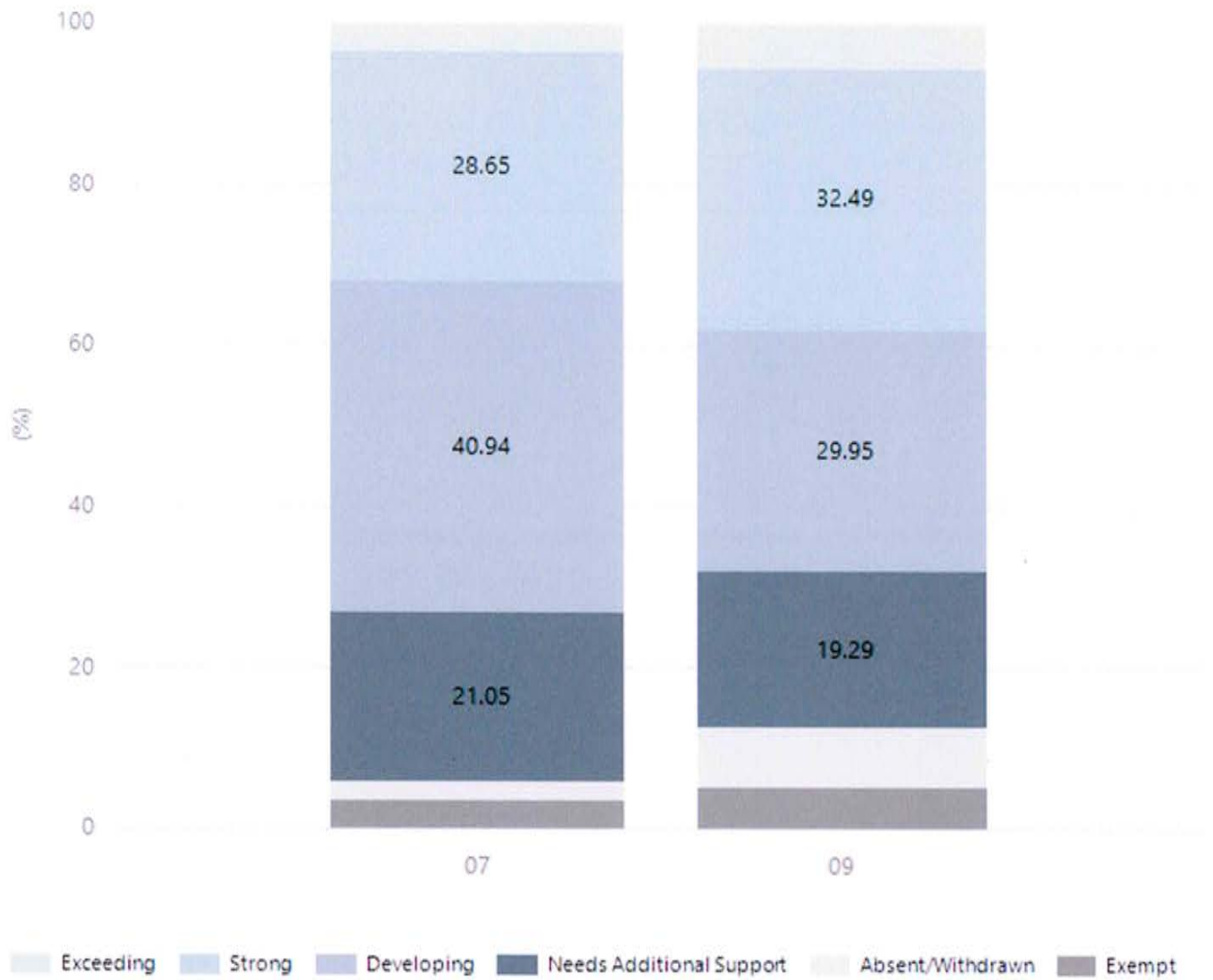
Writing

Year Level	07	09
Exceeding	6	11
Strong	49	64
Developing	70	59
Needs Additional Support	36	38
Absent/Withdrawn	4	15
Exempt	6	10
Total	171	197

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

Year Level	07	09
Exceeding	10	6
Strong	59	50
Developing	52	59
Needs Additional Support	32	54
Absent/Withdrawn	12	18
Exempt	6	10
Total	171	197

