



Murray Bridge High School

2021 annual report to the community

Murray Bridge High School Number: 0785

Partnership: Murraylands

Signature

School principal:

Ms Ruth Mussger

Governing council chair:

Cathy Smith

Date of endorsement:

24 February 2022



Government
of South Australia
Department for Education

Context and highlights

Completion of \$20M capital works program including state of the art Middle School building, Technology Studies workshop and Entrepreneurial Learning Hub.
Extensive consultation brings new brand logo and motto
Dux Sam Grocock 96.6 and Chloe Pahl 94.2
Sahara Angove and Ethan Smith merits in Business Innovation
Courtney Bouzikos wins Amy Levai Aboriginal Teaching Scholarship
Principal Ruth Mussger Secondary Leader of the Year in the Public Education Awards.
Winter Sounds featuring Adam Page, Sounds at the Shell, concert band tours in Riverland, Concert band and vocal ensemble performs for Pensioners SA, Year 8s complete Primary School music Tour, Adelaide Symphony Orchestra
Robotics club compete in Scrimmage at Adelaide showgrounds
Range of outdoor education experiences including Kayaking, surfing, hiking, aquatics, fishing, rock climbing
Torus public artworks launched at Jubilee Park
Ralph Catipay recognised for entrepreneurial project, Students Nate Trewin, Nikcole Dionno, present at the state Entrepreneurial Learning Conference. Students present entrepreneurial pitches to Minister Pisoni and Chief Entrepreneur Andrew Nunn; Year 9 Etsy-preneurs run Christmas market
Middle School CCT Critical and Creative Thinking Days focus on waste
Volleyball club continues to grow -SA beach tournament, Training with Brighton Secondary School,
Year 10, 11 and 12 drama productions throughout year include Only Children, Midnight
Power Cup Girls comp 3rd overall
Successful Chess state finals
Wellbeing activities including RU OK Day
Chinese classes visit University of Adelaide Confucius Institute and Chinatown
@work students redesign quadrangle green space
Yr 10 Agriculture students prepare heifers and sheep for MB show, Senior students participate in Karoonda Farm Fair wool handling competition, Yr 11 participate in Young Environmental Leaders sustainable Farming Day
Yr 9 students' linkup online with Funabashi High School in Japan
Yr 11 students participate in future work summit
Doorways 2 Construction collaborate on a Habitat for Humanity project.
Anzac School Prize recipient Sakinah Karras in 11 day study tour of Darwin and the NT
Mellen Cup cricket, football, basketball and netball hotly contested against Unity College
Industry Sprint and Engineering businesses
Jessica Deane national competition Pens against Poverty
Success Days at Woodhouse, Latitude
Bridge Walk for Remembrance Day
PE week activities basketball, staff vs students' futsal match; beach volleyball; rugby

Governing council report

As parents we try and raise our children as resilient, empathetic and caring individuals. I found that the teachers at MBHS were just as passionate as I was in building these individual, resilient young people, who are prepared to enter the adult world with gusto and ambition.

Over the years I have been part of the decision making around Wednesday early dismissal to allow teacher learning in the afternoon, to the new basketball courts, building of the Tech Centre and updating of the older buildings, with the hiccup of having to Earthquake proof buildings! To being part of the international Japanese exchange with students going to Japan for the first time, building our long lasting relationship with the Funabashi High School in Japan. The exciting process of changing and modernising the School's logo and uniforms to become inclusive and welcoming to everyone including our Aboriginal community.

New and innovative ideas that have been happening in the Canteen have also shown that the school is always aiming to provide the very best for all students. New black fence around the school lifts the look of the school, protecting our students even further. Welcoming the Year 7 cohort to our High School in keeping with the rest of Australia, and the new building we have all been watching with anticipation, grow and become a part of the school community.

Murray Bridge High School has grown its reputation locally, nationally and internationally which has been both exciting and incredibly rewarding to watch and be part of. Growing through becoming an Entrepreneurial School, Music Focus School and many other opportunities for our young people to try and see what works best for them.

Having the Trade training Centre and the Inclusive Education Centre on campus, having the Independent Learning Centre off campus offering choice and education opportunities for all students no matter what their capabilities or learning abilities are.

