



# Renmark High School 2018 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:

Mat Evans

Name of governing council chair:

John Gardner

Date of endorsement:

13th February 2019

## School context and highlights

Renmark High School caters for children from Year 8 to Year 12. It is situated in Renmark South Australia. The enrolment in 2018 was 540 students, FLO enrolments in 2018 were 39. The school is classified as Category 4 on 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 7% 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, Deputy Principal, Assistant Principal 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 Australian Business Week, our Spring Carnival, the Hachioji Home Stay, school productions, language competitions, science and engineering challenges, and Melbourne Volleyball.

Our student leaders for 2018 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 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.

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.

## Governing council report

The parental voice enabled through Governing Council contributes to collaborative decision making between schools leadership, families and student.

The year, 2018, has been a year of reflection on what is working well within the school and what opportunities for improvement are needed to further improve the learning experience of all students at Renmark High School.

In late 2017 Renmark High School was successful in funding allocation from the state budget for school upgrades. Throughout 2018 priority setting for upgrades was determined with air conditioning upgrade being the number one priority. Secondary priority areas included school grounds presentation and improvements in the school gym. We look forward to seeing how far these funds will stretch with our wish list once works commence in 2019.

This additional funding complements the previously funded 2.5 million STEM works which is excitingly near completion. Early in 2018 the governing council reviewed findings and recommendations from the 'External School Review' conducted by Department for Education and Child Development.

The findings in this report have facilitated additional supports for the schools leadership this year as a focus on a whole school approach to learning is developed across all curriculum areas. On behalf of Governing Council I thank Principal Matt Evans for leading this school improvement journey throughout this year and into the future.

A new leadership structure was proposed and endorsed by the Governing Council for implementation in 2019. Once implemented this will further support our whole school approach to learning.

The safety of students, teachers and staff has also been a focus of the governing council this year. Funding for school security (including fences and security systems) are being explored and we thank the staff and students for their support of each other. We are fortunate to have a caring and supportive school community at Renmark High School.

And lastly, a review of the school uniform commenced throughout 2018 and we thank the parents, teachers and students on this committee who are actively leading review and consultation with the wider school community in uniform options.

## Improvement planning and outcomes

Our focus for 2018 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.

We have had 8 action teams that have been working successfully on aspects of the above directions, this work will continue and be a focus in 2019.

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%, and we have maintained this in the results of 2017 and 2018 with 96%.

Attendance: We have not yet reached the DECD attendance target of 95%, with RHS having an Average Attendance of 84.7%. This will continue to be addressed in 2019, particularly looking at the engagement of our students.

We look forward to 2019 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 our SIP will have two goals in 2019:

To improve student achievement in Reading - Develop and embed a consistent evidence-based teaching approach to developing students comprehension skills in years 8-10

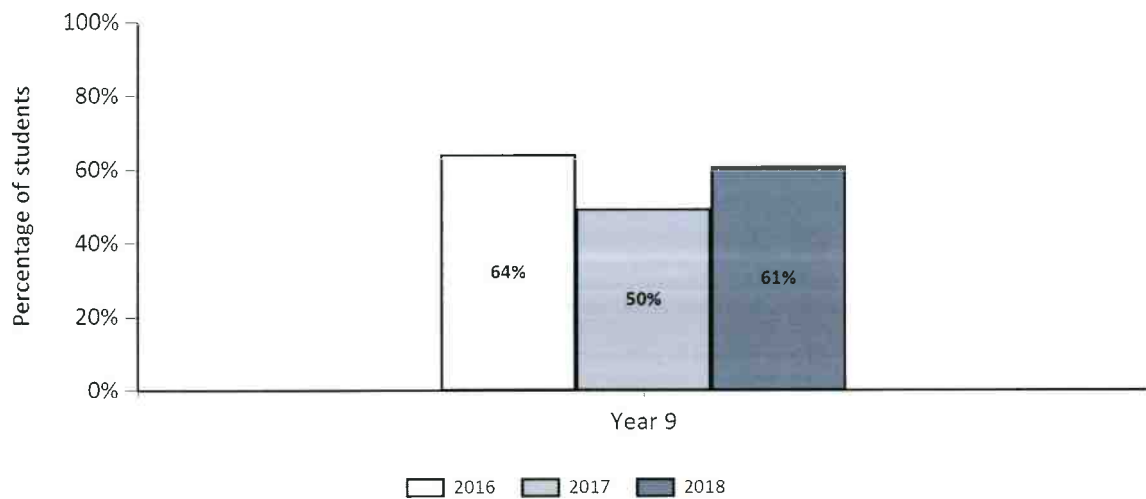
To improve student achievement in Numeracy - Teachers of mathematics develop and embed a consistent, sequential, evidence-based teaching approach to developing students' conceptual understanding of mathematics in years 8-10. All teachers identify authentic curriculum connections, collaborate and design inquiry based opportunities for students to think mathematically in years 8-10

## Performance Summary

### NAPLAN Proficiency

The Dept. 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.

