



# Renmark High School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Renmark High School Number: 794

Partnership: Renmark

**Name of School Principal:**

David Crouch

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**Name of Governing Council Chair:**

Paul Hutchins

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**Date of Endorsement:**

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## School Context and Highlights

Context: At the end of 2015, incumbent Principal, Orio Denti resigned. This precipitated a high degree of leadership instability in which we had two acting principals, two acting assistant principals and an acting assistant principal, with the flow on of many consequential middle level and teacher vacancies.

SACE results;

After a very successful year in 2015, results in 2016 were pleasing, particularly the high ATAR obtained by Connor Bakaj (99.35) and the number of Merit Certificates awarded (four) for outstanding achievement (20 out of a possible 20) in individual subject results. The number of students in the A band was down on 2015 but high by comparison with our 5 year rolling average, and the average subject score up from a 4 year average of 9.21 to 9.96 (out of 15), continuing the growth over previous years.

SACE Completion up from a 3 year average of 47.8% to 62.6% in 2016, vindicating the work done by staff in SACE Improvement over the last three years, the introduction of Academic Coaching and the efforts of all teachers.

NAPLAN

A significant increase in students achieving the Standard of Educational Achievement (DECD benchmark). Reading 42.1% to 64.2% an increase of 22.1%. Numeracy from 52.9% to 69.2% an increase of 16.5% over 2015. This is due to our professional development of staff and focus on improvement between years 7 and 9, as part of our Growth Mindset priority.

Other highlights included:

The production of the musical 'Back to the 80's'

Continued success of our students in the statewide E-challenge competition and the introduction of a Certificate 3 in Micro-business to complete our Enterprise Academy program.

The planning for \$2.5m Science, Technology, Engineering and mathematics (STEM) facility

The continuation of the Hachioji Japanese student exchange

The planning for the French (now New Caledonian) trip

The expansion (increased interest) in the Student Representative Council, and the completion of the Beach (Outdoor) Volleyball courts

The work of Governing Council in progressing projects in BYOD, Solar Power and the STEM facility and the beautification of the Bus Bay vicinity.

The launch of the Renmark Partnership of schools, including the publication of a magazine to promote the many good news stories.

## Governing Council Report

Renmark High School Governing Council Report 2016

The committee in 2016 comprised a fantastic, collaborative group of people. For the first time in 2 years we have had a full complement of people and have representatives in all of the sub-committee roles.

Our Grounds Committee was very keen and active and we have seen some great improvement around the bus bay area. A big thank you must go to Jim, Tania and Joy for their hard work and dedication to this project. Our Finance Committee picked up a new member in Simon, as Sally will be stepping down next year, and he has certainly faced a steep learning curve this year. Policy Review and Canteen Committee were the only groups that did not meet regularly, however we have plans in place to address this next year.

Orio Denti resigned as Principal at the start of the 2016 year and David Crouch stepped up to fill the role of Acting Principal. This resulted in the need to back-fill David's role, resulting in a flow on effect for us to ensure we had the full complement of teaching staff and leaders throughout the school. I would like to acknowledge David's leadership in many areas including: development of the Site Improvement Plan, leading literacy and numeracy improvement, improvements in the tracking and monitoring of student achievement, the development of a staff Code of Cooperation, his positive contribution to the Renmark School and Preschool Partnership, as well as his focus on student leadership and leadership responsibilities rather than simply focusing on school management.

During the year I was involved with the panel whose role it was to select a new Principal for Renmark High School. We have finally appointed Mathew Evans who will commence at the start of 2017. Mr Evans' most recent position was Principal of Jamestown Community School, a reception to year 12 school.

We have had some very productive Governing Council meetings providing valuable insight into the future of Renmark High School and I truly believe we are heading in the right direction. The school is making every effort to engage all students, offer some great learning and subject choices and encourage participation from the entire school community. One meeting that stood out for me was the discussion around mental health, triggered by a letter from Claire Weeks, a year 10 student. I am pleased that as a result, the focus on mental health will be expanded on in 2017 and will hopefully grow over time.