I would like to also congratulate Ms Ruth Mussger on recently receiving the Secondary Leader of the Year Award at the Education Awards, which just goes to show the calibre of leadership that we have at Murray Bridge High School.

To the graduating 2021 Year 12 students – congratulations on succeeding through these difficult times completing your Year 12 studies and as you move into the wider world, know that you are unique and have an abundant amount of opportunities and decisions to make moving forward.

Cathy Smith

Quality improvement planning

2021 was the third and final year of our 2019-2021 School Improvement Plan (SIP) which continued our focus on improvement in student Reading, Writing and Mathematics.

Goal 1: Increase student achievement in Reading: We continued our focus on embedding explicit teaching of vocabulary for learning as our school wide strategy to improve reading, conceptual understanding and skills growth. Pre checking, explicit teaching, then post checking of vocabulary for learning in each subject, demonstrated improvement across classes, with average growth in each term cycle of at least 3 words (of 10 checked). Using pre-checks consistently across the school has continued to contribute to the improvement in A-E grades data and student GPA, with an increase from 13% to 18% A-grades, and decrease from 20% to 15% D and E-grades across the SIP period. We intend to maintain a keen focus on teaching key subject vocabulary and embedding check and act strategies in our 2022-2024 SIP. On the SIP reading target specifically, the PAT-R Year10 reading target was not met - seeking 75% of students below the SEA in 2018, to be above the SEA in 2021 - 54% of this target cohort were above the SEA in PAT-R2021. However, although this target was not met, growth for attending target students who were below the SEA in 2018 continued to be strong, with 73% of these students now achieving the Year 10 PAT-R SEA.

Goal 2: Increase student achievement in Writing: The SIP writing target for 2021 was set to be measured against progress for target students in Year 10 English writing tasks. Finding the best tool to use for development of below SEA students' writing skills went through a number of iterations, with development of a school-based writing improvement matrix proving most effective, with a focus on close targeting of skills for selected classes. Results for Year 8 and 9 classes were clear and significant - after 10 weeks of targeted writing skills instruction, based on matrix pre-check, students averaged 25% growth across a range of core writing skills indicators. This growth was not observed in Year 10, attributed to sporadic attendance of students and changes to subject sequencing with student class and teacher changes during the sample collection period. In English specifically, there was a notable increase in achievement in AC grades from 2019 to 2021, with an increase of 10% to 18% A-grades for the 2021 Year 10 cohort, and a reduction from 27% to 18% of Year 10 English D and E-grades across the SIP period, as examples.

Given students' ability to communicate their learning is central to their achievement across all subjects, we will expand our focus on identifying students' baseline writing skills and planning for the explicit instruction of subject specific genre structure and language features into our next SIP cycle.