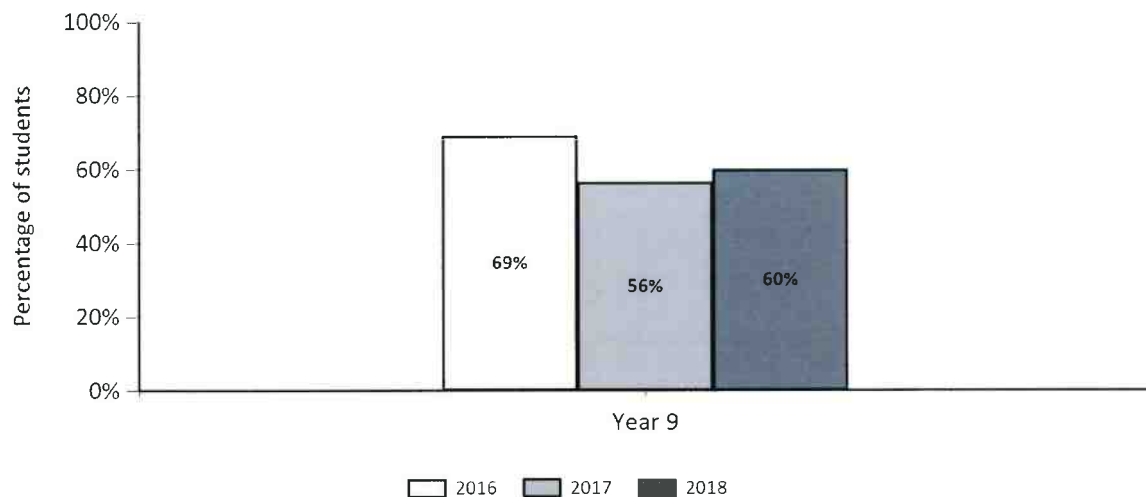
#### Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

\*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 2016 to 2018 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%	25%
Middle progress group	49%	50%
Lower progress group	22%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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)
Upper progress group	19%	25%
Middle progress group	56%	50%
Lower progress group	25%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	110	110	10	7	9%	6%
Year 9 2016-18 average	110.3	110.3	8.0	5.0	7%	5%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>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)

2015	2016	2017	2018
94%	95%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2018.

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

### SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	3%	3%	0
A	5%	4%	8%	3
A-	14%	6%	13%	6
B+	11%	12%	15%	8
B	12%	16%	11%	9
B-	15%	17%	17%	10
C+	15%	17%	11%	8
C	15%	12%	11%	9
C-	6%	8%	5%	9
D+	2%	3%	2%	2
D	2%	2%	0%	2
D-	1%	0%	1%	0
E+	0%	0%	1%	0
E	0%	0%	0%	0
E-	0%	0%	0%	0
N	0%	0%	0%	0

Data Source: SACE Schools Data reports, extracted February 2018.

\*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

2015	2016	2017	2018
93%	96%	96%	100%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	44.23	46.81	73.58	61.82
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	93	96	96	100

## 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. In Numeracy results moved from 52.9% (2015) to 69.2% (2016), back to 56% (2017) and then an increase to 60% in 2018.

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 (2016) and Year 9 (2018) is higher than the state average in the upper progress group. In Numeracy however students are a bit higher in the middle progress rather than in upper. In both Numeracy and Reading two more students achieved higher bands than the RHS average.

### SACE results:

The RHS 2017 and 2018 SACE results maintained gains made in both 2015 and 2016. SACE grades at Stage 2 C- or better and SACE completion (of potential completer's) are at historically high levels. The average subject score at year 12 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%, 2016 - 12.82%, 2017 - 25%, and 2018 - 20%.

## Attendance

Year level	2015	2016	2017	2018
Year 5			9.1%	
Year 8	92.2%	90.7%	90.3%	88.9%
Year 9	88.6%	89.4%	88.4%	85.9%
Year 10	89.2%	88.2%	88.1%	82.0%
Year 11	88.1%	87.6%	84.7%	81.6%
Year 12	85.5%	89.1%	86.4%	86.5%
Secondary other	90.5%			76.8%
Total	88.9%	89.0%	87.5%	84.7%

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 are less than the DECD target rate, to address this we are focusing on student engagement.

## Behaviour management comment

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

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

Parents rated highest "Teachers at this school expect my child to do his or her best" at 4.0, and 3.9 for each "I can talk to teachers about my concerns" and "My Child likes being at this School", and 3.8 "My child feels safe at this school".

"Student Behaviour is well managed at this school" has increased from 3.2 in 2017 to 3.4 in 2018.

Lowest at 3.3 were "The school takes parents' opinions seriously" and "the school is well maintained" and "the school works with me to support my child's learning".

We have increased from 50% of parents in 2018 to 69% in 2019 that said they use DAYMAP - our school communication and assessment and reporting system, with inability to log on/gain access still cited as the major issue. Grades for assessments, reports and feedback from teachers are the items most often used on DAYMAP by parents, student attendance the least. For staff, however, student attendance is the most utilised function, followed by assessment and reporting functions.

In the 8/9/10 Wellbeing and engagement collection survey our students performed similarly or better than state average for secondary students in all areas including social and emotional well being, relationships and learning, and physical health and lifestyle.

Anecdotal comments from parents, staff and students are very similar, with many relating to school maintenance required in both the yard and school upgrades of rooms, furniture and air-conditioners. School Pride is an ongoing concern.



## Intended destination

Leave Reason	School	
	Number	%
Employment	11	6.5%
Interstate/Overseas	22	13.0%
Other	2	1.2%
Seeking Employment	31	18.3%
Tertiary/TAFE/Training	5	3.0%
Transfer to Non-Govt School	10	5.9%
Transfer to SA Govt School	22	13.0%
Unknown	66	39.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## 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

## 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	73
Post Graduate Qualifications	17

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	38.8	0.7	13.1
Persons	0	41	1	16

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

## Financial statement

Funding Source	Amount
Grants: State	\$56 130 102
Grants: Commonwealth	0
Parent Contributions	\$159 688
Fund Raising	\$2 990
Other	0

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

## 2018 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 2018 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 (8 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 <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and 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 0.4 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	
Other discretionary funding	Aboriginal languages programs initiatives	NA	NA
	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.	increased teacher ability to differentiate, task design, integrate skill development
	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	
	Primary school counsellor (if applicable)	NA	

