



Loxton High School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Loxton High School Number: 895

Partnership: Renmark Loxton

Name of School Principal:

MR DAVID GARRETT

Name of Governing Council Chair:

MRS MARGARET WORMALD

Date of Endorsement:

21/02/2018

School Context and Highlights

Loxton High School continued its excellent performance in 2017. Students lived by the values: respect, trust, commitment, support and optimism. They set learning goals each term and strove to continuously improve.

People at Loxton High School treat each other well. Our Term 4 Anti-bullying Survey showed 93.4% of students reporting 'Not bullied at all'. The 6 students who reported frequent bullying were all known to the Well-being team and receiving regular counseling support.

The 'One-stop-data-shop' remained a strength, with stakeholders expressing appreciation of the regular feedback about progress and with timely interventions being a feature.

The External School Review yielded no surprises and pointed to the directions of planned travel. Our 2018-2020 focuses will be on developing effectively supported and challenged independent learners; building the capacity of teachers to embed Critical and Creative Thinking into their teaching; using data that is shared and analysed to monitor and progress student achievement; consolidating ICT to support contemporary practices; and building a cohesive, collaborative leadership team to determine priorities, strategically plan and align resources, professional learning and performance development. We aim to spend less time planning and more time doing and will establish PLCs to enable us to move forward with Differentiation and Creative and Critical Thinking in 2018.

A 2017 highlight has been the ongoing development of our physical resources, with the Library extension due for completion at the commencement of the 2018 school year.

This will be followed by the establishment of the \$2.5million STEM Centre, due for end-2018 completion, and then the \$5 million Building Better Schools project which is targeting the removal of transportable buildings and asbestos.

Our performance development remains strong. Staff are united with parents, students, community and each other in striving for the best. We thank the Governing Council for being such a successful conduit between school and families/community.

Governing Council Report

If there was ever any doubt as to the importance or influence of Governing Council, then the events and decisions made in 2017 should put such doubt to rest. 2017 has been the year of "Big Decisions"; decisions that will continue to shape the school for many years.

This year Governing Council participated in planning discussions with staff, the architect and project manager for the building of the Library extension and Senior Learning Centre, due for completion in early 2018. Similarly, planning and development of the Science, Technology, Engineering and Mathematics facility (or STEM Building) continues, in a bid to ensure that the building meets the specific needs of the school community.

In August, parent representatives (Governing Council members and non-Governing Council members) met with the External Schools Review Panel. The parent input was reflected in the final report of the Review Panel, which identified many of the strengths of the school as well as suggested future directions.

Midway through 2017, Principal John Tiver received another appointment in Adelaide, as Principal of Maryatville High School.

As a result, Governing Council parents held a special meeting to reflect on the specific criteria, priorities and qualities for the future leadership of the Loxton High community. The Chairperson of Governing Council was chosen to represent the parents on the merit selection panel to choose the next principal.

We wish to thank and acknowledge the work, vision and influence that John Tiver brought to the school in his three and a half years as principal. Meanwhile, Deputy Principal, Lorraine Dambergs stepped into the role of Acting Principal, for the final 6 months of the year. Her professionalism and commitment in this role ensured a smooth transition between Principals, in what was a time of great change and development for the school.

The 2017 year of "Big Decisions" means that Loxton High is moving into exciting times and a future that promises much. We are indebted to the staff and leadership who are entrusted with and so capably see these decisions turn into actions.

Improvement Planning and Outcomes

Loxton High School remains a desirable teaching location and a school of choice in the Riverland. Our curriculum offerings are driven by literacy, numeracy and passion. We 'Loxtonise' Australian curriculum and have a focus on developing powerful learners, skilling students to take increasing control of their pathways and study habits. Students and parents are actively involved in a strong subject-selection process, with 100% of families contributing to subject choice decisions. Our next step is to continue to strengthen critical and creative thinking, moving on from the now embedded Results Plus initiative (our literacy and numeracy coaches will continue to operate) to STEM pedagogies.

At Loxton High School STEM means 'Students Thinking, Exploring and Making'. It is both interdisciplinary and contained as extension within each discipline. The Critical and Creative Thinking capability development is one direct outcome of the External School Review and action-planned in the 2018 section of the 2018-2020 Site Improvement Plan. In 2018 each subject will report on A/C capability development.

In 2017 we instigated our first Year 8 STEM Challenge with students working in teams to fight the war on waste. They problem-solved and recycled in 2 of 4 areas - paper, food, plastics and agriculture.

Students reported overuse of goal setting in 2017, finding the once per term approach too repetitive. Listening to their voices, SMART goal setting and review will occur once per semester in 2018.