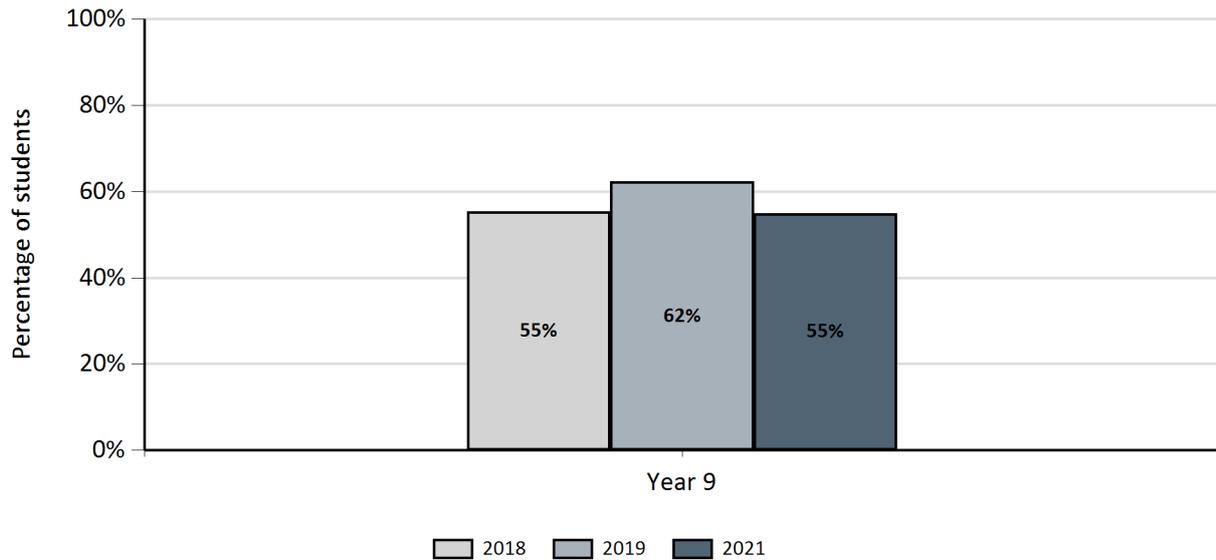
Goal 3: Increase student achievement in Lower Secondary Mathematics: On the SIP mathematics target, the PAT-M Year 10 Maths target was not met - seeking 75% of students below the SEA in 2018, to be above the SEA in 2021 - 48% of this target cohort were above the SEA in PAT-M2021. Although this target was not met, growth for this target group towards the SEA continued, up from 33% of these students achieving the SEA in 2020 PAT-M. In AC Mathematics, initial improvement in Year 8 to 9 AC grades from 2019 to 2020 were not maintained across the cohort into Year 10. On close analysis, it became clear that the increasing sporadic nature of attendance among some Year 10 students, has a notable impact on achievement, with a disproportionate impact on Year 10 students with lower literacy and numeracy. We also identified that for those attending students significantly below SEA in numeracy, they were not making improvement across the AC mathematics curriculum because we hadn't gone back far enough to comprehensively address foundational gaps in their numeracy - a priority for the next iteration of the SIP.

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

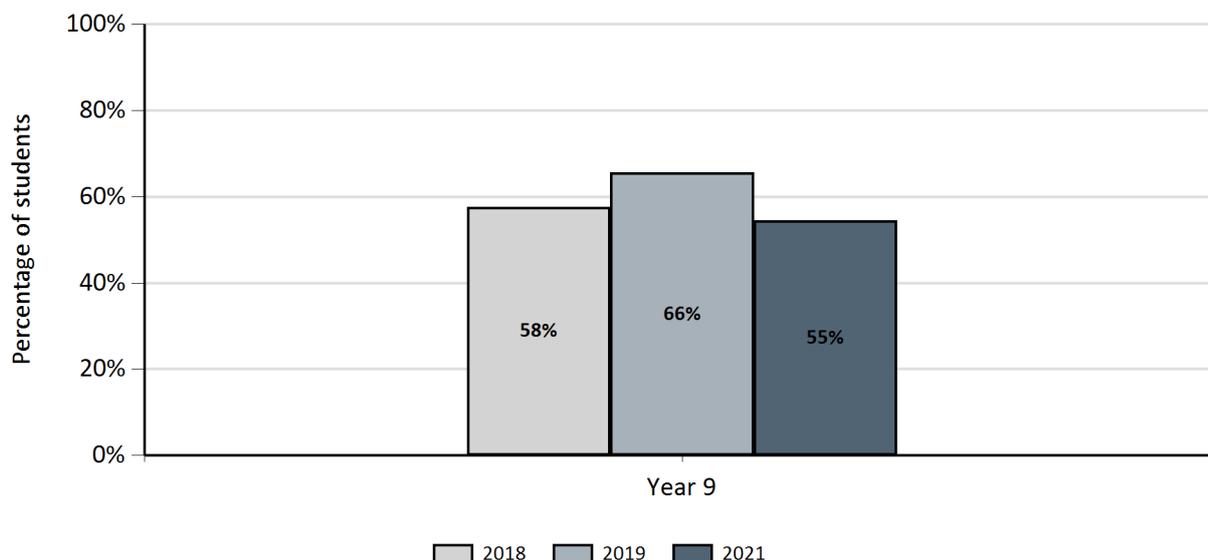


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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 | 33% | 35% |
| Middle progress group | 49% | 48% |
| Lower progress group | 18% | 17% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 | 27% | 34% |
| Middle progress group | 51% | 48% |
| Lower progress group | 21% | 18% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |
| Year 9 2021 | 200 | 200 | 12 | 13 | 6% | 7% |
| Year 9 2019-2021 Average | 209.0 | 209.0 | 17.5 | 15.0 | 8% | 7% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

