



Renmark High School

2020 annual report to the community

Renmark High School Number: 794

Partnership: Renmark Loxton

Signature

School principal:

Mr Mat Evans

Governing council chair:

John Gardner

Date of endorsement:

9 March 2021



Government
of South Australia
Department for Education

Context and highlights

Catering for students from Year 8 to Year 12, 2020 enrolment was 477 students (43 FLO students). The school population includes 9% of Aboriginal students, 10% of students identified through IESP support, 37% of students eligible for school card assistance, and 7% of students of NESB background.

The school is Category 3 with an ICSEA score of 937, with 53% of students in the bottom quartile and 82% in the Bottom and Lower middle quartiles. The local EDC Partnership is Renmark Loxton. The school leadership team consists of a Principal, 3 Assistant Principals, 9 Coordinators and the Business Manager.

Despite COVID-19 our students have had another successful year taking advantage of the fantastic opportunities that could still be made available in a wide range academic and extra-curricula activities. A successful swimming carnival saw Sturt winning by a narrow margin from Murray and Chaffey. We were 2nd at the interschool swimming event (only 30 points behind!) and competed in the School Sport SA Swimming Championships in the B Grade. We were lucky to get our Sports Day in just before COVID restrictions with Murray winning the ball games, most improved and championships shield. We held a modified Cross country event with Chaffey taking out the win. In the place of the cancelled state competition Renmark and Loxton ran a successful local competition day. Our interschool debating teams also competed locally against Loxton. Another RHS student was awarded a full University Scholarship through the generosity of local community members.

Staff have also been busy making the most of opportunities this year, including professional development in Curriculum, Collaborative Moderation, Student Reading, Students with Disabilities, and Well-being for learning. Our work with Dr Rosie Kerin continued this year in developing teacher's skillsets in teaching reading and vocabulary.

Our student leaders for 2020 have demonstrated strong leadership and school representation in a challenging year. We have a high quality school and are always looking for ways to continue our improvement journey. Our Governing Council has also been very supportive of the school in its journey of improvement. A significant development for our school this year has been the continuation of \$8million of construction work that will be completed in 2021. The current works include air conditioning throughout the school, redevelopment of the library and relocation of student services and Administration.

Governing council report

2020 has been a year of many challenges. COVID-19 has resulted in school closures and restrictions being placed upon not only our school, but also our whole community. It has taken us out of our comfort zones and we have had to continually adapt.

I congratulate our entire school's leadership, teaching and support staff for their tireless work to ensure our students continued to receive the best possible learning, guidance and support during school closures, and their adoption of new learning methods. I can only imagine the many hours our staff dedicated to their own learning and setting up online learning systems, ensuring this process was successful.

A big congratulations to all our students who became pioneers, engaging in and embracing new processes and methods to ensure their learning continued as smoothly as possible. The closures and restrictions introduced for not only schools, but also out-of-hours activities including sports, meant our students had to cope with a year like no other, something they did with aplomb.

Our school's improvements are continuing with the perimeter fencing now complete and work underway modifying the old TAFE building into a magnificent and fit-for-purpose front office and reception area. These modifications, along with landscaping around the building will result in an impressive new face for our school. The works include new signage including an electronic sign which will result in a clear, informative and welcoming school entrance.

Planning for Year 7 students to commence at our high school in 2022 is ongoing and includes providing specific areas, including a playground, for our pending junior students. This will help ensure a smooth and less stressful transition.

Congratulations to all our school's award winners for their academic and sporting achievements. 2020 has been another impressive year by our students.

To all our school leavers I congratulate you and wish you well for all your future endeavours. As an ex-student myself I hope you look back at your school days with fondness, as I do.

I thank fellow Governing Council members - parent representatives Deanne Flaherty, Katrina Papageorgios, Andrea Logos, Karen DiCerbo, Karina Lambert, Scerena Rasheed, Tanya Shugg, Veronica Rothe and Sally Kroemer, Renmark and Paringa Council representative David Sims and our teacher representatives Jasmine Sotiropoulis, Lucinda Yates, Lauren Schiller and of course our School Principal Mat Evans. It has been a pleasure to work with you all.

Quality improvement planning

2020 has allowed for a rich and rigorous development of our SIP, and while we have not yet met all targets (as to be expected) we have made considerable headway into the third year of our SIP cycle.

