



Loxton High School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Loxton High School Number: 895

Partnership: Loxton & Waikerie

Name of School Principal:

Mr John Tiver

Name of Governing Council Chair:

Mrs Margaret Wormald

Date of Endorsement:

28/02/2017

School Context and Highlights

Loxton High School has had an outstanding year in 2016. The major highlight for me was not an event but how our students approached their learning every day. Throughout the year it was a delight to see students setting learning goals, monitoring their goals in partnership with staff and reaching what they set out to do.

Observing the pride people show for Loxton High School was another highlight in 2016. This pride manifests itself in how people interact with each other. I see respect and a commitment for everyone to succeed. We support each other in our wonderful learning environment and our results prove this. This came across strongly in our school surveys.

In 2016, we strengthened our system to track student progress and feedback from parents has been extremely positive. Our case management approach ensures students are benefiting from close monitoring. The entire staff looks out for students and we communicate progress throughout each term. We are working in partnership with families to provide responsive intervention for learning challenges. We are identifying problems faster than ever before.

To continue to be at the forefront of this approach, we must invest in our staff. In our 2016 Staff Survey, staff reported that they feel very supported and receive useful feedback about their work. All of the faculty areas at LHS have developed action plans in line with the Site Improvement Plan. These plans are reviewed throughout the year and staff within these faculty areas are required to align their own development plan to the wider faculty plan.

Our Year 7 Transition Program is highly regarded. A key component of the program is connecting teachers from the local primary schools with us. Teachers observe each other in the classroom and review student data to identify learning gaps to address in Year 8. The Year 7 Canberra camp is an integral component of the transition process and provides the opportunity for students from feeder schools to connect. Our approach to support young people in the move from primary to high school is an example for the rest of the state to follow.

I would like to extend my thanks to the Governing Council, volunteers and all of the staff for supporting the school. We really do appreciate the effort and time people provide to support us. Without the support from the wider school community Loxton High would not be able to achieve the best outcomes for our students.

Governing Council Report

Determining the advantages and challenges of being educated in the country has been a theme this year, prompted by SATAC's decision to leave Loxton High School off the eligible schools' list for the Universities Equity Scheme. This is a complex issue, but basically is a scheme for issuing bonus points to Year 12 students to improve their admission scores for universities. The reason given for the omission is the high performance of Year 12 students at Loxton High.

Country students encounter challenges not experienced by city students, such as distance, time and financial burdens and the unreliable nature and higher costs of communication technology. As a Governing Council, we communicated our concerns to politicians, universities and the media, hoping to reinstate Loxton to the eligible schools list.

Loxton High School, through enacting its 5 core values, creates a "community as family" environment, enabling students to feel secure and develop the sense of belonging and purpose so critical for success. Security and happiness are often found in the simplicity and familiarity of country living.

School staff continue to involve the whole community when planning the future of Loxton High, giving parents, students and staff the opportunity to have their say. This year, parent input was sought on school policies, the results of the "Powerful Learners Survey" and the plans for new building projects such as the Library Extension and the STEM Centre. Led by Principal John Tiver, the leadership team and staff implement decisions made by Governing Council and daily support our children in many ways, and for this we thank them.

This year, our members shared their diverse experiences and skills and combined them with a mutual commitment to see Loxton High thrive, preserving all the elements that make it such a great school, whilst striving for continued improvement and development. I would like to thank this year's Governing Councillors. We acknowledge retiring members, Judi Warrick, Ernest van Niekerk and Tom Fielke.

SATAC, in their wisdom, may choose to leave Loxton High School off the eligible schools list for the University Equity Scheme. We know that, periodically, living some distance from Adelaide can be a hassle and challenge, but we also know that at Loxton High, we have the capacity to pull together to work through challenges that make us stronger and achieve success. That is what being part of a community is all about and why Loxton students succeed.

Improvement Planning and Outcomes

Loxton High School attracts, retains, develops and recognises a high performing workforce. We expect our staff to deliver the 'Loxton Curriculum' which is designed to develop literacy and numeracy while allowing students to study a mix of mandated subjects, career related subjects and passion driven learning areas. We are developing a school of powerful learners; eg students who understand the reason behind their learning and have a direction for their future.