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
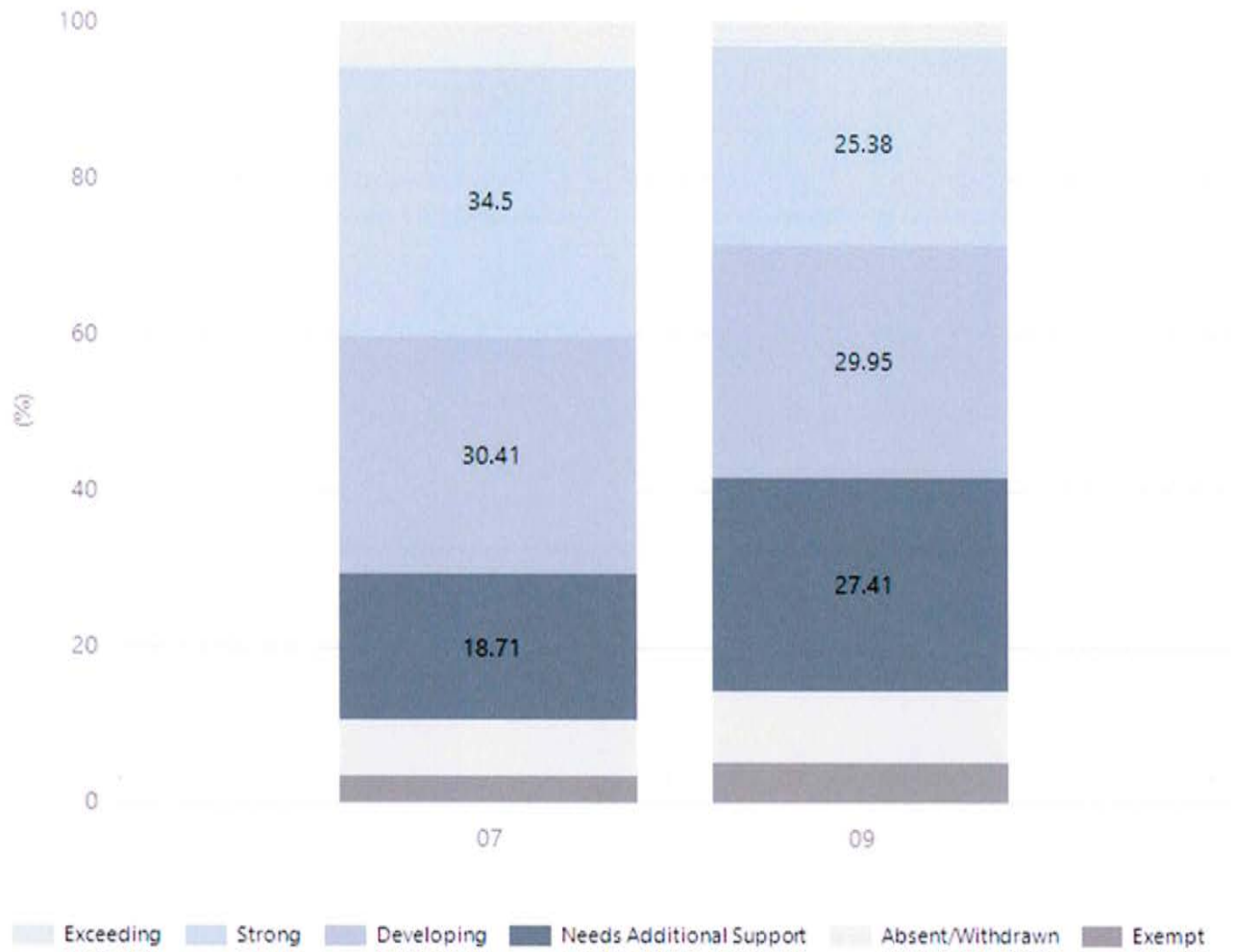
Spelling

Year Level	07	09
Exceeding	14	13
Strong	80	79
Developing	35	44
Needs Additional Support	24	33
Absent/Withdrawn	12	18
Exempt	6	10
Total	171	197

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
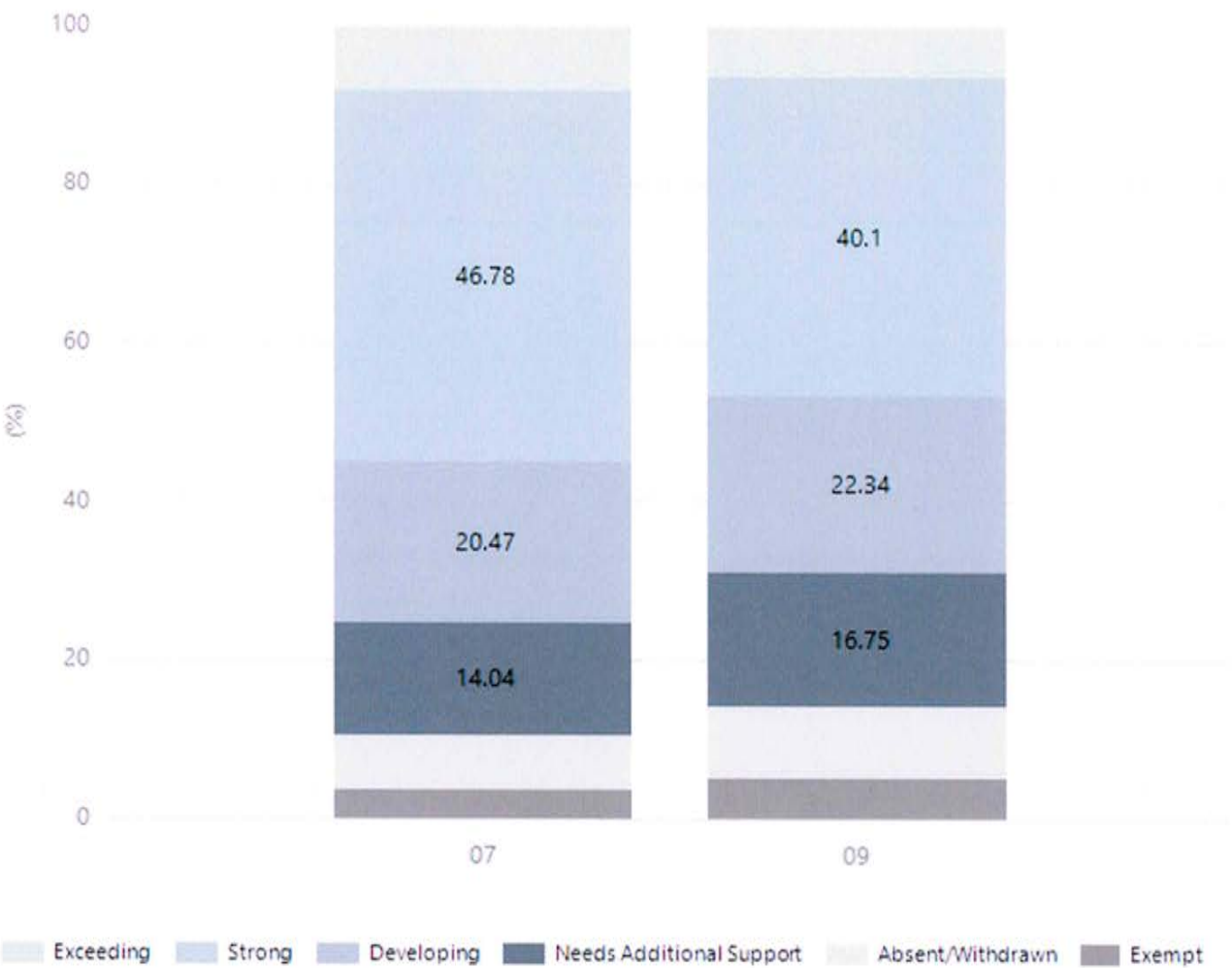
NAPLAN Proficiency - Aboriginal Learners