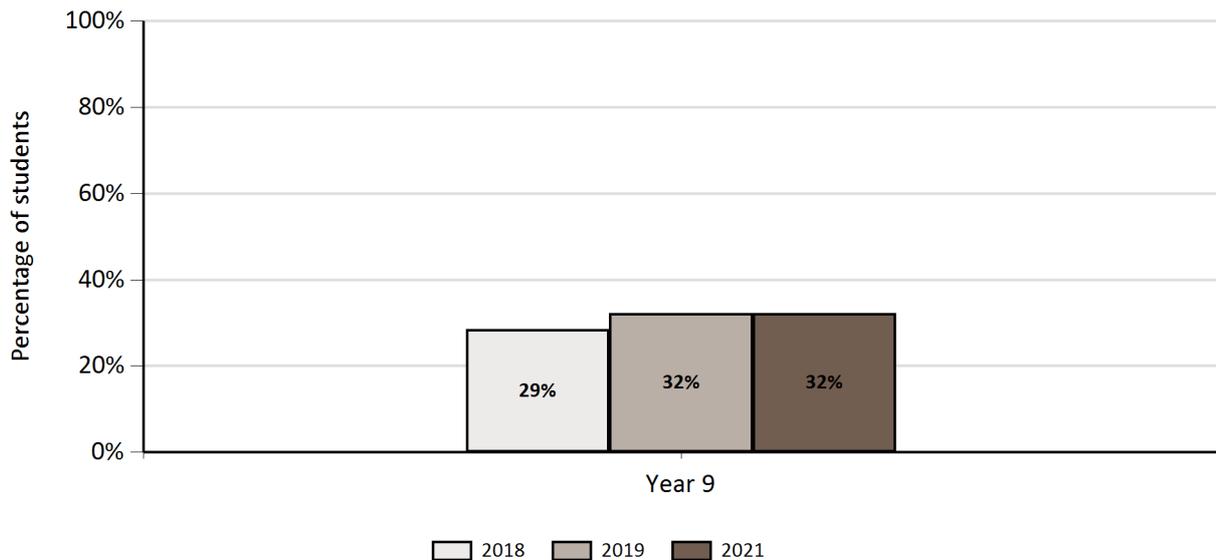
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



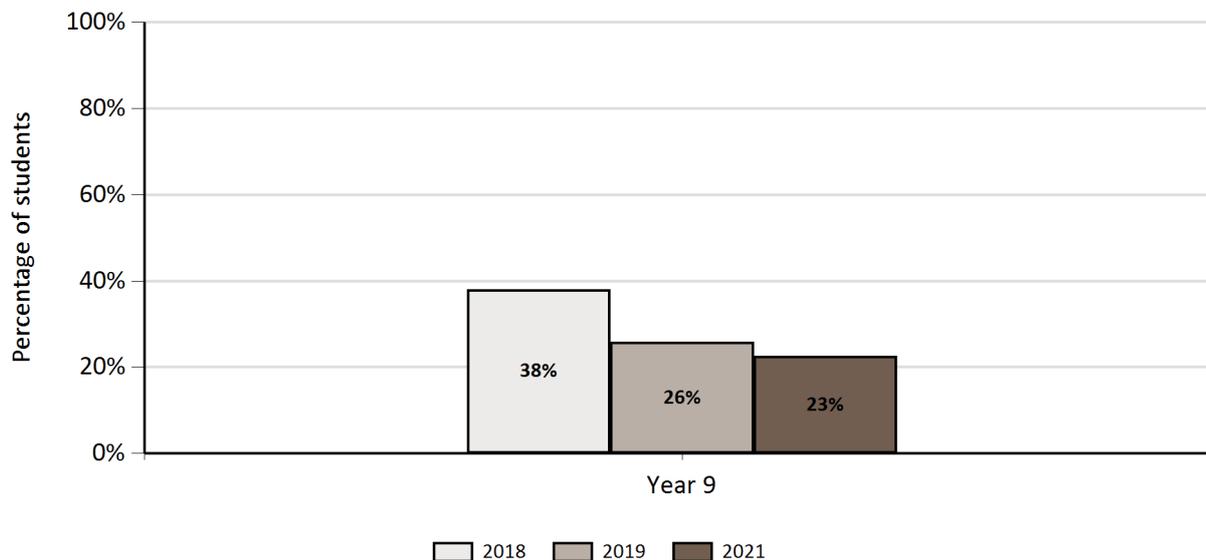
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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 | * | 29% |
| Middle progress group | 53% | 48% |
| Lower progress group | * | 23% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

