



Murray Bridge High School

2020 annual report to the community

Murray Bridge High School Number: 785

Partnership: Murraylands

Signature

School principal:

Ms Ruth Mussger

Governing council chair:

Cathy Smith

Date of endorsement:

19 February 2021



Government
of South Australia

Department for Education

Context and highlights

Many events were cancelled or modified because of Covid-19 but we were able to:

Rollout Chromebooks to all students

Successful transition to on-line learning environments

Presentation Night and Success Assemblies live streaming to families

Entrepreneurial SFD Professional Learning day for all staff at Lot 14

Year 12 Ilaria Tarasenko participated in National Youth Science Forum in Brisbane

Commencement of the major redevelopment of MBHS, with State of the Art Tech Studies workshops completed

Year 11 Megan von Rochow and Kiara McKellif win a Youth Opportunities scholarship

SAASTA Aboriginal Power Cup workshop, with MBHS winning the Guernsey Design Award

Drama and Music performances

Tech Studies trials new Emblazer 2 laser engraver/cutter purchased through an innovation grant

Music classes produced a MBHS Covid-19 Album

Students worked with artist Christine Cholewa, Rural City of MB and Regional Art Gallery to develop a Public Artwork for the Jubilee Park Community Project

One student placed 2nd for his eRacing business and 4 students placed 3rd for their 'Betta Livin' project in the state finals of Shark Tank

Teacher Luke Starczak gained a place in the highly sought after and very prestigious Google for Education Certified Innovator Program

Commencement of new MBHS rebrand project ready for Year 7 intake in 2022

Entrepreneurial visitors speak with and support the entrepreneurial initiatives of students

Year 10 Sakinah Karras awarded the 2020 Premier's Anzac Spirit School Prize

MBHS Aboriginal students involved with the Adelaide Football Club filming to produce videos in traditional language specifically for the NT area

Agriculture staff and students held their own 'Show Day' at Roper Road

Music at Work program connects students to industry opportunities

Doorways 2 Construction hands-on Farm projects at Roper Road Farm

SFD PD focusing on Aboriginal Learner achievement

Year 10 Coen Martin's artwork shortlisted in the Top 100 for the Adelaide Fringe Schools Poster Competition

Jazmin Catanzariti presented her winning entry for the whole school writing competition as part of the "You are Not Alone" DVD launch

2 young entrepreneurs kick start their new businesses with funding grants and mentoring through the 'Impact Youth Kickstart Loans' program

Teacher Tiahne Rowe, accepted into the Governor's Leadership Foundation Program

Staff and students participated in the traditional Bridge Walk as part of Naidoc Week

Year 12 Sienna Montgomery-Pittaway overall winner of the 2020 Rotary Youth Art Prize

Year 8 Jazmin Carr wins the 2020 Rotary Art prize People's Choice Awards

Murray Bridge Bunyips competed in the FTC National Robotics Championship

Governing council report

This year has certainly thrown some challenges at us. We have lost friends to soon, we have all been hit with COVID 19 challenges - home learning, restrictions, new terms like COVID safe and elbow bumps – but through all this I have seen students build resilience, be entrepreneurial and been forced to think outside the box during their learning journey. Yes our mental health has been challenged and we may have struggled with this, but we have a light at the end of the tunnel and 2021 is a brand new year.

To the teachers and support staff – thank you for keeping a strong connection with students during COVID and continuing to support their learning both online and in the classroom when everyone else was told to work from home – you are an exceptional team and I am truly grateful for all that you do. Thank you.

To the parents/care givers – thank you for supporting your child's learning – it certainly hasn't been easy but please let us continue to raise educated and strong young adults. Thank you for your patience with the changes that we, the school, has had to endure this year.

This year is the last year that I will have students at the school. My twin boys have completed Year 12 and I couldn't be prouder although have mixed emotions - a little sad but very excited about them entering the adult world and the opportunities that are open to them.

Sending my children to Murray Bridge High School was the best decision my husband and I have made – it has not always been smooth sailing, with a few bumps along the way however as young adults they have integrity, resilience, independence and empathy. Skills that I could not be prouder of, as they move into the adult world.

Even though we have had so much upheaval and disruption to the learning year – Murray Bridge High School's landscape has changed significantly. The building for the welcoming of the Year7's is coming along beautifully and on track, the new Tech Studies building looks magnificent and proudly placed next to the Trade Training Centre. Our Stadium has a new roof and looking great and ready to be used again in the new year.

We have a new branding concept for our student's uniform which has been submitted to the Education Department and hopefully introduced and embraced with excitement in 2021.

This year I have learnt that change can be challenging but as a strong community we can learn from it, build upon it and be stronger for it.