## Improvement Planning and Outcomes

The Site Improvement Plan was reviewed in 2016, structures (SIP teams) established and action plans developed. Strategic Directions in Meaningful Learning, Wellbeing and Practice excellence were identified. Key achievements include:

Strategic Direction 1: Meaningful Learning:

Literacy and Numeracy:

All students in years 8 - 10 undertook the Progressive Achievement Tests in Reading (PATR) and mathematics (PATM). Staff have commenced examining the resulting data around Literacy and Numeracy at the level of the individual student to better understand how this data may be used to inform specific teaching practices and differentiation in learning for individual students. A Whole School Reading Strategy has been introduced, in which each faculty has identified and trialled a faculty specific strategy to support learning in that discipline. A RHS Numeracy Statement was developed collaboratively and is displayed around the school. NAPLAN Results have increased in the percentages of students who are reaching the expected Standard of Educational Achievement from 42.1% (2015) to 64.2% (2016) in reading and from 52.9% (2015) to 69.2% (2016).

Personalised Learning:

A Data Dashboard was developed at one year level and trialled by staff for effectiveness in informing teaching and learning. Interestingly this was usurped by a DECD initiative late in the year (Education Dashboard). Growth Mindset was introduced to all staff at a student free day. The Mathematics faculty trialled the implementation of this learning. following an "exit survey" of year 9 students in 2015 which showed that many students had low motivation to participate, the school has focussed on growth between year 7 and 9 as the most important aspect (for students).

Strategic Direction 2: Wellbeing

We developed the new Flexispace to provide a space to deliver many of our student support, counselling and for use by visiting DECD support personnel.

Strategic Direction 3: Practice Excellence: One group has worked with IT staff (Ashley) to upgrade the Schools website which is now current and being used to and a re-structuring of the schools internal drive, for commencement in 2017. Staff continued to develop skills in the use of information technology, with the trialling of new technology in teaching and learning.

SACE Improvement; The percentage of students who achieved a C grade 2014 to 2015 improved by 9% to 94.3%. A further increase was noted in 2016 to 94.8%. There are two ways to measure SACE Completion. For those who commence year 12 62% completed their SACE (with the balance leaving during the year). This is up from 59% in 2015 and 48% as a 3 year average. For those who are still potential completers in October the actual completion rate is 96.52 (up from 96.19% in 2015 and 94.54% in 2014).

Attendance: We have failed to reach the DECD attendance target of 95%, with an Average Attendance of 88.4%. This will be addressed in 2017.

Focus for 2017:

Continue to develop the capacity of teachers to use available data, especially PAT-R and PAT-M, through the use of the ACER Teacher Resource Centre, to inform their teaching practice and in particular differentiating learning.

To refine processes to allow RHS to move toward reaching DECD attendance targets.