We have developed a range of powerful learning priorities based on feedback from our 2016 Powerful Learners survey completed by students, staff and parents. As a result of this survey we are looking for students to take on more responsibility for their learning and become more resilient. We also want students to understand that grasping the idea and applying it to solve a problem is more important than a class grade.

Our Director of Teaching and Faculty Coordinators orchestrated professional learning opportunities for all staff throughout 2016. Topics covered were based on our Site Improvement Plan, Faculty Action Plans and the professional learning needs identified by staff in the Performance and Development Plans.

In 2016 we began our Results Plus initiative. This initiative was sparked by an approach resourced by the Department of Education and Child Development (DECD) and has been implemented in all public schools. Since implementing Results Plus, we have seen students developing and accurately using numeracy skills in authentic contexts across the curriculum. In Literacy, we see an improvement in interpreting explicit information in a variety of texts studied across the curriculum with varied complexities.

One of our aims is for students to have the skills and dispositions to be strong contributors and shape our society in the future. In 2016 we further developed our Student Voice initiatives. Examples of these initiatives include providing more time for students to ask questions, providing opportunities for students to design their own investigations and seeking student feedback to improve teaching practices and learning programs. We are measuring what matters and will continue to provide students with a strong voice in their learning. In 2017 this will continue as the Director of Teaching, committee and coaches achieve the actions outlined in the Results + Action Plan.

All of the families at LHS are aware of our traffic light approach to tracking student progress. Student performance data is shared with parents every 5 weeks. It is a joint responsibility between teachers and families to assist our students to improve and reach their goals. Feedback from our parents reveals that they appreciate the regular updates on their child's progress. In 2016 we saw an increase in the number of parents initiating meetings with teachers as a result of being more informed about their child's progress.

Our intervention program at Loxton High School is proactive. This approach has resulted in decreased anxiety levels among students. Feedback from students indicates they are more engaged in the tailored learning provided to them. An example of this is the increase in students engaged in studying a Certificate 3 and above alongside their school studies. In 2015, 12 students participated in this program, in 2016 the number of students increased to 30.

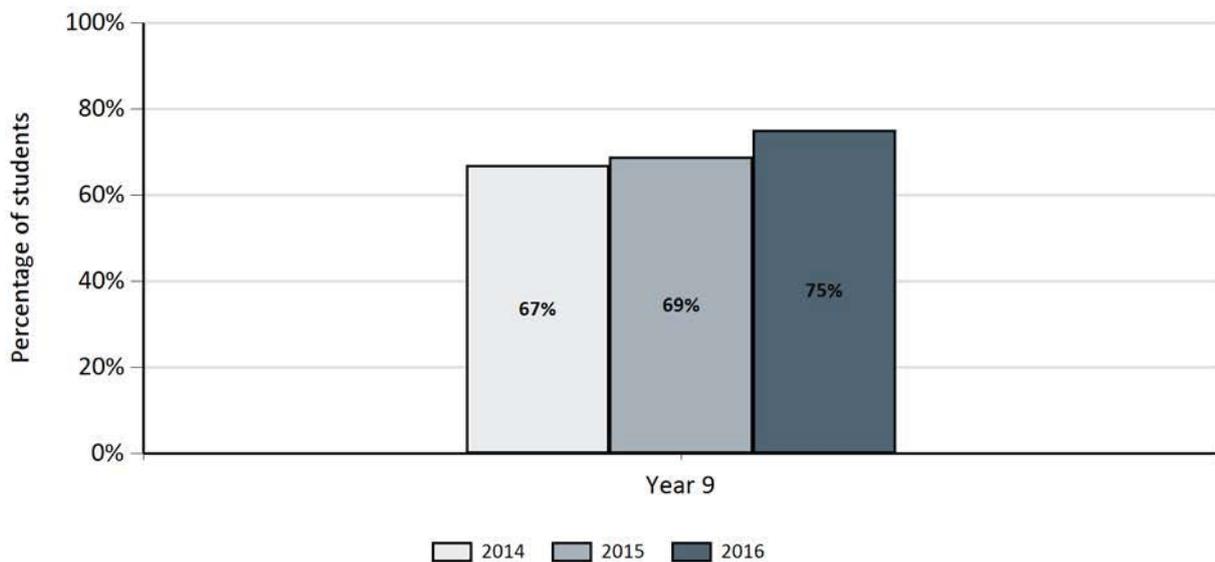
The Flexible Learning Options (FLO) program has also been a major achievement in 2016. The success of this program is outstanding. Special mention and congratulations must go to Tammie Ebert for the terrific job she has done throughout the year. As a part of the FLO program she has assisted students to complete SACE subjects, Personal Learning Plans and created avenues to careers for students whom were disengaged from school.

