Renmark High School
2019 annual report
to the school community

Government of South Australia
Department for Education

Renmark High School Number: 794
Partnership: Renmark Loxton

Name of school principal: Mathew Evans

Name of governing council chairperson: John Gardner

Date of endorsement: 4th March 2020

School context and highlights

RHS caters for children from Yr 8 to Yr 12. The enrolment in 2019 was 502 students. FLO enrolments in 2019 were 43. The school is now classified as Category 3 (previously 4) in the DECD Index of Educational Disadvantage. The school's ICSEA score is 951, with 46% of students in the bottom quartile. The local EDC Partnership is Renmark Loxton.

The school population includes 9% of Aboriginal students, 10.5% of students with Disabilities, 27% of families eligible for school card assistance, and 7% of students of NESB background. The school leadership team consists of a Principal, 3 Assistant Principals and 10 Coordinators.

Our students have had another successful year taking advantage of the fantastic opportunities available in a wide range academic and extra-curricula activities including ABW our Spring Carnival, the Hachioji Home Stay, school productions, language competitions, science and engineering challenges, and Melbourne Volleyball.

Our student leaders for 2019 have increased their involvement in the school, and have demonstrated strong leadership and school representation. Our Governing Council has been very supportive of the school in its journey of improvement.

We had an on track evaluation of our External Review this year, with the findings reinforcing the areas of improvement we are working on in the school.

We have a fantastic school and are always looking for ways to continue our improvement journey. A significant development for our school this year has been the beginning of $8million of construction work that will be completed in the next two years.

Open this year the STEMworks project has seen the redevelopment of C block, transforming the rabbit warren into a fantastic new flexible learning environment. Our Art and Digital media facilities also were redeveloped, with both projects ready for the beginning of 2019.

Staff have also been busy making the most of opportunities this year, including professional development in the Australian Curriculum, Collaborative Moderation, Student Reading, Students with Disabilities, and Well being for learning.

A very successful year for sport. Winning the Interschool swimming and Interschool cross country! 2nd at Interschool Athletics and winning the most improved shield.
Adelaide swimming girls 1st and boys 4th (overall 2nd). Competing in B grade in 2020.
Adelaide athletics boys 2nd and girls 1st (overall 2nd by 1 point). Competing in A1 in 2020.

Governing council report

RHS gained funding of $2.5 million in the state budget for school upgrades. As a direct result of the hard work by our School Principal Mat Evans and all our school's teaching and support staff in actively engaging and liaising with architects, we now have a magnificent new STEM building, formerly the old C Block. The building is now an open, light-filled and welcoming area allowing for greater access between classrooms and providing a flexible learning environment. Monies were also well spent on opening up and creating innovative new teaching spaces within E Block for Visual Arts and Digital Media, now an open, airy and inviting area for staff and students.
Further funding has been accessed to improve the school and assist with the future arrival of Yr 7 students, bringing the total to $8mil. Plans for this funding required careful consideration by Mat Evans, school staff and Governing Council. We are confident sound decisions have been made to include planned upgrades that will ensure the greatest benefits for our school. Plans include fencing the school perimeter, assisting with security and delineating clear boundaries. Some buildings have been prioritised for air conditioning and our school will end up with a clear and inviting Administration building. Yr 12 students will also be recognised and rewarded with their own separate study and relaxation areas. This work will ensure an inviting and welcoming front entrance to aid in lifting the school's appearance and public face.
Future plans include the renaming of school buildings from the current clinical block names to ones recognising former RHS students who have excelled in a range of fields. The first of these occurred with the naming of the Mickan gym, recognising the significant achievements of the Mickan family. Thanks to Ben Files for his passion and commitment to this project, and also the SRC students who became engrossed and amazed while studying the history and achievements of some of our former students.
2019 has seen the success and recognition of the hard work and commitment by Mat Evans and staff with our school having very clear aims, goals and leadership processes resulting in one of the smoothest starts to a new school year for many years. This planning was in part a result of our school's External Review in 2017 making several recommendations. A follow-up to the review acknowledged the work done by school's leadership team to ensure clear guidelines are in place for future directions.

