

Mount Barker High School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

Mount Barker High School Number: 783

Partnership: Heysen

Name of school principal:

Warren Symonds

Name of governing council chair:

Kathy Isgar

Date of endorsement:

18th March 2019

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

Enrollment: 611

Aboriginal Students: 24 = 3.9%

NESB students: 15 = 2.5%

Students with Disabilities: 63 = 10.3%

School Card: 196 = 32%

FLO Students: 12 = 2%

Milestones for 2018

The \$2.5 million-dollar STEM development was finished and unofficially opened during Term 4

Grounds improvements included: New grounds lighting installed, heating installed in the Canteen Courtyard and outdoor fitness equipment installed

External School Review was completed

Senior Pedal Prix Team (Barking Mad) won the Australian Pedal Prix Championships

Biannually 360-degree feedback provided to teaching staff to support their pedagogical improvement

All staff continued improving their teaching pedagogies using a whole school approach to Visible Learning

Adelaide Hills /Fleurieu SAATA Academy established in 2018 at Mount Barker High School – partnership developed with Victor Harbor High School – 23 students from Oakbank, Mount Barker, EFS, Victor, Yankalilla and Urrbrae. Eleven students successfully completed Cert 3 Sport & Recreation, 2 using it to complete their SACE

Review of the schools Assessment and Reporting processes completed, and the new process will be implemented in 2019.

In collaboration with the four public high schools all school participated in a collaborative moderation and developed a common assessment task to be used across the schools in 2018.

Governing council report

As I type my final report for the School's Annual report, I am reminded of the journey the school has taken since 2012. There have been many changes, Positive Education has been embedded in the curriculum and the school's culture, the community has embraced our journey and students. The student's voice is loud within the school and listened too. The students, teachers, school leaders and parents have taken ownership of the school. The teachers and school leaders have a passion for student's learning.

The new STEM building was officially opened in February 2019 and what a wonderful sight to see students and teachers taking full advantage of all the spaces within the building to enhance their learning.

I have been on Governing Council since 2011, I have a strong passion about parent participation and Governing Council is a great way to do it, it doesn't take much time, 3-4 hours a term, you benefit and so does the school and your son or daughter benefits well. Over the years we had a goal to make Mt Barker High School the number one choice for year 7 students, and each year our numbers have grown, they are choosing our school as their number 1.

I have attended many assemblies, and I am always in awe of the talent with have in our school. It has been a privilege to be a part of the school's journey, I will be watching with eagerness as more physical changes happen to the school and celebrating the achievements of students and teachers.

Thank you to the teachers, SSO's and School leaders who have played a part in my daughters' secondary education. I always knew from the start that Mt Barker High was the right school for their learning journey.

Kathy Isgar

Chairperson

Mount Barker High School

Improvement planning and outcomes

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 (partial development) the school has progressed well with several learning areas reaching our target
- All learning programs show evidence of backwards by design planning (Achieved): this has been further enhanced by the schools Visible Learning approach and the target T&D sessions provided throughout the year
- Differentiation approaches are clearly documented on all learning plans (partial development): review of tasks to stretch student learning in the higher bands
- 100% of our year 8 & 9 students undertake STEM based learning (Achieved) and all Middle Years students are involved several multi-disciplinary units of work incorporating STEM
- All staff undertake training and development in developing Professional Learning Communities/Teams (partial development) All staff have attended over 85 additional training hours though working within collaborative teams/learning areas
- SACE Literacy: 100% of students successfully complete their literacy requirement by end of Year 11 (Achieved)
- SACE Numeracy: 100% of students successfully complete their Numeracy requirement by end of Year 11 (Achieved) this was supported through the successful introduction of the Essential Mathematics
- 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 were reviewed
- Ongoing training & development in Positive Education to ensure we maintained 100% of all staff having undertaken Positive Education Training. To support the training of support staff: 1 and 2 day training programs were developed
- Annual review of school policies using a Pos Ed perspective (Achieved), students were actively involved in this review
- 100% of staff use PB4L procedures in all school activities/classes, emphasis placed on staff developing their skills behind PB4L through training & development and linking priorities to results from the school's opinion surveys
- 100% of staff use Educator Impact to access student feedback on practice (Achieved), student complete biannual EI feedback to support teachers in their improvement journey