Cathy Smith
Murray Bridge Governing Council Chairperson

Quality improvement planning

2020 was the second year of our School Improvement Plan (SIP) with a continued focus on improvement in student Reading, Writing and Mathematics. Our whole school pedagogy focus has been on embedding the frequent use of formative check and act strategies, and designing learning and assessment with greater flexibility and breadth, is contributing to growth in student achievement across our SIP focus areas.

Goal 1: Increase student achievement in Reading: Explicit teaching of vocabulary for learning was our key strategy to improve reading, conceptual understanding and skills growth. Instruction focused pre and post testing of vocabulary for learning, in each subject, demonstrated significant improvement in all classes, with over 92% of students achieving at least 3 (of 10) points growth. The whole school intensive focus on this as a foundational check and act strategy for learning has also contributed to the improvement in A-E grades data and GPA tracking, where higher bands and lower bands growth is most significant. Improvement in reading was aligned to teacher performance and development, identified as the first goal for all teachers in their Performance Development Plans (PDPs). Given the success of this strategy in achieving SIP and wider student growth outcomes, this whole school focus will continue in 2021.

On the SIP reading target specifically, the PAT-R Year 9 reading target was not met - seeking 50% of students below the SEA in 2018, to be above the SEA in 2020 - 30% of this target cohort were above the SEA in PAT-R2020. However, although this target was not met, growth for students who were well below the SEA in previous years was still strong, on average, twice the growth.

Leveled Literacy Intervention (LLI) continues to be used as our key reading intervention strategy, with all students involved improving, with average individual growth of 3 levels across a semester program - we will continue using this program, as it works particularly well for Aboriginal students.

Goal 2: Increase student achievement in Writing: The SIP writing target for 2020 was set to be measured against NAPLAN writing achievement - as NAPLAN did not occur in 2020 due to COVID-19 disruption, progress against this target was not measured explicitly. However, a range of actions to support writing across the school, aligned to the SIP were enacted. A shared agreement was developed around the explicit teaching of key command terms using co-constructed response builders to assist students to improve the quality and sophistication of their responses in key writing genres that are used across learning areas.

In English specifically, there was a significant increase in achievement in AC grades from 2019 to 2020, moving from 86% to 92% C-grade or better in year 9, as an example. Core skills for writing were mapped and sequenced, and skills-centred unit plans developed, refined and rolled out for all 8-10 classes. A group of expert literacy teachers developed a targeted core skills writing rubric for consistent evaluation of student writing strengths and gaps that will be used with SIP target groups in 2021 to inform individuals' writing improvement plans for these students.

Goal 3: Increase student achievement in Lower Secondary Mathematics: On the SIP mathematics target, the PAT-M Year 9 Maths target was not met - seeking 50% of students below the SEA in 2018, to be above the SEA in 2020 - 39% of this target cohort were above the SEA in PAT-M2020. Although this target was not met, growth for students who were well below the SEA in previous years was still strong, on average twice the growth of higher achievers - at year 8, average growth for the below SEA cohort was four year levels. In AC Mathematics, there was a significant improvement in AC grades from 2019 to 2020, moving from 79% to 90% C-grade or better at year 9, and 83% to 90% for year 8 to 9 cohort progress.

A core skills check and act focus continued to be used across all AC maths classes.

Improvement: Aboriginal learners

In 2020 the Aboriginal Learner Education Review Team (ALERT) was actioned as part of the Aboriginal Strategy (DfE initiative). The ALERT team met weekly to set up student profiles and to systematically analyse and respond to individual data. The ALERT meeting sets target students, reviews their profiles and meets with each target student for a learning conference, with all conference notes recorded directly into the learning profile.

It was a high priority to put in place Numeracy and Literacy Intervention in order to fulfil the goals in the School Improvement Plan. Strategies were developed by the 2 AET's in these areas and to work with staff in order to support Aboriginal Learners. Some slight improvement was made in Numeracy (Year 9), however, no significant improvement was made in Literacy in 2020 (Year 9). All teachers identified appropriate, informed adjustments for each Aboriginal student growth in their Learning and Assessment. All One Plans for Aboriginal Learners were published (120) in 2020 and adjustments were recorded and reviewed.

Transition meetings held in term 4 were highly successful. AET's and ASETO's met with families and with students and had in depth discussions about individual student learning in preparation for the transition into High School.