Performance Summary

NAPLAN Proficiency

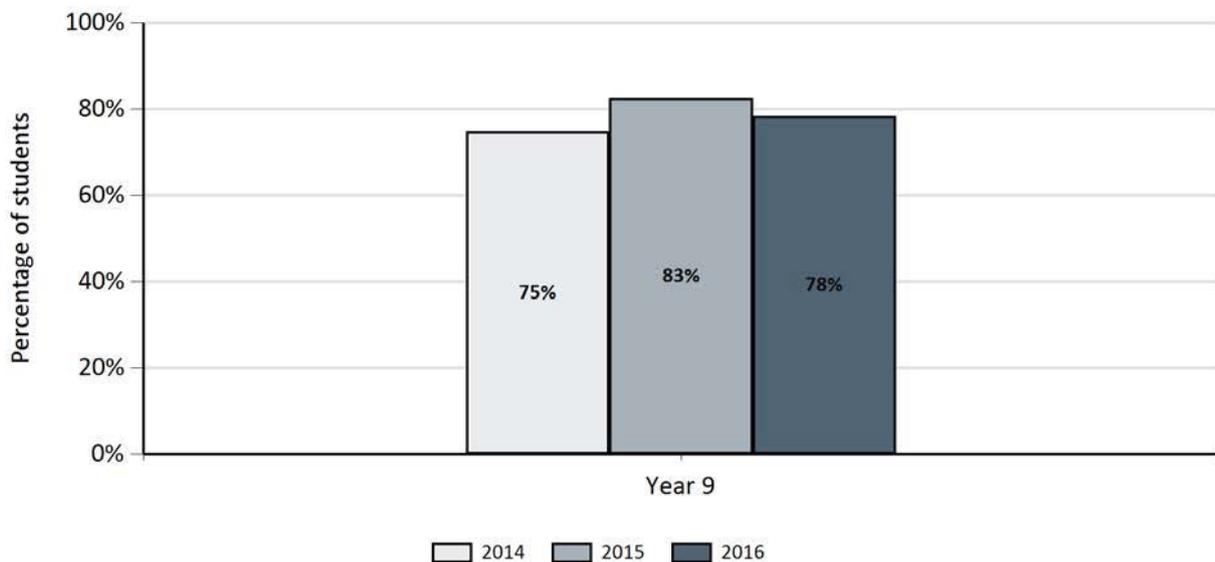
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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 | 25% | 25% |
| Middle progress group | 54% | 50% |
| Upper progress group | 21% | 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 | 54% | 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 | 125 | 125 | 21 | 19 | 17% | 15% |
| Year 9 2014-16 Average | 118.3 | 118.3 | 19.0 | 20.0 | 16% | 17% |

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 |
|------|------|------|
| 96% | 98% | 98% |

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+ | 2% | 5% | 4% |
| A | 11% | 8% | 7% |
| A- | 16% | 16% | 13% |
| B+ | 15% | 17% | 16% |
| B | 16% | 16% | 18% |
| B- | 12% | 12% | 15% |
| C+ | 10% | 12% | 11% |
| C | 9% | 8% | 9% |
| C- | 6% | 3% | 4% |
| D+ | 1% | 1% | 1% |
| D | 1% | 1% | 1% |
| D- | 1% | 0% | 0% |
| E+ | 0% | 0% | 0% |
| E | 0% | 0% | 0% |
| E- | 1% | 0% | 0% |
| N | 0% | 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 |
|------|------|------|
| 98% | 97% | 99% |