Community Connections

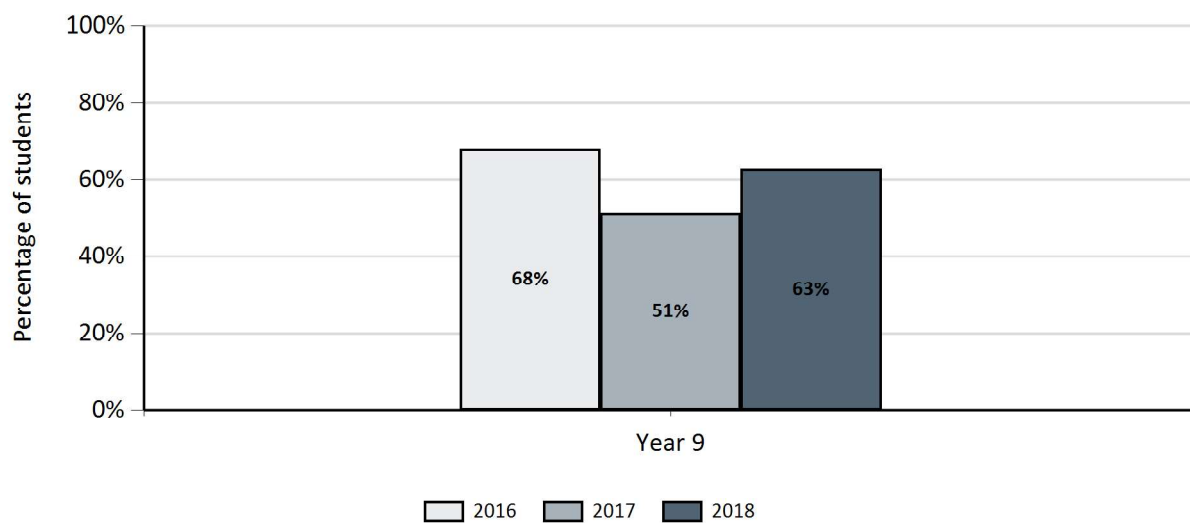
- Indigenous family network developed (Partial development) ATSI team has strengthened its community network and engaged several families for implementation in 2019
- 50% increase in the number of short term homestay families (Achieved) There was an increase in the number of families and the school is promoting the possibilities amongst the community resulting in an increase in the number of study tours
- 100% increase in International Study Tours (Achieved) Through negotiation with IES, the school has doubled the number of tours in 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 2019 more opportunities will be investigated and provided for improved student agency
- 20% Increase number of clubs and student activities throughout the school day (Partial-development) 4 new clubs were formed
- AHVC Community connections include: Hills District Councils, Reclink, Cattleyard Productions, Counterpunch, Headspace, Baptist Care, SAMHRI, Bunnings, Employment Options and Volunteering – various events and establishments
- AHVC – 85% of all subjects include aspects of community in the teaching and learning program

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

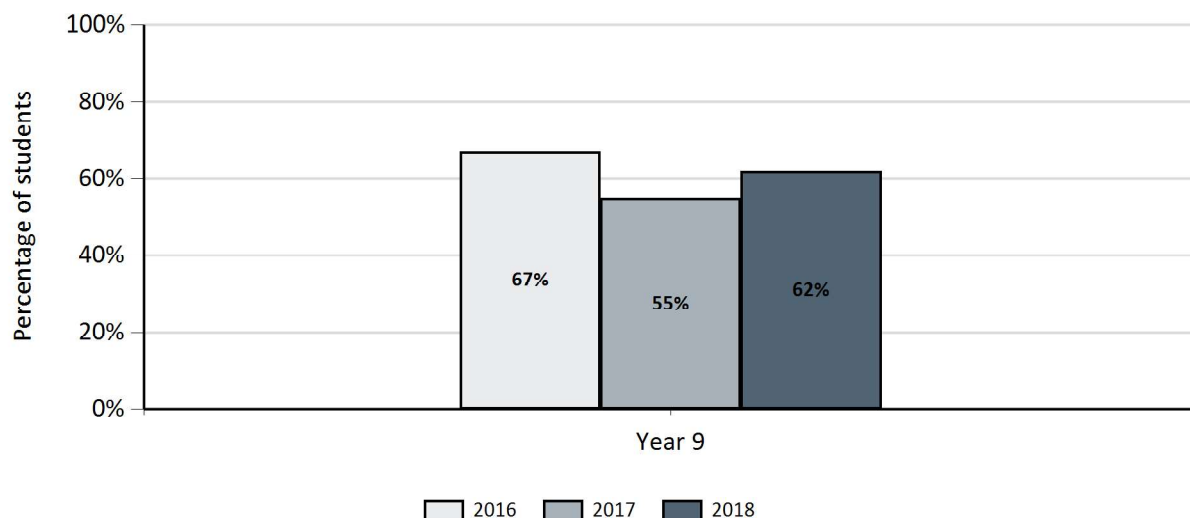
Reading



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	18%	25%
Middle progress group	64%	50%
Lower progress group	19%	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	24%	25%
Middle progress group	44%	50%
Lower progress group	32%	25%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		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 2018	105	105	11	9	10%	9%
Year 9 2016-18 average	107.0	107.0	10.7	7.0	10%	7%

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

[^]Includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2015	2016	2017	2018
92%	90%	95%	97%

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

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	2%	2%
A	4%	1%	4%	5%
A-	5%	7%	7%	8%
B+	15%	7%	8%	16%
B	12%	17%	17%	16%
B-	14%	17%	16%	12%
C+	14%	16%	14%	12%
C	18%	15%	16%	17%
C-	8%	8%	13%	8%
D+	4%	4%	3%	1%
D	3%	4%	1%	1%
D-	1%	1%	1%	1%
E+	0%	0%	1%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2015	2016	2017	2018
91%	88%	95%	96%

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

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	10.15%	7.85%	1.39%	0.29%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	54.76%	61.22%	55.56%	53.52%

School performance comment

2018 SACE/NAPLAN report info

NAPLAN 2018: In 2018, the average scores for Numeracy and Grammar were the highest results for the past 5 years. Our Writing results and Spelling results decreased from 2017 reflecting national trends.