The ALERT team presented "Ngarrindjeri Perspectives in the Curriculum" Student Free Day in term 3. The team was supported by the "Aboriginal Contexts in Science Project" personnel. Staff were assisted in producing units of work with the focus of Aboriginal and Torres Strait Islander histories and perspectives. (Australian Curriculum)

At MBHS all staff put Aboriginal Learners in the forefront of their thinking when planning programs of work and differentiating learning for students interests and needs: To consult with Aboriginal Leaders within the school regarding Aboriginal Students, to be inclusive of all learners and to build positive relationships with students.

2020 was a challenging year due to Covid-19, however, we congratulate our 12 Aboriginal SACE Completers. This was an outstanding effort.

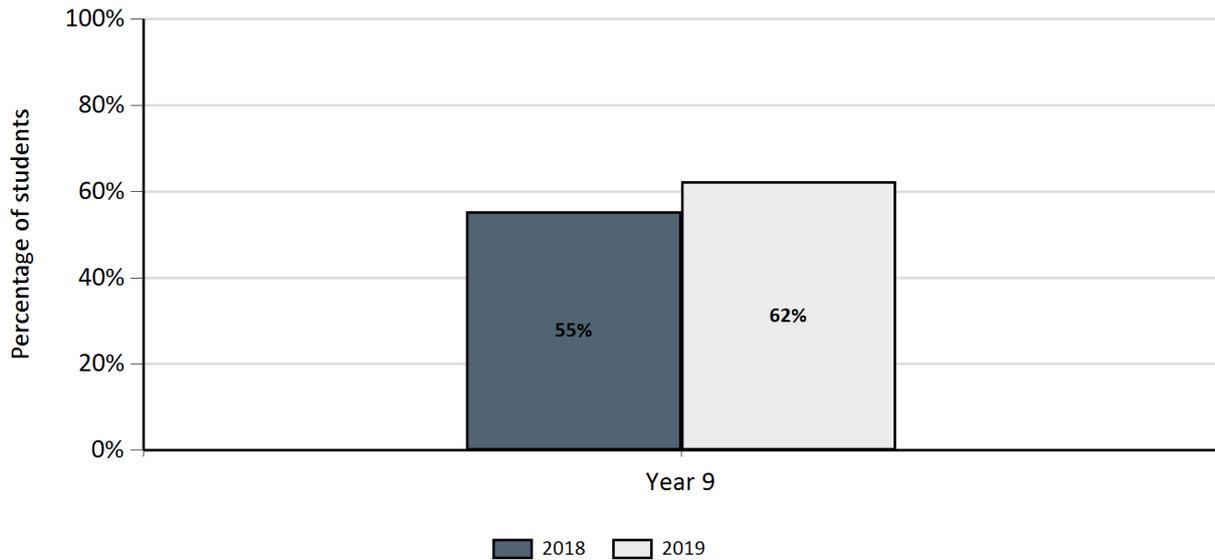
Through the ALERT team, processes and strategies (in Action Plan) have been set and these will be enhanced in 2021 to provide for Aboriginal Learner Improvement.