| NAPLAN progression | Year 7-9 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | * | 30% |
| Middle progress group | 62% | 46% |
| Lower progress group | * | 23% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |
| Year 9 2021 | 31 | 31 | 1 | 0 | 3% | 0% |
| Year 9 2019-2021 Average | 31.0 | 31.0 | 1.0 | 0.0 | 3% | 0% |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

All MBHS staff put Aboriginal Learners in the forefront of their thinking when planning programs of work and differentiating learning for student's interests and needs: To consult with Aboriginal Leader and ASETOs within the school regarding Aboriginal Students, to be inclusive of all learners and to build positive relationships with students. Growth point of all Aboriginal learners clearly identified and documented in LAP's for all classes. Each teacher details their commitment to enacting the SIP Aboriginal Learning, Literacy/or Numeracy action in their PDP. The Staff Education Model was implemented in 2021. PD time was allocated weekly to work with teachers of "cluster" classes ie. classes with high numbers of Aboriginal Learners. These class groupings and teacher allocation were carefully planned and monitored to best support student academic performance and engagement. The 2 AET's worked collaboratively with teachers working through each individual student in their class discussing their progress and strategies used within that classroom (effective strategy for one teacher being passed on to others to try in their classrooms) and looking at cultural perspectives that teachers could bring into their classroom delivery.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The following new improvement actions were implemented in 2021:

- Numeracy Intervention – additional Maths teacher support for in-maths class SIP interventions (working with Waypoint students) – Year 8 & 9.
- Literacy Intervention – prioritise, maintain and follow-up non-participation in LLI for below SEA students (year 8).
- Literacy support – additional SSO/HPI support during SIP vocabulary instruction – Year 8, 9, 11.
- Literacy support – additional SSO/HPI support during SIP writing instruction – Year 8, 9, 11.

Data was reviewed and updated weekly through ALERT meetings, including LLI, Waypoints, Traffic Lights, Attendance. Planned Targeted response with student and/or teacher and/or family was implemented.

PAT M results in the Year9 Cluster class in 2021.

- Student A: Year5 to Year9 Level in 2021.
- Student B: Year7 to Year9 Level in 2021.

2021: 12 Aboriginal SACE Completers: 9 at main campus and 3 SACE Completers at The ILC – off-site campus.

Transition Meetings in Terms3 and 4 were highly successful. AET and ASETOs met with Year6/7 teachers and had in depth discussion about individual student learning in preparation for the transition to High School in 2022.

South Australian Certificate of Education - SACE

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

| 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|
| 99% | 98% | 99% | 99% |

Data Source: SACE Schools Data reports, extracted February 2021

*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 | 2018 | 2019 | 2020 | 2021 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 0% | 1% |
| A | 5% | 3% | 5% | 6% |
| A- | 6% | 6% | 6% | 8% |
| B+ | 13% | 9% | 11% | 0% |
| B | 16% | 20% | 20% | 12% |
| B- | 16% | 12% | 12% | 20% |
| C+ | 16% | 16% | 16% | 0% |
| C | 24% | 25% | 26% | 16% |
| C- | 2% | 7% | 3% | 3% |
| D+ | 1% | 1% | 1% | 0% |
| D | 0% | 1% | 0% | 1% |
| 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% |

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

| 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|
| 99% | 100% | 99% | 98% |