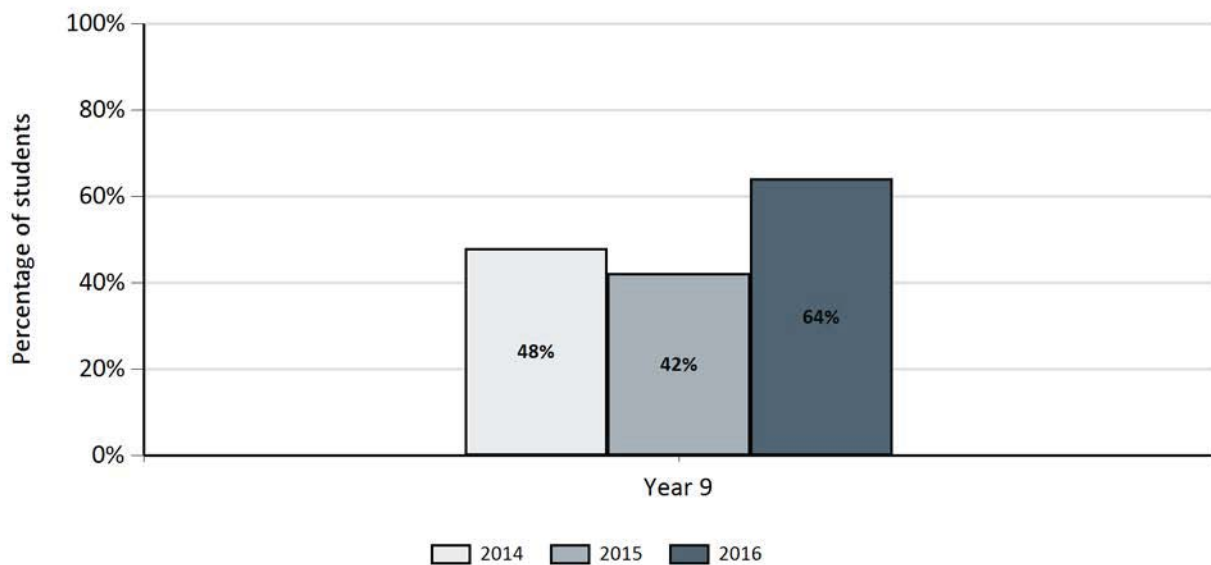
Focus on the success in Stage 1 of SACE, especially in the compulsory areas of Literacy (English) and Numeracy (Maths) and PLP for boys.

## Performance Summary

### NAPLAN Proficiency

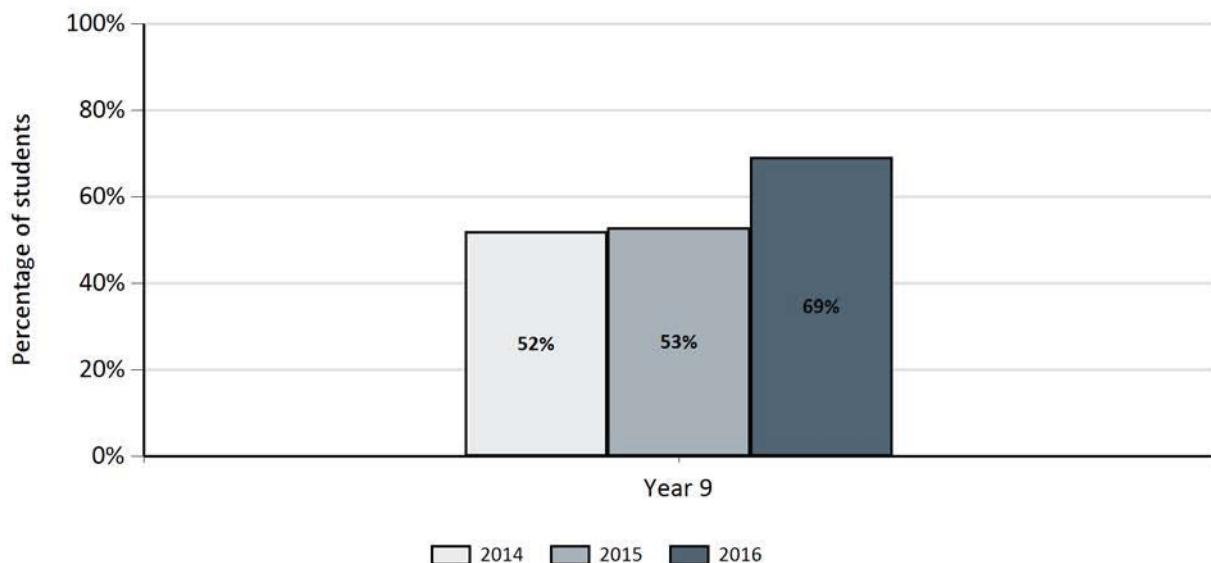
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	32%	25%
Middle progress group	48%	50%
Upper progress group	20%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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)
Lower progress group	25%	25%
Middle progress group	53%	50%
Upper progress group	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	120	120	12	6	10%	5%
Year 9 2014-16 Average	114.3	114.3	13.7	4.7	12%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

\*\*NOTE: 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).