Numeracy

Year Level	07	09
Strong	7	7
Developing	2	1
Needs Additional Support	2	1
Absent/Withdrawn		3
Exempt		2
Total	11	14

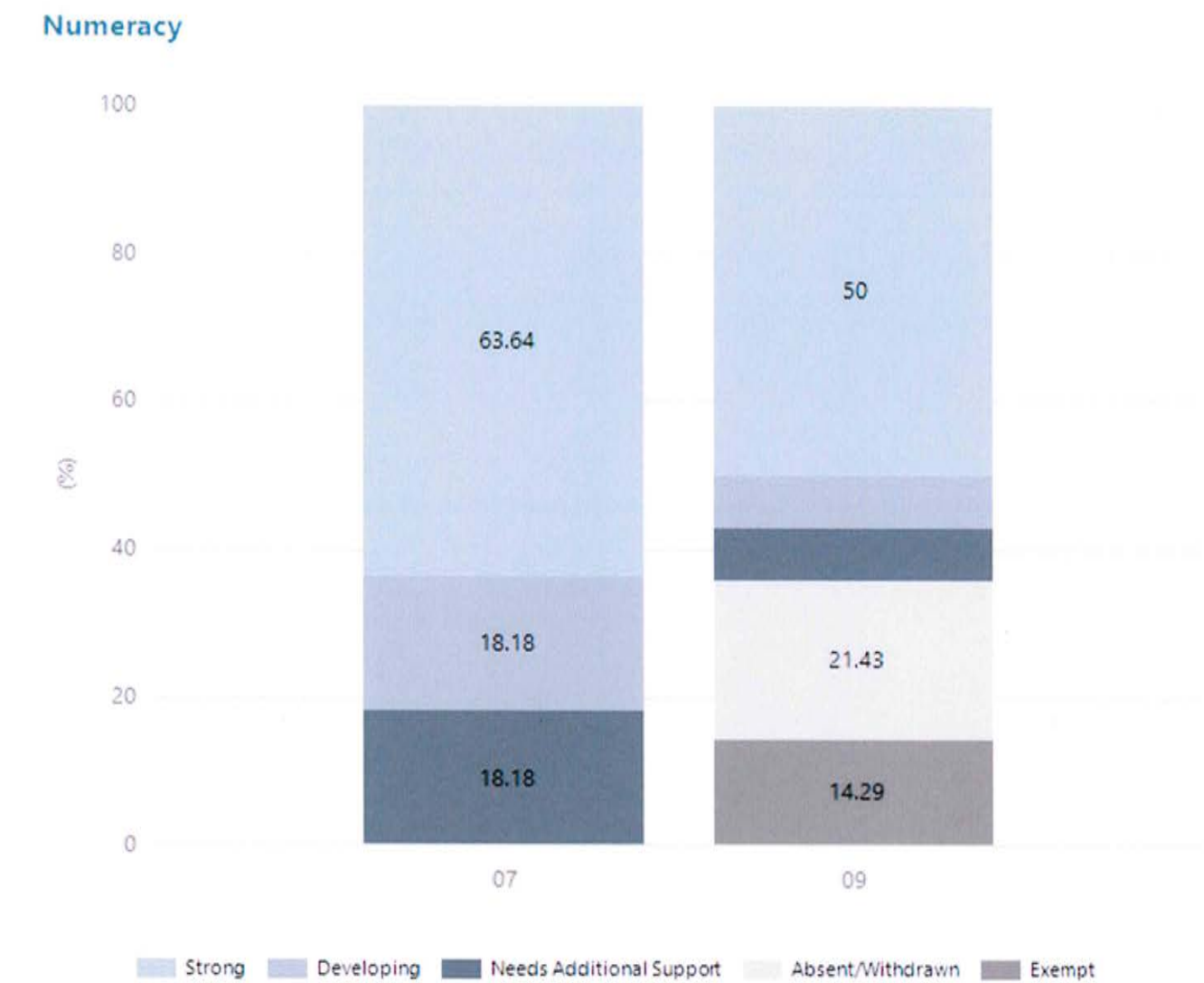Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading

Year Level	07	09
Exceeding		1
Strong	6	3
Developing	3	4
Needs Additional Support	2	1
Absent/Withdrawn		3
Exempt		2
Total	11	14

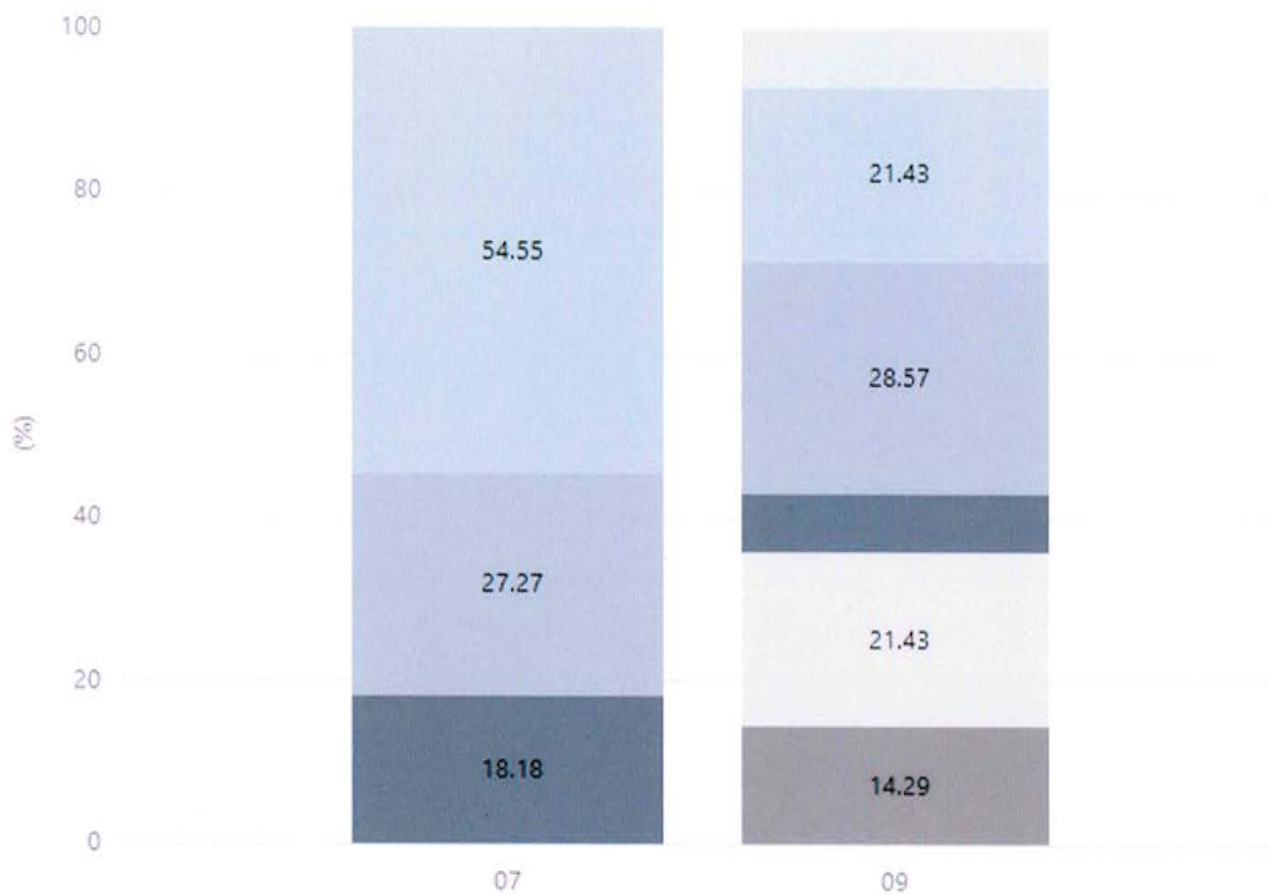Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Writing

Year Level	07	09
Strong	3	3
Developing	5	2
Needs Additional Support	3	4
Absent/Withdrawn		3
Exempt		2
Total	11	14