Professional learning time in 2017 was spent on Australian Curriculum development in faculties and on promoting Growth Mindsets as part of a well-being focus and positive approach to education. Time was also spent on collaborative moderation of students' work. As a result moderation movement in subjects such as Research Project was minimal and the rise in A grades, as well as the 3 merits showed the benefits of this work.

Student voice initiatives continued to develop with the Director of Teaching implementing and modeling Student Focus groups to collect direct feedback on pedagogical practice. Teachers receiving the feedback are now implementing students' suggestions into their teaching and the focus groups will grow in 2018.

The student intervention programme continued its rise in 2017, with an increase in the numbers of students being supported through The Learning Centre (TLC), which operated full-time and managed some difficult situations before they intensified.

Again we ran without a Withdrawal Room and commenced reporting Buddy Class incidents to parents. Students actively sought time in the TLC, expressing appreciation for the 1:1 help provided and commenting upon the reduction of anxiety.

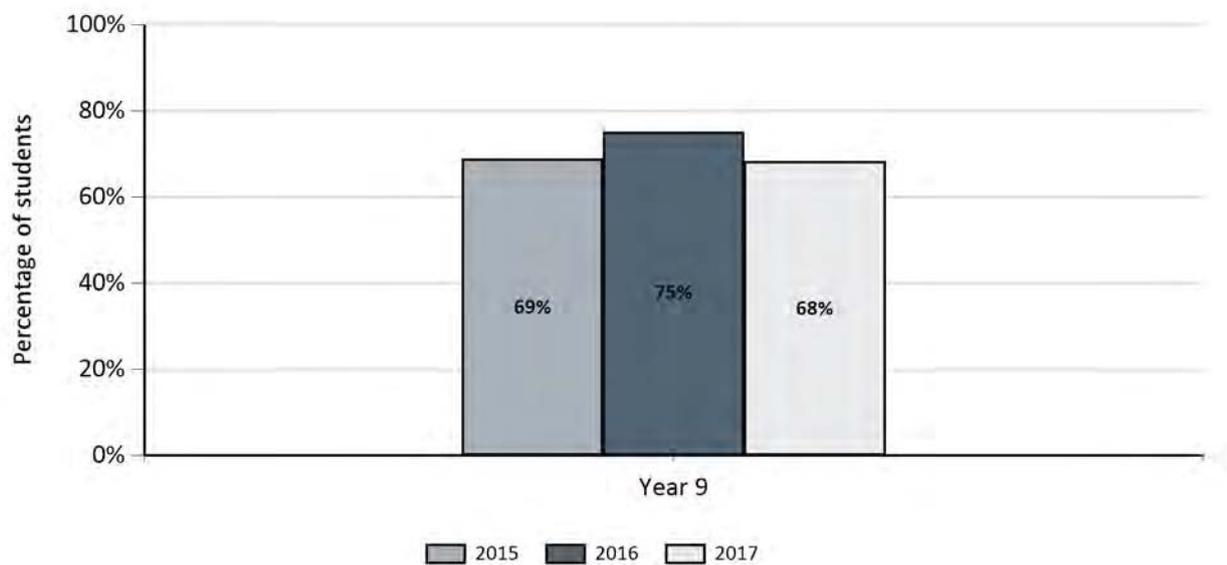
The Flexible Learning Options (FLO) programme continued to draw students back into education with an increase from a handful of students to 17-20 regulars. Students combined VET and SACE compulsory subjects. In addition a 'Young Mums' programme was well-received and the first students completed their SACE. A level of complexity was added with the addition of younger students. With the increasing development of the FLO programme we will need to look to adding SSO and ACEO support in 2018. Again Tammie Kernich (Ebert) has played a pivotal role in attracting disengaged youth to the centre and inspiring them to re-engage in their learning. She has also taught them basic skills, such as cooking healthy meals. The community connection between SAPOL, Mission Australia and the school is paying social dividends. A level of pride in students' achievements was evidenced at their Presentation Ceremony which concluded 2017.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