Performance Summary

NAPLAN Proficiency

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

Reading

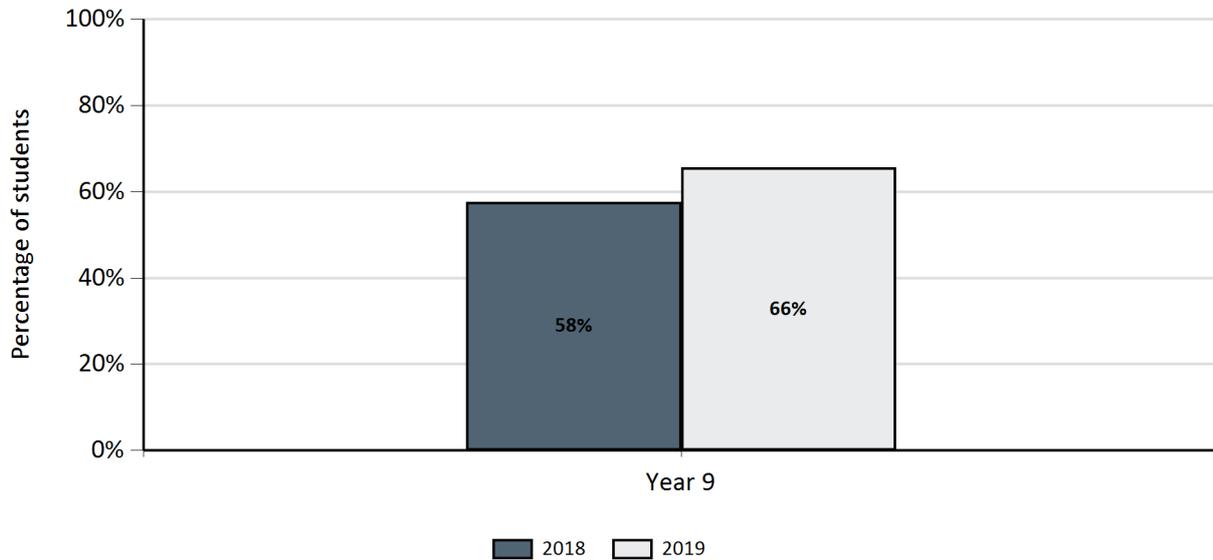


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	26%	25%
Middle progress group	54%	50%
Lower progress group	19%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	25%	25%
Middle progress group	51%	50%
Lower progress group	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	218	218	23	17	11%	8%
Year 9 2017-2019 Average	205.3	205.7	18.7	15.3	9%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
97%	99%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	0%	0%	1%
A	3%	5%	3%	5%
A-	6%	6%	6%	6%
B+	9%	13%	9%	11%
B	15%	16%	20%	20%
B-	15%	16%	12%	12%
C+	18%	16%	16%	16%
C	25%	24%	25%	26%
C-	6%	2%	7%	3%
D+	2%	1%	1%	1%
D	0%	0%	1%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

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

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

2017	2018	2019	2020
97%	99%	100%	99%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	99%	100%	99%
Percentage of year 12 students undertaking vocational training or trade training	74%	67%	70%	83%

School performance comment

There was generally static results in average PAT results for 2020 compared to previous years. In reading 70% of Year 8, 76% Year 9 and 74% of Year 10 students were above Standard of Educational Achievement (SEA). In Mathematics, results remain steady for Year 9 and 10 - 71% of Year 9 and 72% of Year 10 students were above SEA - but there was outstanding growth in Year 8 with 91% of students achieving SEA, compared to 70% in 2019. The improvement in Year 8 maths can be attributed to a range of factors, including strong focus on delivering School Improvement Plan actions to prioritise check and act on core skills development, intensive and focused staff professional development aligned to the SIP, and clustering of maths and science into STEM classes. While overall PAT results have remained generally steady, growth for students who were below the SEA in previous PAT has accelerated, with average growth for this cohort approximately twice that of students who have previously met the SEA.

Australian Curriculum grades have shown steady growth with an overall C-grade or better result of 85% in 2019, compared to 82% in 2018. Strongest growth is seen across Year 9, with 2019 achievement at 88% C-grade or better - an eight percentage point improvement from 2018. Again, the intensive focus on whole school formative check and act strategies, including the SIP vocabulary for learning focus, has contributed to this growth.

SACE completion was 99.3% (143/144 Students completing) and is again above state average. 12 Aboriginal students completed their SACE at MBHS in 2020. There was a continuation in Stage 2 B grades improvements, indicating strategies to move students from lower to higher band grades continues to be successful, including some gains in increasing A-band average achievement, and consolidation of B-grade average achievement. Only five D or lower grade results were recorded. Implementing flexibility within the SACE remains a strength of MBHS, where a wide range of options are used to support student completion and achievements, including adapting Community Studies B and varying assessment types to suit student needs. Of the 34 applications for tertiary study submitted through SATAAC, 97% received a first or second choice offer. 35% of students opted for STEM tertiary studies and the same receiving offers in the health sector.

At Stage 1 86% of students achieved C or above grades (up 2% from 2019). Performance in the SACE Compulsory Subjects remains at 100% for Personal Learning Project and Research Project and showed consistency in Literacy (97%) and Numeracy (90%). VET results remain a key element of SACE achievement at MBHS, with the number of Certificate III completions at 62, and 83% of students completing the SACE with some VET included across their secondary studies (twice the state average. 21 students completed their SACE at the ILC, taking the number of students who have successfully completed their SACE to 126 since the facility opened in 2011. 7 students completed their Modified SACE.

Attendance

Year level	2017	2018	2019	2020
Year 8	87.9%	87.7%	87.9%	79.0%
Year 9	83.4%	83.0%	84.5%	77.2%
Year 10	82.6%	81.3%	81.9%	73.7%
Year 11	85.6%	82.2%	82.0%	78.3%
Year 12	86.9%	86.1%	85.1%	81.7%
Secondary Other	85.4%	83.3%	82.0%	78.3%
Total	85.2%	84.0%	84.2%	77.6%

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

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

Attendance comment

Attendance in 2020 showed a decrease from 84.2% to 81.2%. ATSI attendance decreased from 85.7% to 70.2%. Non ATSI rate was 83.0%. Covid-19 had significant impact and an expected drop in attendance. Substantial resources were allocated, with follow-up a priority for the school, providing whole community support. With Agency operations interrupted, the school initiated the well-being hub, prioritising those at risk with the provision of additional case management. With ATSI rates concerning, school response included the establishment ALERT Aboriginal Learner Education Review Team.

