



Mount Barker High School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Mount Barker High School Number: 783

Partnership: Heysen

Name of School Principal:

Warren Symonds

Name of Governing Council Chair:

Kathy Isgar

Date of Endorsement:

19th March 2018

School Context and Highlights

Mount Barker High School is a comprehensive secondary school located in the Adelaide Hills. Opened in 1908 it is arguably the first Public High School in South Australia. We have a strong community orientation and a longstanding culture of caring and learning support for every student. The school is one of the leading schools in Australia for implementing Positive Education and is sought out by educators for gaining direction, support and training in the area of Positive Education.

The school offers a range of support services that promote optimum student and staff wellbeing, including the regional special education class, Disability Unit and the Adelaide Hills Vocational College (AHVC), an alternative re-engagement campus co-located at Mount Barker TAFE. The AHVC offers a SACE program for about 100 at-risk students, including young mothers, as well as brokering a range of accredited vocational courses.

Our active Governing Council ensures proactive planning and attention to the diverse student cohort. Students participate in meaningful leadership through the Student Representative Council.

Specific Populations

- Enrolment: 617
- Aboriginal Students: 26 = 4.2%
- NESB students: 13 = 2.1%
- Students with Disabilities: 74 = 11.9%
- School Card: 187 = 30.3%
- FLO Students: 22 = 3.6%

Milestones for 2017

- The school received a \$6 million dollar grant for school improvements to be implemented over the next 4 years
- \$2.5 million STEM development started in December
- Phase 1 & 2 of a 3 phase grounds development complete
- All staff continued on improving their teaching pedagogies through the use of a whole school approach to Visible Learning
- Expanding the number of International Study Tours and International Students to provide our students with opportunities to experience different cultures and raise our international understandings
- Students attended a three week World Challenge expedition to Fiji
- Improved SACE completion and achievement with one student obtaining an ATAR of 99.9 inclusive of 3 merits
- Main teaching area in Home Economics completely refurbished to embrace STEM pedagogies
- Outstanding success at the Royal Adelaide Show for our Agriculture program
- One Yr 9 student (Angus Gove) was awarded the State History Prize

It isn't possible in this Report to capture all the highlights and achievements of 2017. The school's Chronicle articles provide a wonderful snapshot of 2017 at Mount Barker High School.

Governing Council Report

Governing Council works with the Principal to guide and set the direction of the school.

We work with the school to:

- involve the local community
- develop and approve policies
- set the broad direction and vision of the site
- monitor and review the Site Improvement Plan
- approve the budget.

That is the Official explanation. We are a group of like-minded people who meet to talk, discuss, advocate, and support the Principal, staff and students.

I have been on the Governing Council since 2011 and I have watched the school change, firstly by implementing Positive Education in the school's curriculum, and by becoming a leader in this field and a role model for other schools. I have seen the students become a community that embraces and celebrates each other's talents and achievements. This year marks the beginning of physical changes to buildings under the STEM and Better Schools funding. The next 4 years or so will be a challenge while the building works continue, but the outcome will be life changing for present and future students of the school who will have up-to-date and brand new buildings to be educated in.

The school has grown in so many ways, giving the students not only academic learning, but those who have other interests and talents a place to grow and showcase them. I love going to assemblies and special nights to witness the outstanding talent the school has. Our Agricultural Students did exceptionally well this year at the Royal Adelaide show. The school caters for the talents of students and helps them to grow.

I see a school community that has taken ownership of the school. We reached out to the local community and they have embraced our journey and been a part of it. I am so proud of Mount Barker High School. To the teachers, students and parents, thank you for all that you do to make this school what it is today. 2018 will be my final year on Governing Council and I am looking forward to see what the year will bring for Mount Barker High and being a part of it.