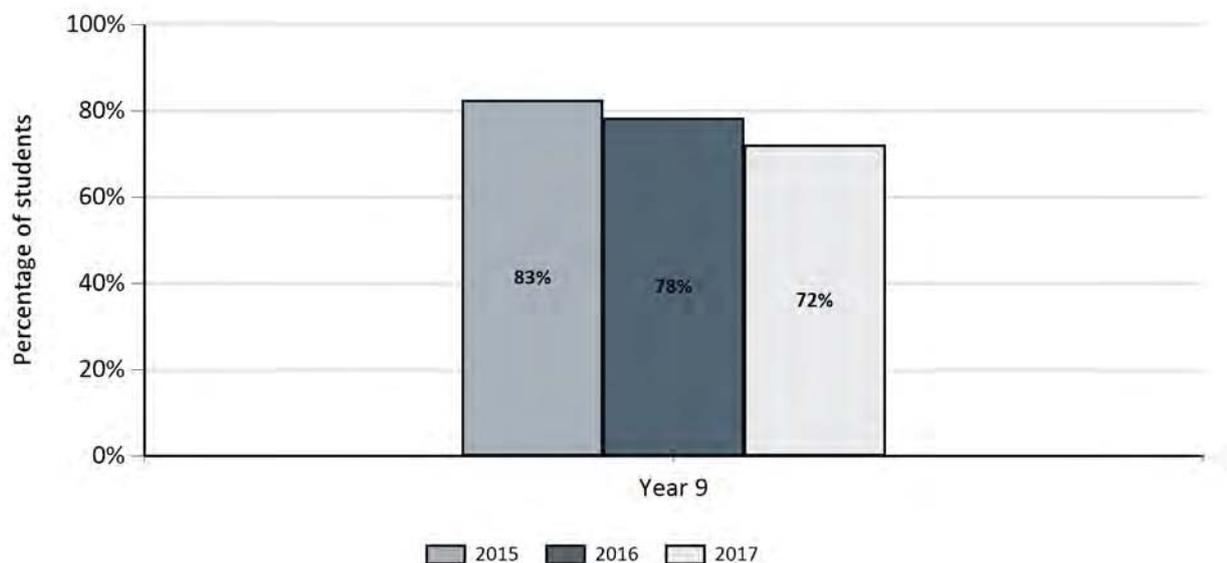
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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	30%	25%
Middle progress group	48%	50%
Lower progress group	21%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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	35%	25%
Middle progress group	53%	50%
Lower progress group	12%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	104	104	13	16	13%	15%
Year 9 2015-17 Average	110.7	110.7	16.3	18.7	15%	17%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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).

2014	2015	2016	2017
96%	98%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	2%	5%	4%	4%
A	11%	8%	7%	7%
A-	16%	16%	13%	14%
B+	15%	17%	16%	18%
B	16%	16%	18%	15%
B-	12%	12%	15%	14%
C+	10%	12%	11%	14%
C	9%	8%	9%	6%
C-	6%	3%	4%	6%
D+	1%	1%	1%	1%
D	1%	1%	1%	1%
D-	1%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	1%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
98%	97%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	51%	42%	49%	53%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	98%	99%	99%

School Performance Comment

ESR

The External School Review found the school to be compliant with all applicable DECD policies. It gave special mention of: the range of extra-curricula activities; the participation of the whole community in school events and the obvious pride of stakeholders in the school; the enduring culture; the strong VET programme and successful Work Experience programme. It confirmed the directions in which we want to head 2018-2020.

NAPLAN

Our 2017 NAPLAN results are pleasing and remain consistently higher than the state results. We are 7% higher than the state in the upper reading group and 10% higher than the state in the upper numeracy group. Our 2018 challenge is to extend our brightest students.

SACE

Loxton High School Year 12 students again produced excellent academic results. 13% of students achieved greater than 90 for their ATAR from a possible 99.95 ranking; 26% of students gained above 80 for their ATAR score. 25.4% of students gained A- or higher. This is above the state average and an improvement on our 2016 results. We continue to see an upwards movement in the grades distribution.

Of the 413 subjects studied at Stage 2 there were 405 passing grades, which equates to a pass rate of 98%. This is a strong indicator of the school's ability to work with students to achieve success for all.

The SACE completion rate was 99%, again above the state average. All Aboriginal and Torres Strait Islander students completed their SACE in 2017.

A total of 8 Merit Certificates were attained - 3 in each of Research Project B and Essential Mathematics, and one in each of English and Modern History. (Note - only 14 Essential Mathematics merits were awarded statewide, meaning 21.4% were attained by Loxton high school students)

Year 11 students perform well with 94.23% of subjects studied resulting in grades of C or better compared to the state result of 90.93%. 98.97% of students attained the literacy requirement (State = 93.42%) in Semester 1 and 91.17% in Semester 2 (8.82% pending; no failures). 90.57% of students attained the numeracy requirement in Semester 1 (State = 86.85%) and 88.89% (State = 68.69%) in Semester 2. 94.4 % of students completed the PLP (State = 90.96%)

Attendance

Year level	2014	2015	2016	2017
Year 8	91.3%	92.1%	93.3%	91.5%
Year 9	90.7%	91.7%	89.5%	91.7%
Year 10	88.8%	90.8%	92.4%	91.2%
Year 11	90.7%	90.2%	91.1%	91.2%
Year 12	92.2%	92.8%	92.9%	92.7%
Secondary Other	76.3%			100.0%
Total	90.7%	91.5%	91.7%	91.8%

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

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

Attendance Comment

Our attendance figures remain strong and are slowly trending upwards. We follow our attendance policy and continue to intervene as soon as indicators suggest the necessity to do so. We are striving to reach the 95% DECD target. Our figures are lowered by increased non-attendance of students in Week 10 of Term 2 and Week 9 of Term 4, when we offer extension activities such as the STEM Challenge. We are working to inform parents of the importance of extra-curricula activities in these weeks.