For Goal 1, our aim was to have students increase their vocabulary skills in order to improve reading. Here, we evidenced that from a whole-site level, vocabulary strategies were a key into the improvement of our students' learning. We uncovered that staff were keen and able to implement these into all their classes, and collect anecdotal and individualized student evidence on this. In that regard, our aim of implementing vocabulary strategies site wide was successful. We have learned, however, that the collection of vocabulary data is one that can be quite difficult, due to its nature. Therefore, we have committed to using the pre- and post-vocabulary tool site wide which will hopefully allow us to achieve more little data on students' vocabulary development. We also evaluated the use of the reading progressions, and found that we were unable to get accurate data due to trying to over-assess. We have found that to improve student reading (vocabulary), we need narrow and deep data, and in term 4, have adjusted our focus to only use the vocabulary strand of the reading progressions to assess all Year 8 (2020 cohort) students – which resulted in successful data analysis. This is one we will use into 2021, and beyond. From here, Goal 1 needs to move forward in its ongoing collection and collation of data, with a review of that data to show student growth. Analysing our PAT-R results, we saw no improvement in reading, however, the retention rate of students meeting the SEA increased. Therefore, we need more targeted data to collect early in 2021, to review and analyse, to then make changes for improvement.

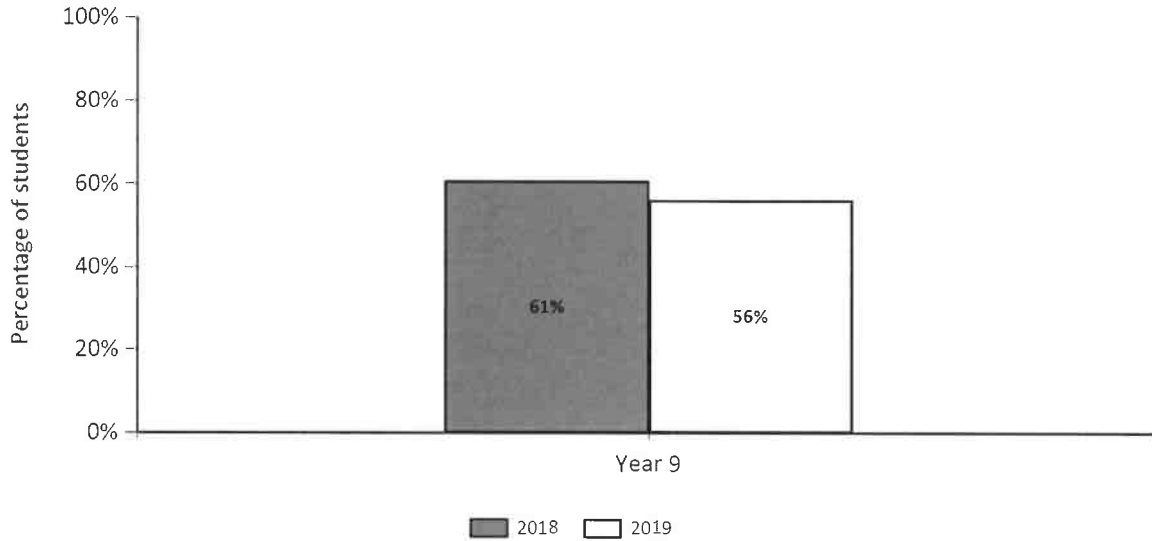
Goal 2 saw a major change over the past 18-months, where a clear focus around multiplicative thinking has been introduced. We committed to doing the Scaffolding Numeracy in the Middle Years framework, and committed to implementing this to all Year 8 students across a 12-month period. Here, we successfully achieved this aspect the goal, and all Year 8 students were able to improve their multiplicative thinking in this area. From PAT-M data this year, we saw a large student increase for those meeting and achieving above SEA. Through analysis of PAT-M question data, we also saw increase in students answering multiplicative thinking questions correctly than other cohorts from the past four years. This indicated that some of our specific work around multiplicative thinking was working, and needs to continue. While we have seen success in multiplicative thinking, we have also uncovered that we need more structured timelines, and data collection points, to ensure we have more little data for effective analysis. While we showed success in SEA, more little data throughout this year could have helped us identify trends, supports, and know how students were tracking. We also uncovered that while the rigorous work in in the lower ends of the SNMY showed students increase, the students at the higher ends actually decreased in their SEA. From here, we need to ensure both support and stretch are considered to support student change. We have committed to a clear timeline and data collection points for 2021, along with new zone activities to meet and cater to all students. We also will continue work with Lauren Haggis (Learning Improvement Division) in this space.