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 | 51% | 42% | 49% |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 98% | 98% | 99% |

School Performance Comment

Our whole school survey which focuses on 'Powerful Learners' indicates that our students are being exposed to activities that have higher levels of intellectual stretch. Powerful learners have the curiosity, creativity and confidence to:

| | |
|---|--|
| Actively participate in their learning | Make decisions based on sound evidence |
| Skilfully solve problems | Deal proactively with new situations |
| Communicate effectively in a variety of forms | Collaborate with others. |

We are finding we are challenging students to move out of their comfort zone and develop skills to excel in the modern world. More students feel motivated to learn. The evidence for this was in our student survey. (Score 4 out of 5)

NAPLAN

Our NAPLAN results in 2016 are pleasing and remain consistently higher than similar schools across the state. 78.4% of our Year 9 students demonstrate the expected DECD standard in numeracy. This result is 10% higher than the median for similar schools across the state. Our result for reading was 75.2% which is 11% higher.

SACE

Loxton High School Year 12 students have again produced outstanding academic results. In a spectacular performance, 19% of Year 12 students achieved a score greater than 90 (from a possible 99.95) for their Australian Tertiary Admission Ranking Score (ATAR). Over a third of our Year 12 students (35%) achieved an ATAR score above 80.

The SACE completion rate for Loxton High School was 99% which compares to the state average of 96.3%. All Aboriginal students completed their SACE in 2016. A total of 10 Merit Certificates were awarded to Loxton High students.

Our Year 12 students achieved a pass rate of 98% for subjects studied throughout the year. The grades achieved by students was fantastic with 93.4% achieving a C grade or above and 73.1% receiving a B minus or above. In our compulsory subjects, Personal Learning Plan and Research Project, 100% were successful. These results are a strong indicator of our ability to work with students to achieve success for everyone.

In Year 11 our students are performing well. In a great result, 92.8% of Year 11 students achieved a C grade or above. We outscored the state average with 64% of our Year 11 students achieving an A or B grade compared to the state average of 59%. In the compulsory subjects, Personal Learning Plan and Research Project, 100% of LHS students were successful.

The results reflect the hard work put in by students and strong support from skilled and committed teachers. We are all working towards the common goal of achieving excellence. Of course, there is always work to be done. In 2017 we again analyse why female students outperform male students. This has been a trend for some time and we will look at ways to improve this area.

Attendance

| Year level | 2014 | 2015 | 2016 |
|-----------------|-------|-------|-------|
| Year 08 | 91.3% | 91.9% | 93.3% |
| Year 09 | 90.7% | 91.5% | 89.5% |
| Year 10 | 88.8% | 90.5% | 92.4% |
| Year 11 | 90.7% | 90.9% | 91.1% |
| Year 12 | 92.2% | 92.7% | 92.9% |
| Secondary Other | 17.4% | | |
| Total | 81.6% | 91.5% | 91.8% |

Data Source: Student Data Warehouse, Semester 1 Attendance.

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

Attendance Comment

Our attendance figures are extremely encouraging and strong in comparison to many schools. The 2016 attendance rate has increased slightly to 91.8% from 91.5% in 2015. This increase is pleasing and continues the trend upwards from our 2014 attendance rate of 81.6%.

Our approach to improving student attendance is process driven with everyone at the school working together. We are now only just short of the DECD target of 93% and hope to achieve this in 2017.

Behaviour Management Comment

Students feel safe at LHS and feel comfortable sharing concerns. We have seen a decrease in behavioural issues due to our tailored learning approaches. This approach has resulted in a decrease in student anxiety. Our positive culture and high expectations are well renowned. These standards are maintained thanks to our clear, consistent communication with staff and well established processes.

We believe that The Learning Centre (TLC) has played a significant role in maintaining a calm and focused approach to learning. We believe the additional support and flexible learning options we have available, better suits the needs of some students. This has resulted in greater engagement, a sense of belonging and more success in mainstream education.