Behaviour Management Comment

We believe our positive culture and high expectations, combined with our early intervention practices and individualisation of students' programmes to alleviate anxiety have led to a continued reduction in major behavioural issues. The focus on Home Group Teachers teaching their Home Group in Middle School and knowing their students well ensures support for well-being and early alerts to issues. The Learning Centre is fully utilised and plays a significant part in students feeling safe and able to work at their ability levels. Thorough documentation of the needs of NEP and SWAN students, and staff working to differentiate appropriately, further reduces incidents of poor behaviour. We have an awareness of the need to provide behaviour training.

Client Opinion Summary

In 2017 70 responses were received to our Parent Opinion Survey. Responses are appreciated and comments valued. Results are closely analysed to determine what is working well 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 expectations, school maintenance and safety. Statements such as 'Teachers at this school expect my child to do his/her best', 'This school is well-maintained' and 'My child feels safe at this school' received scores of 4.3, 4.5 and 4.3 respectively. Identified areas for improvement were 'Teachers at this school treat students fairly' and 'This school takes parents' opinions seriously' (both 3.6). 40 staff members responded to the Staff Opinion Survey. High scores were received for 'Teachers at this school expect students to do their best' (4.8) and 'Parents at this school can talk to teachers about their concerns'(4.6). The latter contrasts with parents' opinions. Almost all of the questions from the staff survey scored above 3.5 with the exceptions being 'student behaviour is well managed at this school' (3.2) and 'Staff are well supported at this school' (3.5) These are areas for focus in 2018. The changing staff dynamic, 51% less than 10 years service suggests a need to revisit student behaviour learning and support. Our Student Opinion Survey received 232 responses from students. Surprisingly, a majority of boys responded (53%). In keeping with both the Staff and Parent Surveys the highest scoring question for students was, 'My teachers expect me to do my best' (4.5). Next highest were 'My school is well-maintained' (4.1) and 'I feel safe at my school' (4.1). In keeping with staff opinion, 'Student behaviour is well-managed at my school' (3.4) was equal lowest scoring along with 'I like being at my school' (3.4). These areas are marked for immediate action. 'My school takes students' opinions seriously' (3.5) is currently a priority through student voice initiatives. All questions in the student survey received a score above 3.4. 93% of students reported being encouraged to participate in school events. This is a feature of the school's culture. The low score on 'There are a number of different ways I can be involved in making decisions about the school' (58% agree or strongly agree) backs up the need to focus on student voice. We value the information we have been given and will ensure concerns are addressed in 2018.

Intended Destination

Leave Reason	School	
	Number	%
Employment	42	26.6%
Interstate/Overseas	11	7.0%
Other	2	1.3%
Seeking Employment	17	10.8%
Tertiary/TAFE/Training	55	34.8%
Transfer to Non-Govt School	4	2.5%
Transfer to SA Govt School	24	15.2%
Unknown	3	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Our utmost concern is given to the safety and security of our people. We are compliant with all STAR tasks. We screen all volunteers and casual staff. All required DCSIs are in place. Reporting of incidents occurs within time limits.

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	77
Post Graduate Qualifications	27

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.0	38.7	0.0	9.1
Persons	1	44	0	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$6274861.45
Grants: Commonwealth	\$5200.00
Parent Contributions	\$368057.21
Fund Raising	\$419635.95net
Other	\$116530.21

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

2017 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 2017 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	Focus on attendance, behaviour and well-being. Development of the 'Director of Well-being' role.	Improved attendance. Few behaviour issues.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD scaling and recommendations.	EALD students attained SACE.
	Improved Outcomes for Students with Disabilities	Classroom support SSO staff employed in classrooms and The Learning Centre. Learning Support Co-ordinator position continued. Learning Support Teacher employed.	Individualised programmes. Improved integration.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Camps and excursions costs subsidised. AET employed. Tuition for SACE students.	Access to excursions and camps. ATSI students supported - 100% SACE completion. Increased participation. Reduced anxiety. Re-engagement with education.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Results Plus action Plan Ongoing T&D through Literacy and Numeracy coaches. Case management as required. OCOPs completed and used by teachers and support staff. Vocational programmes. FLO programme extended. Individual goal setting. Professional Development e.g. Growth Mindsets, Autism training.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Employment of Learner Support Co-ordinator and teacher. Expansion of The Learning Centre - fully staffed.	Individualised learning plans. Reduced anxiety.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		