Behaviour support comment

Behaviour data remains relatively consistent with a downward trend continuing, total suspensions, dropping from 187 in 2019 to 178 in 2020. We continue to focus on relationship building across the school with Pathway Leaders utilising restorative practices as a key tool in lower level student social conflicts. Our Well-being Centre is established and providing a one stop shop for students with our well-being hub a central resource for both students and families. Exclusions have halved this year to 6. Covid-19 created significant challenges to the well-being of our community, anxiety and uncertainty being key factors. Established well-being practices has provided the ability for the school to respond effectively this year.

Client opinion summary

At the end of 2020 the online annual school survey was completed by 44 parents, 56 staff and 84 students. There were several common themes across all survey groups. Of particular note was how well the school was maintained, given the challenges of being a construction site. The other positive areas that featured across all areas is that teachers at this school expect students to do their best, and the school continually looks for ways to improve. Of continuing concern across all three sectors was student behaviour and how it is managed. In response to this we have conducted a review and tightened up on some processes, with further student agency to come in 2021. There is a perception that nothing is happening, but often it is the lack of open communication because behavioural concerns are confidential or have ongoing external involvement that is the issue.

Parent survey:

82% of respondents agreed or strongly agreed that the school communicates well about their child's learning activities through the use of Google classroom summaries, and 65% felt that the school provided continuity of learning through the COVID 19 pandemic. Parents rated highly that they could talk to their child's teachers about their concerns.

Student survey:

The pleasing feature of this survey was the confirmation that students feel that their teachers provide them with useful feedback. Student agency, where students feel their voice is heard and taken seriously is an area for further development.

Staff survey

Teachers also felt that we could improve on acting upon staff opinions on a range of issues. We will initiate a process for developing and reviewing agreed practices.

Intended destination

Leave Reason	Number	%
Employment	7	2.2%
Interstate/Overseas	36	11.1%
Other	8	2.5%
Seeking Employment	15	4.6%
Tertiary/TAFE/Training	4	1.2%
Transfer to Non-Govt School	7	2.2%
Transfer to SA Govt School	41	12.7%
Unknown	205	63.5%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Business Manager manages the online process of DCSI Criminal Screening and collates all records for entering into the EDSAS database. This process is for Ancillary Staff, Volunteers, Governing Council employees and third party providers.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	127
Post Graduate Qualifications	53

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	77.6	7.9	27.7
Persons	0	84	9	34

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

Financial statement

Funding Source	Amount
Grants: State	\$14,863,315
Grants: Commonwealth	\$6,000
Parent Contributions	\$406,508
Fund Raising	\$0
Other	\$0

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

2020 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Flexible Learning Options (FLO) program run at the Independent Learning Centre off-site facility for students to gain SACE completion and accredited learning.	25 students completed the SACE.
	Improved outcomes for students with an additional language or dialect	Intensive English as an Additional Language classes and individual tuition are provided for new arrivals and non-English speaking backgrounds.	Improved English language skills; success for EAL students in SACE.
	Inclusive Education Support Program	SSOs engaged for direct and targeted curriculum access support; additional teaching staff for reduced class sizes; laptops provided with accessibility software installed.	Improved engagement and academic achievement.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Identified Aboriginal Education teacher and 2 ASETO3 working with Aboriginal students and their families for greater student wellbeing, engagement and attendance. Access to Vocational Education Courses for Alternative Pathways. Dedicated teacher providing short term withdrawal for literacy intervention for students with SEA levels below expected average. Improved student literacy indicators. Numeracy and Literacy targeted support classes in Year 8 and 9 with smaller class sizes and expert teachers.</p>	Improved student retention, engagement and learning outcomes. VET certificates attained, SACE completion, and School Based Apprenticeships.,
Program funding for all students	Australian Curriculum	-	-
Other discretionary funding	Aboriginal languages programs Initiatives	Consultation through community partnerships and Aboriginal Elders for the Ngarrindjeri language program.	History and Social Sciences and Science with an Aboriginal perspective.
	Better schools funding	Providing Transition Mentors and Engagement & Wellbeing support to students at risk of disengagement when moving from Primary to Secondary School Mainstream education in the Middle School.	Increased attendance and retaining engagement in education.
	Specialist school reporting (as required)	Music - providing instruments and resources for Year 8-12 Murray Bridge High School and Regional students, as well as being able to attend specialist workshops.	Successful regional workshops and VET program.
	Improved outcomes for gifted students	Nil	Nil