Kathy Isgar
Chairperson

Improvement Planning and Outcomes

2017 was the first year of our three year plan and our 2017 targets and focus are:

High Quality Learners

- PAT R/M : 5% annual increase (aim to meet or exceed DECD SEA) (Achieved): There has been a significant shift in student achievement in PAT testing
- 75% of courses are designed incorporating 21st Century Learning Technologies (Underdevelopment) as a three year approach and the school has progressed well with a number of learning areas nearing our target
- All learning programs show evidence of backwards by design planning (Achieved): documented within learning areas and T&D sessions provided throughout the year
- Differentiation approaches are clearly documented on all learning plans (Underdevelopment): review of tasks to stretch student learning in the higher bands
- 100% year 8 & 9 students undertake STEM based learning (Achieved) and all Middle Years students are involved in a multi-disciplinary unit of work incorporating STEM learnings
- All staff undertake training and development in developing Professional Learning Communities/Teams (Underdevelopment) All staff attended over 85 additional training hours though working within collaborative teams/learning areas throughout 2017
- SACE Literacy: 100% of students successfully complete their literacy requirement by end of Year 11 (Not-met) 96.7% students met this target. Greater focus in 2018 on using the Essential English course for improved achievement
- SACE Numeracy: 100% of students successfully complete their Numeracy requirement by end of Year 11 (Not-met) 88.6% of students met this target
- SACE Completion: to meet or exceed state completion rate of previous year (Achieved)

Embedding Positive Education

- 100% Positive Education lessons written in accordance with PERMA plus (Achieved) Throughout 2018 these courses will be reviewed
- 100% of all staff undertaken Positive Education Training (Underdevelopment) In 2018 there will be a greater emphasis placed on training for support staff and a 1-2 day training program will be developed
- Annual review of school policies using a Pos Ed perspective (Achieved) Students have been involved in the review process
- 100% of staff use PB4L procedures in all school activities/classes (Under-development) Greater focus will be place on staff developing their skills in PB4L in 2018, linking to results from the school's Opinion Surveys
- 100% of staff use Educator Impact to access student feedback on practice (Achieved) Students complete biannual EI feedback to support teachers in their improvement journey

Community Connections

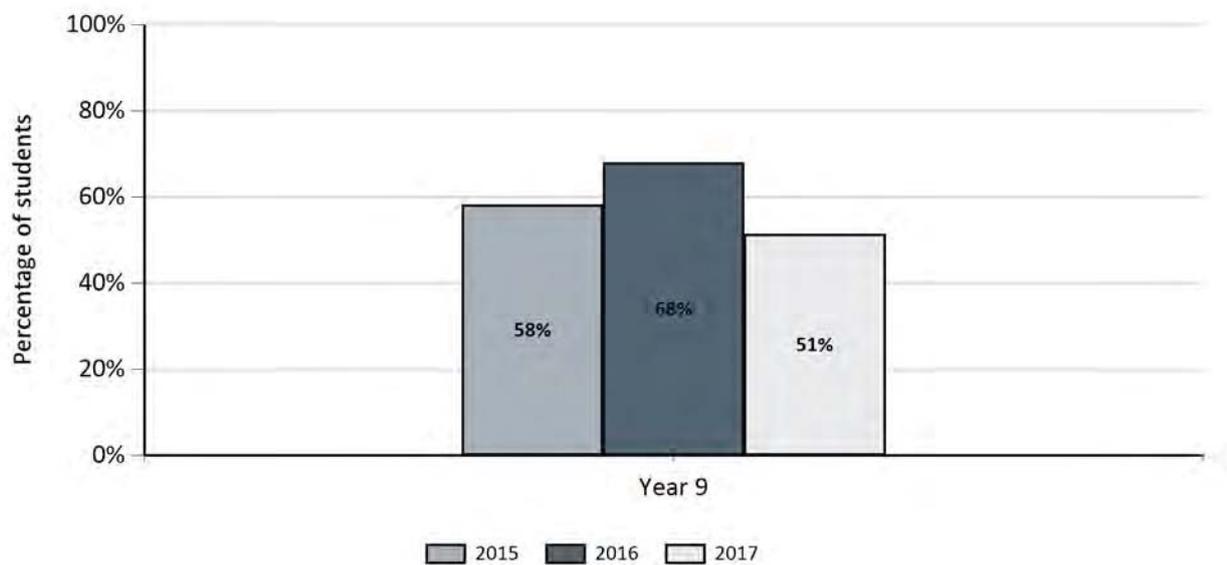
- Indigenous family network developed (Underdevelopment) ATSI team has strengthened its community network and implementation in 2018
- 50% increase in the number of short term homestay families (Under-development) There was an increase in the number of families and the school is promoting the possibilities amongst the community
- 100% increase in International Study Tours (Achieved) Through negotiation with IES, the school has doubled the number of tours in 2017 and have negotiated 3 additional study tours for 2018
- Increased student voice, leadership and participation (Under-development) Students are involved in school reviews, feedback to teaching staff, assemblies, Governing Council and Student Leadership. In 2018 more opportunities will be investigated and provided for improved student agency
- 20% Increase number of clubs and student activities throughout the school day (Under-development) 2 new clubs were formed
- 20% of all curriculum links to community activities (Under-development) All staff participated in a full day of training about how to implement the community into their teaching and learning programs