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

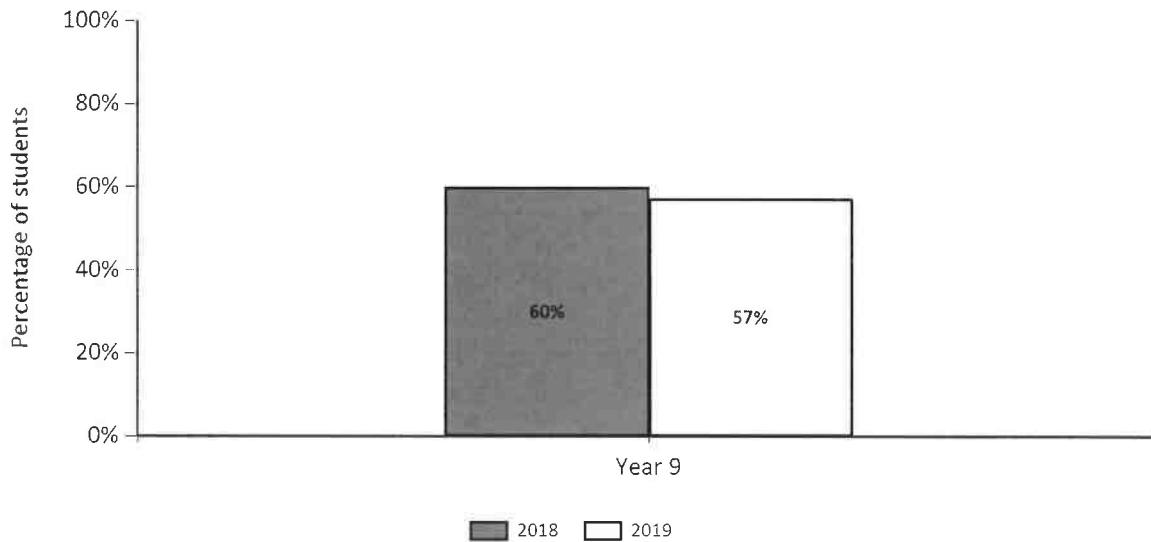


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2020 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 2020.

*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 2020.

*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 2017-2019 Average	102.3	102.3	6.3	5.0	6%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020	2020
96%	96%	91%	93%	93%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	3%	2%	1%	1%
A	8%	6%	5%	12%
A-	13%	13%	14%	15%
B+	15%	13%	10%	19%
B	11%	16%	15%	8%
B-	17%	14%	14%	9%
C+	11%	11%	10%	11%
C	11%	12%	16%	17%
C-	6%	9%	6%	3%
D+	2%	2%	4%	3%
D	0%	2%	3%	3%
D-	1%	0%	1%	1%
E+	1%	0%	2%	0%
E	0%	0%	1%	1%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020	2020
96%	100%	92%	95%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	100%	92%	100%
Percentage of year 12 students undertaking vocational training or trade training	74%	62%	58%	63%

School performance comment

100% of 2020 students completed their SACE, with 93% of Stage 2 students achieving at least a C- grade in their subjects.

27% of students received an A (A-, A or A) in subjects studied with 14 Students achieving 2 or more A grades across their subjects.

84.9% of Stage 1 students achieved a C grade or above in their subjects. This has increased from 78.6% in 2017.

From analysis of the 2018 – 2020 SACE Indicators, the following points were noted:

- There has been an increase in the number of results at A- and above (close to state average)
- Our results between C- to B have also decreased along with results in the D and below category.
- Of the 169 student samples sent for moderation in 2020 only 6 samples changed.

From analysis of the 2020 VET Results, the following points were noted:

- 60 percent of students who completed SACE in 2020 also completed VET qualifications.
- 29% of students completed their SACE as a result of VET participation. This has decreased over the years (less students are relying on VET to achieve their SACE)
- There has been an increase in the number of students accessing VET as part of their SACE completion pathway.

From analysis of the 2020 SACE Schools Data, the following points were noted:

The overall Stage 1 results show some continued work to be done in 2021 regarding grades that aren't C or better. RHS has 6% more D and E grades compared to the state percentage. We have also have more students achieving in the C grades compared to state, so need to continue pushing these into B and A grades, this is across all learning areas. For Stage 2 results the number of higher grades have increase between the B and A grades. As for stage 1, the area for improvement is to further minimise any grades which are not C or better.

Some areas to investigate and develop if required in 2021 include course counselling processes, parent communications and partnerships to support students at risk, the use of SACE flexibilities (eg Community Studies B), and reviewing how appropriate interventions for students identified at risk in spotlight reports and end of term reports are implemented.

ATAR Scores and Information

In 2020, 69% of students achieved an ATAR from the cohort of 45 students. The mean ATAR for 2020 was 74.04, which was an improvement from the previous 2 years mean ATAR of 68.86 and 65.45 respectively. The number of students achieving above 90 for their ATAR remained at a similar percentage and there was a significant increase in the number of students achieving in the 75-90 ATAR score levels.