Improvement planning - review and evaluate

Our focus for 2019 has been on the directions from the External School Review
1. Ensure all teachers embed all the general capabilities in their lesson planning and delivery, including literacy/reading, numeracy, critical and creative thinking, group work, problem solving and project based learning, so that all students are engaged, challenged and attend school.
2. Develop and implement whole school processes and structures that facilitate cohesion, consistency, equity, transparency, collaboration and compliance in regard to all school operations.
3. Collaboratively develop and implement a 3 year strategic plan that informs all decisions about human resources, finances, facilities the leadership structure, the professional learning calendar and promotional processes.
4. Establish a culture of regular self-review amongst all staff and teams that is data informed, includes documentation of strategies and targets that are shared between teams and amongst leaders, and includes the use of A-E data and feedback from students, peers and the wider community.

Staff have been working successfully on aspects of the above directions throughout 2019, resulting in our gaining a successful on track evaluation.

We have also been continuing to work with our feeder Primary schools to extend our year 7/8 transition beyond existing student programs into more closely the work of teachers - with teachers visiting between our schools to observe and discuss learning. Working together between our primary and secondary schools continues to improve a smooth transition for students.

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%, this was maintained in the results of 2017 and 2018 with 96% but dropped to 91% this year.

Attendance: We have not yet reached the DECD attendance target of 95%, however we did increase from an Average Attendance of 84.7% in 2018 to 87.4% in 2019 This will continue to be addressed in 2020, particularly looking at the engagement of our students.

We look forward to 2020 with our continued school focus on Literacy, Numeracy and the Wellbeing of our students. We will refine processes to allow RHS to move toward reaching DECD SEA, SACE and attendance targets. This includes continuing 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.

After analysis of our RHS data we have refined our SIP goals in 2020:
from our 2019 focus on "To improve student achievement in Reading - Develop and embed a consistent evidence-based teaching approach to developing students comprehension skills in years 8-10" to our 2020 more specific "Embed consistent vocabulary teaching strategies to develop students' comprehension skills in all learning areas."

To improve student achievement in Numeracy we are refining our 2019 goal of "Teachers of mathematics develop and embed a consistent, sequential, evidence-based teaching approach to developing students' conceptual understanding of mathematics in years 8-10.All teachers identify authentic curriculum connections, collaborate and design inquiry based opportunities for students to think mathematically in years 8-10" to the 2020 focus of "To improve students' number sense and increase the number of students thinking multiplicatively"

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
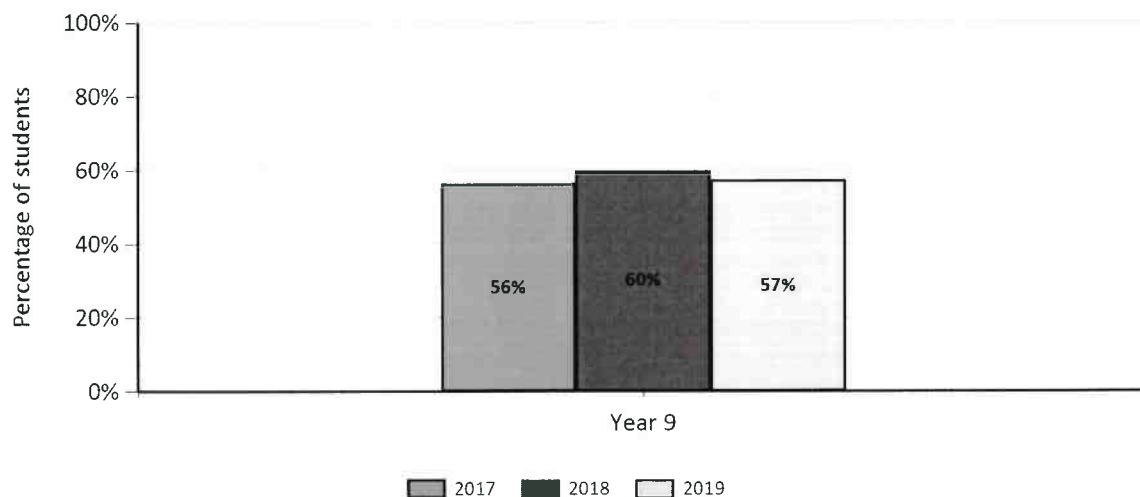
Reading
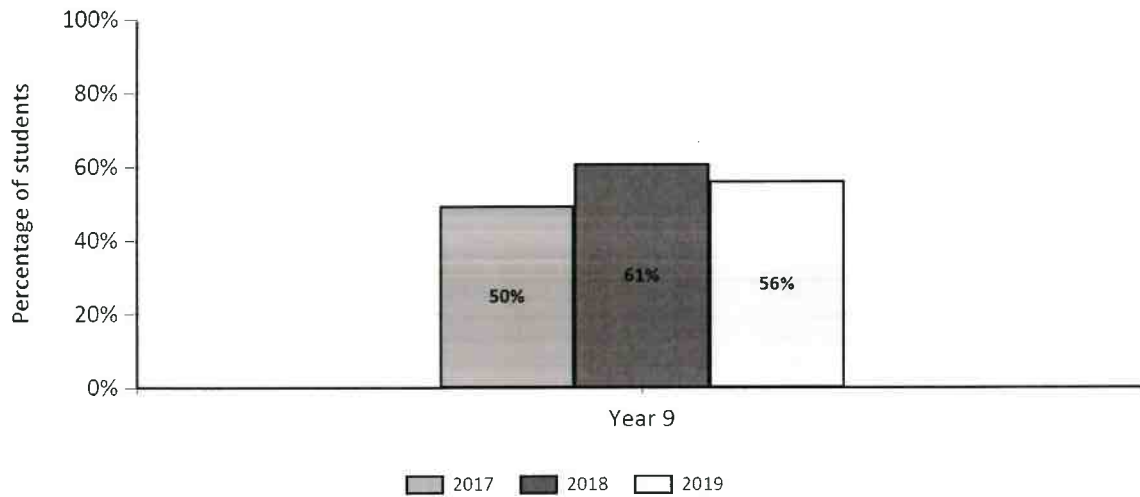
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	26%	25%
Middle progress group	53%	50%
Lower progress group	22%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	30%	25%
Middle progress group	45%	50%
Lower progress group	25%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		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	96	96	7	6	7%	6%
Year 9 2017-19 average	102.3	102.3	6.3	5.0	6%	5%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
95%	96%	96%	91