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.

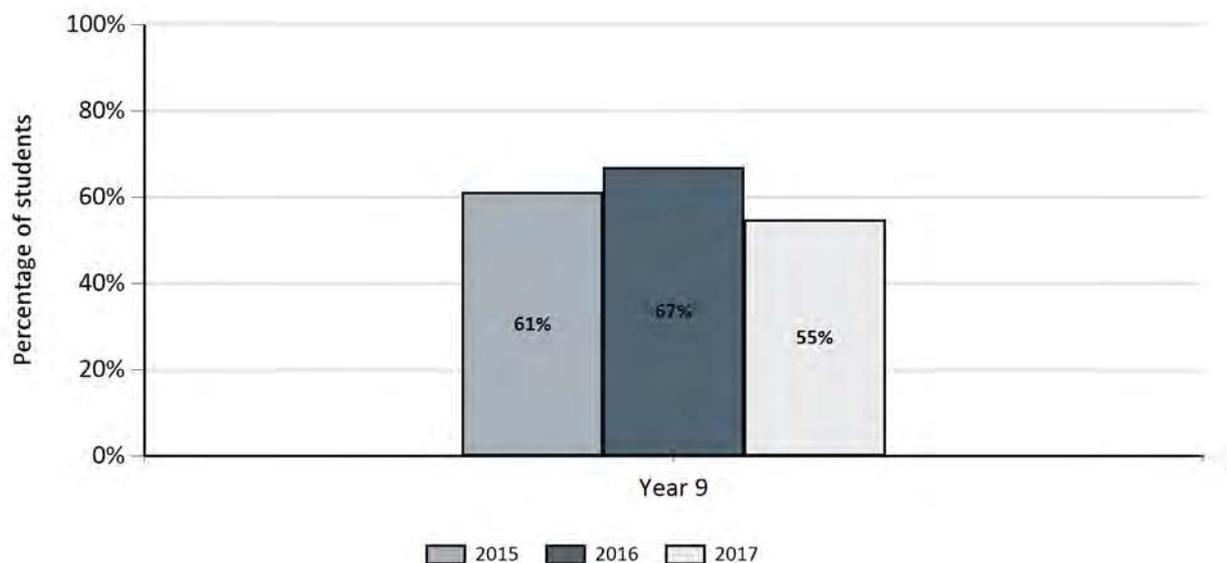
Reading



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	23%	25%
Middle progress group	40%	50%
Lower progress group	37%	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	16%	25%
Middle progress group	48%	50%
Lower progress group	36%	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	113	113	8	5	7%	4%
Year 9 2015-17 Average	104.7	104.7	10.0	7.0	10%	7%