Attendance

Year level	2017	2018	2019	2020
Year 5	9.1%	N/A	N/A	N/A
Year 8	91.8%	88.7%	90.9%	88.7%
Year 9	88.5%	85.6%	85.8%	87.0%
Year 10	88.1%	81.8%	86.0%	78.2%
Year 11	85.3%	81.4%	87.3%	81.3%
Year 12	86.7%	86.3%	86.9%	81.9%
Secondary Other	N/A	76.6%	100.0%	91.8%
Total	88.0%	84.5%	87.4%	83.4%

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, caregivers are notified of absence by SMS. If unauthorized or 3 consecutive days, contact is made by care group teacher. Continued absence referred to senior staff, a referral can be made to student support services. Lesson absence monitored by subject teachers and unapproved absence is followed up as truancy. Our Attendance and Engagement Well-Being Leader monitors attendance data and actions as needed. With COVID Sem 1 87.4% in 2019 dropped to 83.4% in 2020, by year end it was 85.5% (last 4 years 84.9%, 84.9%, 86.2% and last year 85.5%)

Behaviour support comment

Suspensions and exclusion are managed within the DfE SEE guidelines and within school policy. In 2017 there were 195 reported behaviour incidents, through improved site management in the last four years this has reduced by 58% to 82 in 2020.

The school undertakes a site wide bully audit twice a year that highlights any concerns that are promptly followed up.

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

Client opinion summary

The Department for Education conducted a new, centrally coordinated, school parent engagement survey in 2020. The new set of questions are different to the previous ones so we are unable to compare the results to previous years. We have however included this years results here in order of questions with most agreement to least agreement. From 63 responses to the Parent Opinion Survey, the percentage of responses returned as "agree" and/or "strongly agree":

- I think that education at school is important to my child's future - 96%
- I talk with my child about what happens at school (response = often) - 88%
- Teachers and students treat each other with respect at the school - 79%
- People respect each other at this school - 77%
- I receive enough communication from the school - 72%
- I feel like my child is important to the school - 71%
- The school communicates effectively with me - 71%
- Overall, my child has a good routine around reading, studying and learning at home - 71%
- I feel equipped to help my child plan what they will do after they leave school - 69%
- I know what standard of work the school expects of my child - 66%
- Teachers at this school provide my child with useful feedback about their schoolwork - 64%
- The school encourages parents to help students to learn - 60%
- I have useful discussions with the school about my child's learning - 59%
- The school provides an opportunity for me to have input about my child's learning - 49%
- The school provides me with useful tips on how to help students learn at home - 41%

Intended destination

Leave Reason	Number	%
Employment	10	6.7%
Interstate/Overseas	19	12.7%
Other	1	0.7%
Seeking Employment	19	12.7%
Tertiary/TAFE/Training	1	0.7%
Transfer to Non-Govt School	5	3.3%
Transfer to SA Govt School	12	8.0%
Unknown	83	55.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

To work with young people in SA govt educational sites you must have a current working with children check (WWCC), updated every 5 years. Some volunteers also need a current WWCC. Current, valid checks by DHS/DCSI are recognised until they expire. RHS staff currency is monitored through our Human Resource Management program. Administration staff also maintain on-site records for others (including volunteers, third party service providers) ensuring WWCCs as required. More details on DfE policy: <https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>

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	53
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	32.6	1.1	16.0
Persons	0	34	2	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$6,408,073
Grants: Commonwealth	\$0
Parent Contributions	\$160,851
Fund Raising	\$2,182
Other	\$192,322

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

2020 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 2020 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	FLO Program delivering programs and case management support, also some mainstream program students that are internally case management by Youth Workers (43 Flo students)	Increased retention of students in schooling. Students completing SACE units
	Improved outcomes for students with an additional language or dialect	A second essential English class was funded, small class with mainly EALD students, also a teacher support for EALD students by specialized language teacher in the learning hub	Successful completion of compulsory literacy SACE unit, successes in other subje
	Inclusive Education Support Program	Employs SSOs to work with identified students to engage as documented in the One Plans. 54 students individually supported through 154 SSO hpw, Support purchase of specific learning aids	Successful progress in one plan goals, Lit & Num skill development to meet SEA
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and isolated funds support travel for students to access learning that is not available because of relative geographic isolation. It is also used to fund open access delivery of curriculum to increase the range of subject available to students. Aboriginal Student Funding used to employ a teacher 0.4 FTE, 0.2FTE in a culturally focused strong future program and 0.2 Aboriginal Education Teacher, ASETO time for 4 days per week plus 3hpw for an Aboriginal Elder. APAS to SSO support. IESP support funding contributed to a special education leader.	More equitable access to the curriculum, Successful progress in one plan goals, Lit & Num skill development to meet SEA. APAS assisted students to gain SACE
	Program funding for all students	Used to fund classes across the 8 learning areas year 8 to year 12	Progress to SEA goals
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	funding an extra class at year 10 this year to reduce class sizes allow more intensive teacher contact, Contribution to staffing Learning hub for teacher intervention support	increased teacher ability to differentiate, task design, integrate skill develpt
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