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawr Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	3%	3%	2%	0.6%
A	4%	8%	6%	4.63%
A-	6%	13%	13%	13.89%
B+	12%	15%	13%	10.49%
B	16%	11%	16%	15.43%
B-	17%	17%	14%	13.58%
C+	17%	11%	11%	9.88%
C	12%	11%	12%	15.74%
C-	8%	6%	9%	6.48%
D+	3%	2%	2%	3.70%
D	2%	0%	2%	2.78%
D-	0%	1%	0%	0.62%
E+	0%	1%	0%	1.54%
E	0%	0%	0%	0.62%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
96%	96%	100%	92%

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	46.81	73.58	61.82	57.89
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96	96	100	92

School performance comment

NAPLAN Results have been variable, with a increase in the percentages of students who are reaching the expected Standard of Educational Achievement in 2018 in both Literacy and Numeracy. In Reading we have moved from 42.1% (2015) to 64.2% (2016), back to 50% (2017) and then increased to 61% in 2018 but dropped back to 56% in 2019. In Numeracy results moved from 52.9% (2015) to 69.2% (2016), back to 56% (2017) and then an increase to 60% in 2018 and a drop to 57% in 2019.

The data that is very promising is the growth of students shown in the data from year 7 to year 9. This data shows in the last two years we have reduced the number of students that have decreased in performance from year 7 to 9 in both Numeracy and Reading, we have maintained those who maintained there performance in numeracy and increased those who increased their performance from year 7 to 9. In reading we have reduced the students who decreased their performance, and increased both those that maintained, and those who increased their performance. These are positive shifts in student performance.

With an understanding about the essential nature of reading in the development of literacy skills, we have been continuing our Whole School Reading Strategy to address this issue. In Reading, the progress in reading between year 7 and Year 9 (2019) is higher than the state average in the upper and middle progress group. In Numeracy students are a 5% higher in the upper. Students achieved higher bands: 6% in Numeracy and 7% in Reading.

SACE results:
The RHS 2019 results are a slight dip compared to 2017 and 2018 SACE results which had maintained gains made in both 2015 and 2016. SACE grades at Stage 2 C- or better and SACE completion (of potential completer's) have dropped a little after their historically high levels last year. The average subject score at year 12 has shown sustained growth over the last 5 years with a small dip in come areas in 2019.. 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%, 2016 - 12.82%, 2017 - 25%, 2018 - 20% and 2019 18.5%.