Data Source: SACE Schools Data reports, extracted February 2021

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

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

School performance comment

There were generally static results in average PAT results for 2021 compared to previous years. In reading 72% of Year 8 and 73% Year 9 were above the Standard of Educational Achievement (SEA). Year 10 PAT-R results increased from 74% to 81% of Year 10 students above the SEA. In Mathematics, results remain steady for Year 9 at 73% of students achieving the SEA. For Year 10 students, 77% of students achieved the SEA, up from 72% in 2020. Year 8 students did not see the achievement of previous years, with 68% of students achieving SEA, compared to 91% in 2020. Average growth rate for students who were below the SEA in previous PAT continues to be strong, at approximately twice that of students who have previously met the SEA.

2021 NAPLAN results saw a small decrease on previous results (2019, no NAPLAN in 2020). A close analysis of these results highlighted the impact of the increase in chronic non-attendance among the Year 9 cohort, with decrease in average achievement correlating closely with the chronic non-attendance rate.

Australian Curriculum grades remain steady. Strongest results were seen in Year 8, with 82% of students achieving an average C-grade or better, compared to 74% in Year 9 and 79% in Year 10. AC grades growth through close analysis of GPA at school, year level, class group and individual level is a focus of our 2022-2024 SIP, as we look to help students improve their ability to communicate what they know and can do.

SACE completion was 97.4% (113/116 students completing), close to the state average. 12 Aboriginal students completed their SACE at MBHS in 2021. 18 students completed their SACE at the ILC, taking the number of students who have successfully completed their SACE to 144 since the facility opened in 2011. Five students achieved modified SACE. Two students achieved a Merit in Business Innovation. VET remains a key element of SACE achievement at MBHS, with the number of Certificate III completions at 32, and 75% of students completing the SACE with some VET included across their secondary studies (well above the state average).

Implementing flexibility within the SACE is a central element of our SACE improvement strategy, with a wide range of options used to support student completion, including adapting Community Studies B and varying assessment types to suit student needs. The gradual improvement in Stage 2 grades continues, where strategies to move students from lower to higher band grades remain successful, including some gains in increasing A-band average achievement (11% to 14% 2020 to 2021), consolidation of B-grade average achievement, and reduction of C-grades (44% to 40% 2020 to 2021). Only six D grade results were recorded, better than the State average. 33 students were eligible for an ATAR. Of the 28 applications for tertiary study submitted through SATAC, all received a first or second choice offer. 43% of students opted for STEM or health sector tertiary studies.

At Stage 1, 84% of students achieved C or above grades (down 2% from 2020). Performance in the SACE Compulsory Subjects from 2020 to 2021 remains at 100% for Personal Learning Project and Research Project, showed consistency in Literacy (steady at 97%) and saw a significant improvement for Numeracy (90% to 98%).

| |
|------|
| 2021 |
| 75% |
| 98% |

Attendance

| Year level | 2018 | 2019 | 2020 | 2021 |
|-----------------|-------|-------|-------|-------|
| Year 8 | 87.7% | 87.9% | 79.0% | 85.1% |
| Year 9 | 83.0% | 84.5% | 77.2% | 78.4% |
| Year 10 | 81.3% | 81.9% | 73.7% | 80.7% |
| Year 11 | 82.2% | 82.0% | 78.3% | 85.0% |
| Year 12 | 86.1% | 85.1% | 81.7% | 87.6% |
| Secondary Other | 83.3% | 82.0% | 78.3% | 77.4% |
| Total | 84.0% | 84.2% | 77.6% | 83.0% |

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

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

Attendance comment

Overall attendance has improved by 2% in comparison to last year moving from 80.4% to 82.4%. Year 8 improved attendance by 3.4% and Year 10 increased by 3.8%. Other year levels also increased attendance. ATSI students' attendance in 2021 was 66.5% compared to 69.2% in 2020. Non-ATSI students' attendance in 2021 was 85.3% in comparison to 82.1% which is an increase of 3.2%. Awareness of developing a positive school climate through staff and students, proactive whole school and targeted intervention initiatives, and continued support from the wellbeing team has increased engagement at school and positively impacted student engagement at school.