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Grammar
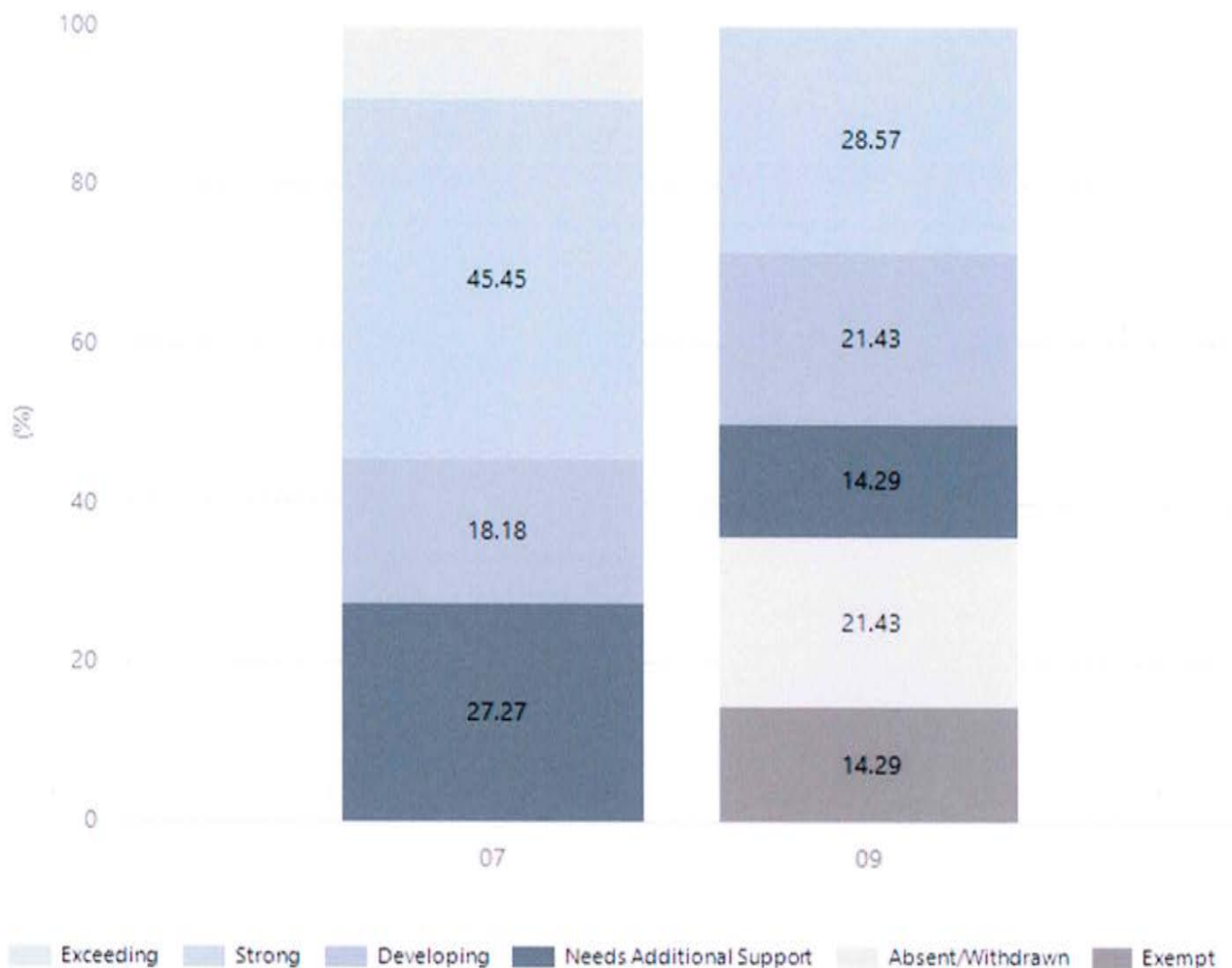
Year Level	07	09
Exceeding	1	
Strong	5	4
Developing	2	3
Needs Additional Support	3	2
Absent/Withdrawn		3
Exempt		2
Total	11	14