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
87%	92%	90%	97%

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+	0%	0%	0%	2%
A	2%	4%	1%	4%
A-	9%	5%	7%	7%
B+	12%	15%	7%	8%
B	10%	12%	17%	17%
B-	14%	14%	17%	16%
C+	15%	14%	16%	14%
C	15%	18%	15%	16%
C-	10%	8%	8%	13%
D+	5%	4%	4%	3%
D	6%	3%	4%	1%
D-	2%	1%	1%	1%
E+	0%	0%	0%	1%
E	0%	0%	0%	0%
E-	0%	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
89%	91%	88%	97%

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	14.83	10.15	7.85	1.13
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	54.76	66.67	61.22	54.84

School Performance Comment

NAPLAN 2017: In 2017, the average scores plateaued with a 1% to 2.8 % change in all components, as compared to previous years, as seen in the data below. The results, however, are still above the historic mean.

Component	2016	2017	Percentage change
Reading	567.3	551.7	2.8% decrease
Writing	533.3	533.1	no change
Spelling	562.8	566.6	1% increase
Grammar	559	546.2	2.5% decrease
Numeracy	562.5	558.4	1% decrease

The school also had less students achieving at the DECD SEA in comparison with the two previous years. However, the school had significant improvement in the percentage of students achieving the National Minimum Benchmark score from 2016. This is the result of the introduction of Connect Maths and English classes in 2016, which have been designed to support students who were achieving up to three chronological years below their cohort. The success of these classes can also be measured by the number of students who have grown two or more chronological years in one and have been able to transition to mainstream classes. Percentage of students above National Minimum Benchmark

Component	2016	2017
Reading	81%	88%
Writing	72%	74%
Spelling	75%	93%
Grammar	73%	85%
Numeracy	85%	97%

In order to increase the number of students achieving in the higher bands in 2018, the school has established extension classes in year 9 Maths and English. These classes will have qualitatively different programs, which are more rigorous and will move more quickly through concepts. Students will be selected using a range of indicators, such as PATRM results, term grade data, results in competitions, teacher recommendations and student self identification.

SACE: The number of students achieving SACE completion was 96.9 %, almost identical to the State completion rate of 97.3%. There has been an improvement in Grade Distribution with an increase in percentage of A grades and a dramatic drop in the percentage of D/E grades. The table below shows the growth over the last 6 years:

Year	SACE Completion%	A Grades %	D/E grades %
2012	75.0	4.9	24.5
2013	82.5	2.7	20.8
2014	89.3	10.7	12.9
2015	91.0	10.2	8.4
2016	89.2	8.2	9.5
2017	96.9	12.6	4.6

The school is particularly proud of these results which can be attributed to many SACE improvement strategies implemented over the past four years. The target for 2018 will be to increase the number of students achieving in the B bands. This will result in an increase in the median ATAR and a lift in the median grade band to B.

Attendance

Year level	2014	2015	2016	2017
Year 8	91.3%	89.1%	90.5%	89.4%
Year 9	85.4%	87.7%	85.2%	84.7%
Year 10	84.2%	82.4%	88.6%	87.4%
Year 11	87.4%	84.5%	86.7%	88.4%
Year 12	90.9%	84.9%	89.8%	91.1%
Secondary Other	86.5%	91.0%	85.6%	87.4%
Total	88.2%	86.1%	88.0%	88.1%

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

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

Attendance Comment

To improve the attendance of students in 2017, the school reviewed all attendance procedures and policies. Through this review, a range of intervention strategies were trialled.

The strategies implemented were:

- Individual case management of students
- Increase in use of the DECD Student Review Team
- Text messages sent to families for all unexplained absences or lateness
- Letters, phone calls and parent meetings are used to follow-up non-attendance
- DayMap is used to closely monitor students' attendance, not only on a daily basis, but on a lesson by lesson basis

Behaviour Management Comment

Our students are actively engaged in their learning and are supported by our well established Student Wellbeing Team that includes a range of growth coaching approaches. The school has clear policies in relation to our Positive Behaviour for Learning (PB4L) approach, and this is supported by our whole school community. Our bullying and harassment data is below the state average and is supported by our Anti Bullying approaches, including our involvement in the Safe Schools Coalition. The school's SBM data indicates that our students accept responsibility for their behaviour and inappropriate behaviour is promptly addressed using a case management approach, which is targeted to support improvement.