2014	2015	2016
85%	94%	95%

Data Source: SACE Schools Data reports, extracted January 2016.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	3%
A	1%	5%	4%
A-	3%	14%	6%
B+	14%	11%	12%
B	16%	12%	16
B-	12%	15%	17%
C+	18%	15%	17%
C	13%	15%	12%
C-	9%	6%	8%
D+	6%	2%	3%
D	4%	2%	2%
D-	1%	1%	0%
E+	1%	0%	0%
E	1%	0%	0.4%
E-	0%	0%	0.4%
N	1%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*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 that year.

2014	2015	2016
92%	91%	96%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	18.8	32.6	20.5
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	70.27	44.23	43.18

## School Performance Comment

School Performance Report:

NAPLAN there is noted improvement in the the percentage of student who are achieving at or above the Standard of Educational Achievement in both Literacy and Numeracy.

Of note is the increase in the number of students who are achieving at expected levels in Literacy and Numeracy (22% and 16%). This gives emphasis to the actions of Literacy and Numeracy mentors over the last few years, the focus on Literacy and Numeracy as part of professional learning for staff and the marketing of the critical nature of growth over time in the testing program.

With an understanding about the essential nature of reading in the development of literacy skills, we have introduced a Whole School Reading Strategy to address this issue. In Reading, the Progress in reading between year 7 (2014) and Year 9 (2016) not reflective of the target of being distributed across quartiles, being over represented in the lower progress group and under in the middle and upper progress groups. Note however that each percentage point represents approximately 1.2 students and so differences may not be statistically significant.

Progressive Achievement Testing in both Reading and Maths has indicated that significant numbers of students are not at the SEA. For reading these figures are 20%, 29.1% and 34.5 for years 8, 9 and 10 respectively. In mathematics, these are 30.2%, 25% and 35.3% for years 8, 9 and 10 respectively. These are cause for considerable concern and underpin the work being done in developing a Whole School Reading Strategy and work being done to access and utilize this information to personalise learning for students.

The School participates in an Annual Survey of Wellbeing and Engagement for all year 8 & 9 students. The data is not reported at the level of individual students, Features of the Survey are that 95% of students engage with a 85% of students have a connection with an adult at school and 83.3 say they are engaged at school. They report high levels of happiness, optimism, life satisfaction and perseverance; higher than the cohort of students in South Australia.

SACE results:

SACE results maintained gains made in 2015. SACE grades at Stage 2 C- or better and SACE Completion (of potential completers\*) are at historically high levels. The average subject score at year 12 has retained the increase by 1 grade band (average 6% improvement) and has shown sustained growth over the last 5 years. Percentage of students in the A grade band over the last 5 years has been 2012 - 6.6%, 2013 - 7.38%; 2014 - 3.8%, 2015 - 19.93% and 2016 - 12.82%. There are some strong concerns about the performance of students, particularly boys in Stage 1 subjects, where large numbers are achieving at below the required SEA level of C-. Of even greater concern is that these are in the compulsory subjects.

## Attendance

Year level	2014	2015	2016
Year 08	90.3%	91.9%	91.3%
Year 09	90.3%	88.4%	89.3%
Year 10	89.1%	89.1%	86.7%
Year 11	90.3%	88.3%	86.0%
Year 12	87.8%	86.5%	87.4%
Secondary Other	77.4%	83.5%	
Total	89.6%	88.9%	88.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Daily attendance is monitored electronically and students not attending without notification from a parent/caregiver are notified by SMS. Student non-attendance without satisfactory explanation or when students do not attend for 3 consecutive days are contacted by the care group teacher. Continued non-attendance is referred to senior staff for follow up in writing and/or referral to student support services.

Lesson non-attendance is monitored by subject teachers and absence without cause is followed up (as truancy). Lower than DECD target attendance is of concern.