Behaviour support comment

Behaviour data indicates a slight increase in the number of suspensions this year compared to 2020 with fewer students being suspended more than once. Marginal increase in suspensions in years 8 and 9. The number of take-homes issued this year was 45 in comparison to 117 last year. 38 students received a take-home compared to 91 in 2020. 7 students were excluded from violence. 4 of these were from the same incident during term 1. Increased positive intervention, accessing external support, and the introduction of Learning and Engagement Action Plans have established effective management of individual student concerns across the school. Review of the school process to become more efficient has enhanced leadership support for teachers and students across the school. The introduction of seven key responsibilities staff and students must adhere to has already provided further consistency across the site.

Parent opinion survey summary

In 2021 a wide range of parents were surveyed as part of the school rebranding.

Parent sentiment

- You really help students with disabilities and look out for their needs
- The lengths teachers go to, to ensure students of all abilities are successful
- Staff are great, lots of subjects to choose from and good learning environment
- Murray Bridge High is a good, well-rounded secondary school
- The choices for students are second to none, especially as it supports students who are not necessarily academically focused
- Supportive and flexible teachers
- Opportunities at MBHS are no less than private schools (in our experience) and if a student wants to learn there are ample opportunities for them to do so.

What Ngarrindjeri/Aboriginal and Torres Strait Islander leaders and students value about MBHS:

Education, Great support, Adaptable, Use of Ngarrindjeri language, SAASTA, Sense of belonging and identity for Ngarrindjeri/other ATSI peoples, Flexible, Culturally aware, Reward for effort – students are rewarded if they put the effort and initiative in to work towards their goals, Encourages us to aspire to achieve – students know they will have staff/ATSI leader support to work towards their goals, Mentoring/leadership opportunities for students, Trade skills, Entrepreneurial school.

Students:

Teachers expect me to do my best 4.2

My school looks for ways to improve 3.7

My school gives me opportunities to do interesting things 3.7

Student behaviour well managed 2.9

My school is well maintained 3.3

I can talk to my teachers about my concerns 3.3

Staff:

The school is well maintained 4.2

The school looks for ways to improve 4.2

Parents at this school can talk to teachers about their concerns 4.1

Student behaviour is well managed 3.2

Students feel safe 3.4

Students like being at this school 3.4

Parents:

Teachers at this school expect my child to do his or her best 4.2

I can talk to my child's teachers about my concerns 4.2

The school is well maintained 4.1

Behaviour well managed 3.4

School takes parents' opinions seriously 3.7

Teachers provide my child with useful feedback about school work 3.8

Intended destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 6 | 3.1% |
| PE - PAID EMPLOYMENT IN SA | 7 | 3.6% |
| QL - LEFT SA FOR QLD | 1 | 0.5% |
| SM - SEEKING EMPLOYMENT IN SA | 25 | 13.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 11 | 5.7% |
| U - UNKNOWN | 142 | 74.0% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Business Leader 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 | 136 |
| Post Graduate Qualifications | 50 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 Equivalent | 0.0 | 79.0 | 7.3 | 27.7 |
| Persons | 0 | 84 | 8 | 35 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$15,495,340 |
| Grants: Commonwealth | \$10,000 |
| Parent Contributions | \$376,908 |
| Fund Raising | \$0 |
| Other | \$276,936 |

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

2021 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 2021 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. | 18 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. Dedicated PC time for differentiation planning. | 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 3 ASETO3 working with Aboriginal students and their families for greater student wellbeing, engagement and attendance.</p> <p>Access to Vocational Education Courses for Alternative Pathways.</p> <p>Additional dedicated teacher providing literacy intervention for students with SEA levels below expected average. Improved student literacy indicators.</p> <p>Numeracy and Literacy targeted support classes in Year 9 and 10 with smaller class sizes and expert teachers.</p> | Improved student learning outcomes. VET certificates attained, SACE completion, and School Based Apprenticeships. |
| Program funding for all students | Australian Curriculum | Nil | Nil |
| Other discretionary funding | Aboriginal languages programs Initiatives | Consultation through community partnerships and Aboriginal Elders for the Ngarrindjeri language program, and development of new Year 7 language and culture 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. New Outreach Program developed. | 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 |