Client Opinion Summary

Parent Opinion Survey

In 2017, 14 parents completed the opinion survey, compared to 42 in 2016, however, the survey results are very similar to 2016 with very little movement, although there were increases in the following areas:

- The school is well maintained
- I can talk to my child's teachers about my concerns
- The school looks for ways to improve
- My child is making good progress

There was a slight increase in the area of 'student behaviour is well managed'. There still is room to improve in this area and this will be a major focus in 2018.

Student Opinion Survey

Due to the small sample size of the student survey in 2016, we are unable to do a comparison. In 2017, 234 students completed the survey and highlighted the following areas of strength:

- My Teachers expect me to do my best
- My school looks for ways to improve
- My teachers provide me with useful feedback
- My school gives me opportunities to do things
- My Teachers motivate me to learn

Area for focus in 2018 is 'student behaviour is well managed'. The Student feedback, indicates that the school needs to improve its focus in this area and there is room to grow.

Staff Opinion Survey

In 2017, 67 staff members completed the opinion survey compared to 18 in 2016. The survey results have indicated a growth in all areas, with the exception of:

- Student behaviour is well managed
- Students like being at this school

Although our SBM data is showing results a similar comparison to 2016 behaviour referrals can be made. A major focus for improvement in 2018 will be to review and implement a whole school approach to the schools use of PB4L strategies. This will be incorporated into the Wednesday afternoon staff T & D.

Intended Destination

Leave Reason	School	
	Number	%
Employment	28	15.5%
Interstate/Overseas	16	8.8%
Other	4	2.2%
Seeking Employment	23	12.7%
Tertiary/TAFE/Training	8	4.4%
Transfer to Non-Govt School	5	2.8%
Transfer to SA Govt School	32	17.7%
Unknown	65	35.9%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Prior to commencing employment, teachers and ancillary/support staff seeking employment with DECD are required to have a Relevant History Screening Clearance from the Department of Communities and Social Inclusion. These clearances are valid for a period of 3 years. The school Business Manager updates the records regularly on EDSAS and maintains a paper copy of the approval. Relevant History Clearances are also required for Governing Council members, volunteers and maintenance contractors. The cost of the screening incurred by volunteers is covered by the school.

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	72
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	0.0	47.4	0.5	16.9
Persons	0	50	1	23

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

Financial Statement

Funding Source	Amount
Grants: State	\$8,081,152.48
Grants: Commonwealth	\$20,700.00
Parent Contributions	\$427,247.82
Fund Raising	\$12,891.58
Other	\$83,525.29

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	Funding was used for additional SSO support and a Youth Worker to provide individual learning and counseling support	Improve case management and engagement of students
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	
	Improved Outcomes for Students with Disabilities	Increased staffing to focus on a range of programs, individual support and the development of target learning plans with a greater focus on individual support for identified students	Improved achievement through increased engagement and support provided
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	An Aboriginal Education Teacher and an Aboriginal Community Education Officer were employed part-time to support students and their families in school engagement, attendance and tutoring as required. Flexible Learning Funding supported 22 students to access a Case Manager and to work in tailored programs to support engagement, attendance and achievement	ATSI students completed compulsories in SACE and successfully completing SACE FLO Students undertook VET and SACE combinations with additional support
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not Applicable	
	Better Schools Funding	Funding was used to employ 1.6 teachers and SSOs (30Hrs) with skills to develop/deliver a range of intervention approaches for improved Literacy/Numeracy in Years 8 to10	Overall improvement in students' Literacy/Numeracy results
	Specialist School Reporting (as required)	Teacher release to deliver a four day training package each term to develop the skills of teachers in Positive Education	Over 120 teachers training in Pos Ed throughout SA in 2017
	Improved Outcomes for Gifted Students	Not Applicable	
	Primary School Counsellor (if applicable)	Not Applicable	