Client Opinion Summary

In 2016, 68 responses were received from our Parent Opinion Survey. We are very grateful for every response and received many valuable comments. We closely analyse the results from each question to determine what is working and what improvements can be made. Pleasingly from a possible score of 5, all questions received responses above 3.6.

Our highest scoring questions were in regard to safety, our school environment, and teachers expect my child will do their best. Questions such as 'My child is making good progress' and 'My child's needs are being met' scored 4.0 and 3.8 respectively.

Responses from the survey indicate that an area for improvement is looking at how students are treated (fairness) and how we can better hear the thoughts and opinions of our community.

Our Staff Opinion Survey correlated extremely well with the parent survey. High scores were received for expecting students to do their best (4.7), the environment (4.8) and the school looks to always improve (4.5).

Almost all of the questions from the staff survey scored above 4, the only exception was about behavior management systems which scored 3.9. This is something we will review in 2017.

Our Student Opinion Survey received 166 responses from students. One immediate stand out we noticed is that 106 girls completed the survey versus 58 boys! The highest scoring questions for students were 'My teacher expects me to do my best' (4.5) and 'My school is well maintained.' (4.3)

All questions in the student survey received a score above 3.6. Pleasingly students told us that they are provided with useful feedback about how to achieve higher marks (4.1). This is something we have been developing across the school. This response shows we have made progress.

We are very pleased to report that students believe that they are provided with interesting things to do (4.2) and that they are motivated to learn by the teachers (4.0). The students also shared some concern about behaviour management systems which we have already identified as an area to improve.

We appreciate the effort that people have gone to for us to receive this vital information. In 2017, we will look at the responses and make additions to our Site Improvement Plan as required.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 33 | 21.6% |
| Interstate/Overseas | 14 | 9.2% |
| Other | 0 | NA |
| Seeking Employment | 9 | 5.9% |
| Tertiary/TAFE/Training | 47 | 30.7% |
| Transfer to Non-Govt School | 9 | 5.9% |
| Transfer to SA Govt School | 29 | 19.0% |
| Unknown | 12 | 7.8% |
| Unknown (TG - Not Found) | 0 | NA |

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

DECD Relevant History Screening

It is our intention to always maintain a safe and secure environment. Therefore we screen all volunteers and casual staff. We comply with all regulations in this regard.

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 | 76 |
| Post Graduate Qualifications | 27 |

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 | 38.1 | 1.0 | 10.4 |
| Persons | 0 | 43 | 1 | 14 |

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

Financial Statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | 6,416,375 |
| Grants: Commonwealth | 5,144 |
| Parent Contributions | 373,838 |
| Fund Raising | 32,719 |
| Other | 135,926 |

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 |
|--|--|---|--|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | Leadership focus on attendance, wellbeing and behaviour learning. | Improved attendance; less behaviour issues |
| | Improved Outcomes for Students with an Additional Language or Dialect | | |
| | Improved Outcomes for Students with Disabilities | Employment of Classroom Support SSO staff; Employment of Learner Support Coordinator; establishment of The Learning Centre | Individualised learning programs; Improved integration |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy | Subsidised funding of camps and excursions Employment of Aboriginal Education Teacher; Tutor for SACE students Professional Development for staff; Year 7 & 8 Teacher Connect program | Access to excursions; Greater support for ATSI students; 100% SACE completion; Improvement in NAPLAN results; increased participation, reduced anxiety |
| | First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | Students taking Alternative Pathways – Case Management; vocational programs; employment of a FLO teacher Case Management; vocational programs; employment of a FLO teacher Individualised learning programs | |
| | Australian Curriculum | Professional Development for staff | |
| Program Funding for all Students | Aboriginal Languages Programs Initiatives | | |
| | Better Schools Funding | Employment of Learner Support Coordinator; establishment of The Learning Centre; computer support programs | Individualised learning programs; Reduced Anxiety amongst students |
| | Specialist School Reporting (as required) | | |
| Other Discretionary Funding | Improved Outcomes for Gifted Students | | |
| | Primary School Counsellor (if applicable) | | |