## Behaviour Management Comment

Suspensions and exclusion are managed within DECD guidelines and within school policy. A report is given at Governing Council at least twice per year (each meeting) outlining the nature and processes used to resolve issues of bullying and harassment. Over the last three years we have large increases in the number of incidents (2014 - 54; 2015 - 87; 2016 - 146). These are due to large increases in the category "Threatened Good Order" (increased by 46 in 2016) and "Threatened Safety or Wellbeing" (increased by 15 in 2016) rather than "Violence - Threatened or Actual" (Increased by 8 in 2016).

## Client Opinion Summary

Staff reflect positively about being encouraged to pursue professional development, their ability to use a variety of teaching and learning strategies, their care about how students are going and that school provides a safe and secure environment and our capacity to provide good management of students injuries and illnesses. Staff raised some issues about school programs providing for the needs of every student, being involved in the development of the school's vision and their professional needs not being met by the programs offered by the school.

The student opinion survey responded most positively in: "Teachers expect me to do my best", "Teachers provide me with useful feedback, "My school looks for ways to improve" and "My school gives me opportunities to do interesting things", "Teachers at my school treat students fairly" and "I feel safe at school".

The student survey responded most negatively in "Student behavior is well managed at my school" and "my School is well maintained". Anecdotal comments related to "be stricter" and "fairness in managing behaviour" whilst comments re school maintenance related to both yard tidiness and school upgrades of rooms and air-conditioners.

A parent opinion survey was not conducted in 2016.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	17	11.3%
Interstate/Overseas	4	2.7%
Other	2	1.3%
Seeking Employment	12	8.0%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	2.0%
Transfer to SA Govt School	28	18.7%
Unknown	84	56.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All staff have the relevant Criminal History Screening conducted by the Department of Community and Social Inclusion (DCSI) as a condition of their employment. All people entering Renmark High School where they in situations where they have unsupervised access to students require this, including preservice teachers, tradesmen and enrolling students who are 18 and have not attended for a period of 3 months. This precluded some students from attending in 2016.

## 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	67
Post Graduate Qualifications	23

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.0	37.6	0.5	14.2
Persons	0	39	1	18

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	6,578,033
Grants: Commonwealth	0
Parent Contributions	149,697
Fund Raising	2,940
Other	226,714

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	Engaged an external service provider for a group of identified disengaging boys in terms 3 and 4. A large proportion of this money is used to fund our FLO Program, delivering programs and case management support.	Increased retention of students in schooling. 3 Students completed SACE in 2016
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	This money is used to employ a teacher (0.55 FTE) to run small classes in the senior years in EALD programs for students who don't speak English at home.	All students tracked over time
	Improved Outcomes for Students with Disabilities	Employs SSOs to work with identified students to engage as documented in the NEP. Support purchase of specific learning aids. 54 students supported through 140 SSO hpw and Coordinator (0.2FTE) Also support New Arrivals.	NEP outcomes are identified and inform teaching.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and isolated funds are used to support travel for students to access learning that is not available because of relative geographic isolation, including a 35% subsidy for all trips to Adelaide. It is also used to fund open access delivery of curriculum to increase the range of subject available to students. Aboriginal Funding was used to employ an a teacher 0.2 FTE, some additional ACEO time (3.5hpw)SSO for a small time to support indigenous students.	Rural students have improved educational opportunities. % of students exceeding SEA has improved by 22% in reading and 16 % in Numeracy.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	NA	NA
Other Discretionary Funding	Better Schools Funding	This money is used to employ a literacy and numeracy mentor to work directly with staff in class to develop improved literacy teaching practices and conduct whole school professional learning.	NAPLAN results a improving. PAT testing is complete and data is being analysed.
	Specialist School Reporting (as required)	Specialist School Funding (received in 2015) was continued to support the development of the Renmark High School Enterprise Academy, and in particular the introduction of the Certificate 3 in Microbusiness Operations.	RHS students success. SACE points gained. Pathways built.
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	