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
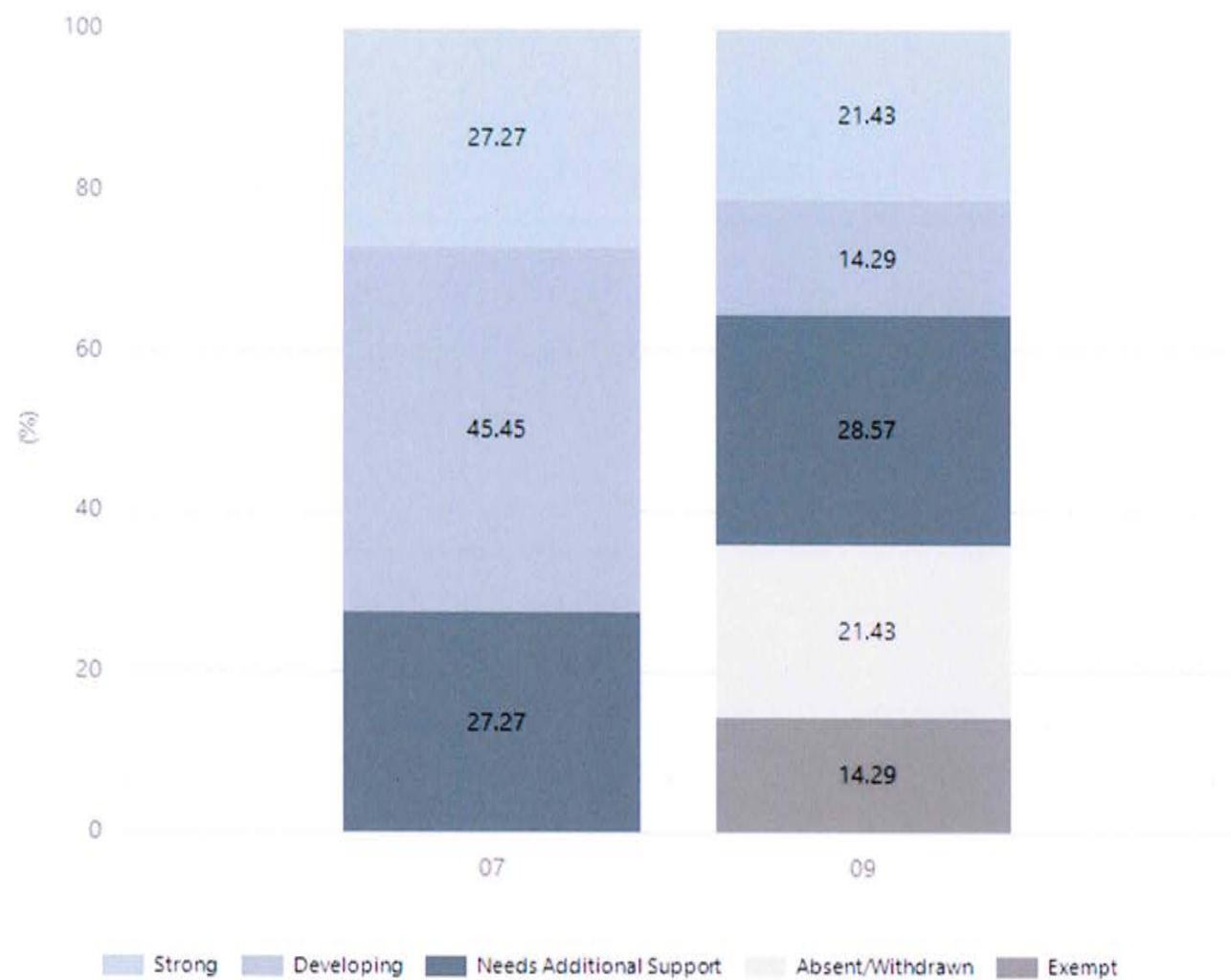
Spelling

Year Level	07	09
Exceeding	1	
Strong	6	8
Developing	2	
Needs Additional Support	2	1
Absent/Withdrawn		3
Exempt		2
Total	11	14

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.
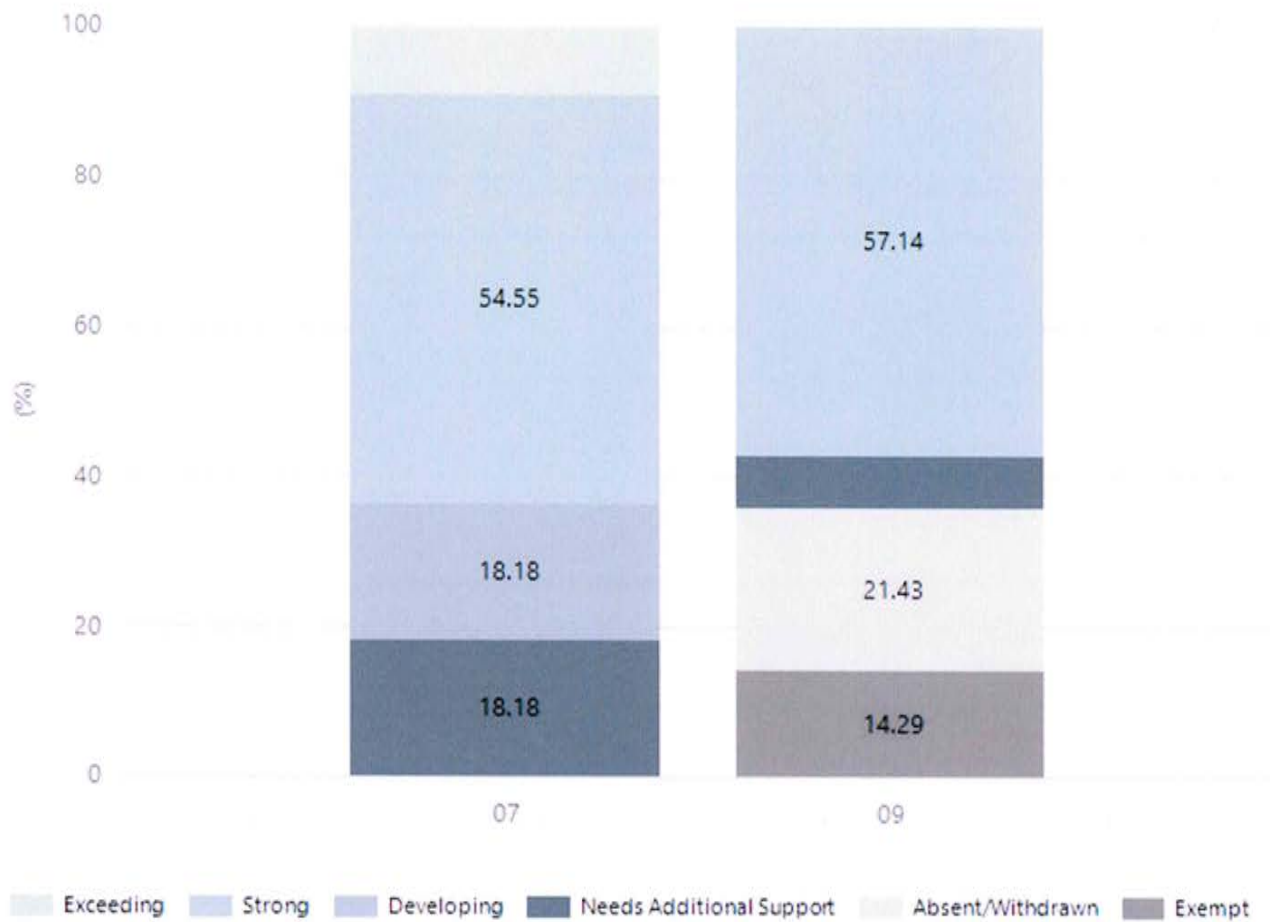
South Australian Certificate of Education - SACE