Attendance

Year level	2016	2017	2018	2019
Year 5		9.1%		
Year 8	91.3%	91.8%	88.7%	90.9%
Year 9	89.3%	88.5%	85.6%	85.8%
Year 10	86.7%	88.1%	81.8%	86.0%
Year 11	86.0%	85.3%	81.4%	87.3%
Year 12	87.4%	86.7%	86.3%	86.9%
Secondary other			76.6%	100.0%
Total	88.1%	88.0%	84.5%	87.4%

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

Attendance comment

Daily attendance is monitored electronically, parent/caregivers are notified by SMS when students are absent without prior notification. If students are absent without satisfactory explanation, or not attending for 3 consecutive days, contact is made by 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 unapproved absence is followed up as truancy.

We have increased from 84.5 to 87.4%, back closer to our historical average.

Behaviour support comment

Suspensions and exclusion are managed within DECD guidelines and within school policy.

The school does a bully audit that highlights any concerns.

Reports are given at Governing Council during the year including outlining the nature and processes used to resolve issues of bullying and harassment.

Client opinion summary

In the parent opinion survey 12 of the 14 domains increased or maintained from 2018 to 2019.

Teachers at this school expect my child to do his or her best. 2017:4.1, 2018:4.0, 2019:3.8
Teachers at this school provide my child with useful feedback about his or her school work. 3.7 3.7 3.9
Teachers at this school treat students fairly. 3.8 3.6 3.8
This school is well maintained. 3.5 3.3 3.8
My child feels safe at this school. 4.0 3.8 4.1
I can talk to my child's teachers about my concerns. 4.0 3.9 3.9
Student behaviour is well managed at this school. 3.2 3.4 3.3
My child likes being at this school. 3.8 3.9 4.0
This school looks for ways to improve. 3.7 3.7 3.7
This school takes parents' opinions seriously. 3.5 3.3 3.5
Teachers at this school motivate my child to learn. 3.6 3.5 3.6
My child is making good progress at this school. 3.7 3.7 3.8
My child's learning needs are being met at this school. 3.6 3.5 3.8
This school works with me to support my child's learning. 3.5 3.4 3.5

For Students:
My teachers expect me to do my best 4.2
My teachers provide me with useful feedback about my school 3.8
Teachers at my school treat students fairly 3.5
My school is well maintained 3.5
I feel safe at my school 3.6
I can talk to my teachers about my concerns 3.4
Student behaviour is well managed at my school 3.3
I like being at my school 3.4
My school looks for ways to improve 3.6
My school takes students' opinions seriously 3.4
My teachers motivate me to learn 3.6
My school gives me opportunities to do interesting things 3.7

Intended destination

	School	
Leave Reason	Number	%
Employment	34	21.7%
Interstate/Overseas	20	12.7%
Other	3	1.9%
Seeking Employment	33	21.0%
Tertiary/TAFE/Training	25	15.9%
Transfer to Non-Govt School	6	3.8%
Transfer to SA Govt School	12	7.6%
Unknown	24	15.3%
Unknown (TG - Not Found)	0	NA

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

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 pre-service teachers, tradesmen and enrolling students who are 18 and have not attended a school for a period of 3 months

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	64
Post Graduate Qualifications	20

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.6	0.9	16.8
Persons	0	36	1	20

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

Financial statement

Funding Source	Amount
Grants: State	6520738.41
Grants: Commonwealth	0
Parent Contributions	310163.63
Fund Raising	9613.20
Other	108739.58

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

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	FLO Program delivering programs and case management support, also some mainstream program students that are externally case management (43 students)	Increased retention of students in schooling. Students completing SACE units
	Improved outcomes for students with an additional language or dialect	This money is used on teacher time (0.6FTE) to run small classes in the senior years and middle years support 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 (0.4FTE).	NEP outcomes are identified and inform teaching.
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways 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 0.4 FTE, 0.2FTE in a SASTA connect program for Aboriginal students and 0.2 Aboriginal Education Teacher, some additional ACEO time (3.5hpw)SSO to support indigenous students.	Rural students have improved educational opportunities. increased engagement by students involved in SASTA connect program
Program funding for all students	Australian Curriculum	used to fund classes across the 8 learning areas year 8 to year 12	
	Aboriginal languages programs initiatives	NA	NA
	Better schools funding	funding an extra class at year 8 this year to reduce class sizes allow more intensive teacher contact	increased teacher ability to differentiate, task design, integrate skill develpt
Other discretionary funding	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 continuation of the Certificate 3 in Microbusiness Operations	RHS students success. SACE points gained. Pathways built.
	Improved outcomes for gifted students	NA	NA
	Primary school counsellor (if applicable)	NA	NA