Component 2017 2018 Percentage Point change

Reading 551.7 564.4 12.7 increase

Writing 533.1 503.3 29.8 decrease

Spelling 566.6 559.3 7.3 decrease

Grammar 545.2 562.8 17.6 increase

Numeracy 558.4 563 4.7 increase

Although the school had a minor decrease in students achieving at the DECD SEA, the results are significantly improved on historical averages. This result is supported by the highly effective Connect Maths and English classes introduced 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 2017 2018

Reading 88% 87%

Writing 74% 66%

Spelling 93% 89%

Grammar 85% 91%

Numeracy 97% 92%

In order to increase the number of students achieving in the higher bands in 2018, the school has established extension classes in year 8, 9 and 10 Maths and English. These classes have qualitatively different programs, which are more rigorous and move more quickly through concepts. Students are 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%, almost matching the State completion rate of 97.4%.

There has been an improvement in Grade Distribution with shift left between C and A Grades resulting in greater than 59% of results being in A or B bands. The table below shows the growth over the last 6 years:

Year SACE Completion % A Grades % D/E grades %

2013 82.5 2.7 20.8

2014 89.3 10.7 12.9

2015 91.0 10.2 8.4

Attendance

Year level	2015	2016	2017	2018
Year 8	89.1%	89.4%	88.7%	89.8%
Year 9	87.0%	84.5%	85.1%	87.4%
Year 10	83.4%	87.9%	86.0%	83.7%
Year 11	84.7%	87.6%	88.2%	80.9%
Year 12	85.4%	90.2%	91.4%	83.5%
Secondary other	88.7%	86.0%	87.2%	78.9%
Total	86.1%	87.8%	87.8%	84.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

The school continued to use strategies trialled in 2017. The strategies were:

- Individual case management of students
 - Increase use of the DECD Student review team through regular meetings
 - Text messages are 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
- The school will investigate a range of alternative strategies for 2019 due to the limited effect our trial approaches

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. 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 2018, 27 parents completed the opinion survey, compared to 14 in 2017, however, the survey results are very similar to past 3 years 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 decrease in the area of 'student behaviour is well managed'. The school has implemented a changes to our PB4L approaches in 2019.

Student Opinion Survey

The student survey highlighted the following areas of strength:

- My Teachers expect me to do my best
- I feel safe at my school
- My school looks for ways to improve
- My teachers provide me with useful feedback
- My school gives me opportunities to do interesting things
- My Teachers motivate me to learn
- My Teachers provide me with useful feedback about my learning
- Teachers at my school treat students fairly

An area for improvement in 2019 is 'student behaviour is well managed'. This has area was identified by students as an area that the school could place a greater focus on. The school will be piloting a new leadership structure to support the improvement in this area.

Staff Opinion Survey

In 2018, there were similar numbers of staff who responded to the staff survey. The survey results have indicated a slight growth in all areas, with the exception of:

- Student behaviour is well managed

Although our SBM data is showing results a similar comparison to 2017. A major focus for improvement in 2019 will be to implement a new leadership structure with a great focus on student support. There will also be a greater whole school focus on the use of PB4L strategies.

Intended destination

Leave Reason	School	
	Number	%
Employment	42	20.8%
Interstate/Overseas	20	9.9%
Other	4	2.0%
Seeking Employment	26	12.9%
Tertiary/TAFE/Training	13	6.4%
Transfer to Non-Govt School	9	4.5%
Transfer to SA Govt School	33	16.3%
Unknown	55	27.2%
Unknown (TG - Not Found)	0	NA

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

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	74
Post Graduate Qualifications	28

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	47.2	0.6	18.2
Persons	0	48	1	25

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

Financial statement

Funding Source	Amount
Grants: State	\$8,188,068.00
Grants: Commonwealth	\$21,660.00
Parent Contributions	\$364,434.00
Fund Raising	\$13,235.00
Other	\$194,460.00

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

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	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 <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support	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.	ATSI students completed compulsory in SACE and successfully completing SACE
	First language maintenance and development	Flexible Learning Funding supported 14 students to access a Case Manager and to work in tailored programs to support engagement, attendance and achievement	FLO Students undertook VET and SACE combinations with additional support
	Students taking alternative pathways		
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 110 teachers training in Pos Ed throughout SA in 2018
	Improved outcomes for gifted students	Not Applicable	
	Primary school counsellor (if applicable)	Not Applicable	