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

2020	2021	2022	2023
62%	68%	65%	99.1%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	1%	1%	1%	1.45%
A	3%	5%	7%	4.90%
A-	5%	8%	9%	7.26%
B+	7%	6%	8%	10.53%
B	11%	10%	11%	15.79%
B-	12%	12%	10%	14.52%
C+	10%	11%	9%	17.24%
C	10%	10%	8%	21.60%
C-	4%	5%	2%	5.81%
D+	1%	1%	1%	0.00%
D	0%	0%	0%	0.36%
D-	0%	1%		0.18%
E+		0%		0.18%
E	0%	0%	0%	0.18%
E-		0%		0.00%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2020	2021	2022	2023
98%	97%	99%	99.17% (120 out of 121 potential completers)

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	55.24%	61.80%	47.5%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	97.22%	98.89	99.17%

Data Source: School supplied data

School Attendance

Year Level	2021	2022	2023
Year 07		81.2%	86.5%
Year 08	85.4%	82.0%	80.8%
Year 09	84.1%	76.7%	80.1%
Year 10	79.7%	78.4%	80.9%
Year 11	79.9%	76.6%	77.3%
Year 12	83.1%	81.9%	74.8%
Secondary Other	84.1%	75.2%	78.9%
Total	82.7%	78.8%	79.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.
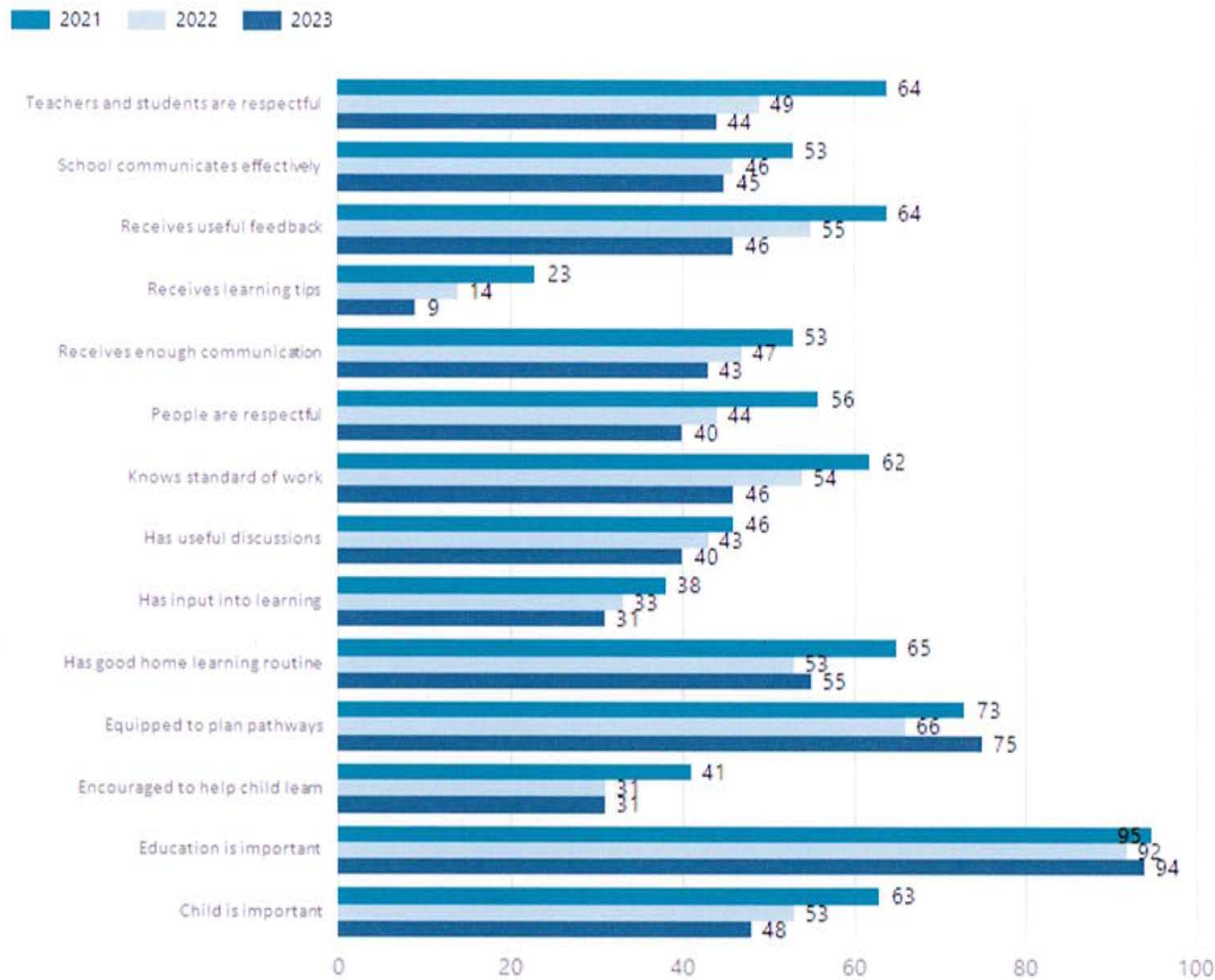
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: ■ 2021 ■ 2022 ■ 2023

Question	2021	2022	2023
Teachers and students are respectful	64	49	44
School communicates effectively	53	46	45
Receives useful feedback	64	55	46
Receives learning tips	23	14	9
Receives enough communication	53	47	43
People are respectful	56	44	40
Knows standard of work	62	54	46
Has useful discussions	46	43	40
Has input into learning	38	33	31
Has good home learning routine	65	53	55
Equipped to plan pathways	73	66	75
Encouraged to help child learn	41	31	31
Education is important	95	92	94
Child is important	63	53	48

Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	13.0%
PE - PAID EMPLOYMENT IN SA	24	26.0%
QL - LEFT SA FOR QLD	5	5.0%
SM - SEEKING EMPLOYMENT IN SA	21	23.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	15.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	3	3.0%
VI - LEFT SA FOR VIC	9	10.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	53
Postgraduate Qualifications	25

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	2.2	35.0	0.7	70.9
Persons	4.0	47.0	1.0	78.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	$14684138
Grants: Commonwealth	$20000
Parent Contributions	$543124
Fund Raising	$507
Other	$76013

Data Source: School supplied data.

Governing Council Report

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

This year was the second year of the year 7's in our cohort and based on the learnings of last year, the integration of younger students seems to be achieving more productivity and engagement with our faculty implementing strategies to embrace the senior school learning environment.

This year saw Fleur Roachock leave our school community as a much beloved principal to take on a supervisory role in the Riveland Mallee Region. Caroline Wakefield has been awarded the position of interim Principal until panel selections are conducted towards the end of 2024. We would like to thank Fleur for her contribution to our school and wish her well in her new endeavors. We are also excited to support Caroline as she now can review, plan and implement new strategies, further enhancing our school community.

Once again, our school captains have exceeded our expectations. The Student Lead Development program (SLED) provides our students with the tools to initiate several projects and allow our student body a voice that since its inception has proven to be most effective and engaging. Moving forward I would like to see the Governing Council continue to partner with the SLED team to assist in any way further uniting both parents and students to address projects that our students are passionate about.

Throughout the year there were many highlights of student excellence, one being a new parental program to support interschool sports affording students the opportunity to compete at the state level with a great level of success. We thank our faculty and those parent volunteers who without their selfless contribution would not allow our students such an opportunity.

Our awards evening was another opportunity to showcase the academic talent of our student cohort in 2023, with many students receiving awards across the selection of subjects contained within our curriculum. This became more evident with many of our senior students achieving exemplary ATAR scores in their final assessments. Demonstrating again that Grant High School offers a learning environment that allows students to truly reach their full potential.

The finishing touches have been completed on another upgrade to our school footprint with four new classrooms constructed providing more spacious modern areas for learning for our ever-growing student base.

Work continues to beautify our school facade with initial concepts for a cosmetic makeover of some of our older buildings and renovation that will include home economics and technical studies spaces.

This year Abbey Marston-Kleeman championed a project focusing on the Day Map platform, with the aim to increase engagement from all stakeholders and develop a process to educate and inform as to the features and benefits of this communication tool. It is pleasing to note that community engagement has reached an all-time high with more the 70% of our families as users. Many of the initial challenges with connecting and using the platform have been rectified and there will be continual emphasis to achieve closer to 100% engagement as the platform demonstrates its true potential.

Launching the new fully renovated website has given our school community a worthy tool to navigate every aspect of our campus and the ability to have all the useful tips and tools in one place making life much easier, especially for our new families. The website is a living entity and will continue to have resources allocated to ensure its relevance moving forward.

I would like to take this opportunity to thank the Grant High School Leadership team, the entire teaching faculty and especially the team of dedicated parents who show a vested interest in our school and are very keen to a play an active role in the betterment of our students.

I look forward to next year and our role in making Grant High School the place to create future ready citizens, who will go on in their lives to be all that they can be.

Damian Buckley, Chairperson