



Murray Bridge High School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Murray Bridge High School Number: 785

Partnership: Murraylands

Name of School Principal:

JIM MICHALANNEY

Name of Governing Council Chair:

CATHY SMITH

Date of Endorsement:

27 FEBRUARY 2018

School Context and Highlights

MBHS, while having mainly rural 'Australian' students, also has an increasing diversity of student backgrounds. We have a strong Aboriginal community (10.1%) with MBHS teaching the local Indigenous language Ngarrindjeri through SAASTA Connect. We also offer German and Chinese languages. A diverse Muslim population including Afghan and Lebanese and families from the Philippines. 1.9% students in Disability Unit, 7.3% students attracted disability support funding, 9.7% attended the ILC and 33.8% on School Card.

Highlights include:-

Career Awareness Program with University of SA

Aquatics programs throughout the year

John Morrison and Jacki Cooper in Concert

Sports Day and Mile End Athletics, Open Boys Cricket win Grand Final, entered Girls AFL teams for the first time

Celebrated International Women's Day

Dr Christine Roberts-Yates received the Commonwealth Bank Teacher Award to recognise and reward outstanding teaching practice and school leadership.

Students participated in Youth Opportunities program

Year 11 Health classes held many fundraising events raising money for various charities

Participation in Pedal Prix especially improved success of Senior Team

Hosted Murraylands STEM Forum, STEM faculty attended an EduTECH conference in Sydney

Celebrated Reconciliation Week including the Bridge Walk

ILC held the Biggest Morning Tea

Performing Arts productions including Dance and Music Showcases

Participation in the SAASTA Power Cup, MBHS wins SAASTA Shield

Funabashi visit

Disability Unit SSOs award winners in the 'Performance Through Values' program

Riley Smelt selected in U/16 Australian National Junior Basketball Championships

Diverse display of student artworks at the SALA Exhibition

Yvonne Dumalo (Year 9) attended the Shanghai International Youth Interactive Friendship Camp in China

Stage 2 Chemistry students attended the state final of the RACI Titration Competition

Ellen Saunders (Year 12) awarded the Clara Serena Memorial Music Scholarship

Natasha McLoughlin (Year 12) artwork selected for SACE Art Show

2 Merits in Year 12 Health

27 students applied for and accepted into Tertiary STEM courses.



Governing Council Report

My first term as Chair of Governing Council has been an incredible journey exploring the opportunities that afford Murray Bridge High School and meeting the students and staff. It has allowed me the opportunity to be part of the decision making process that supports the future of Murray Bridge High School and its students and to have a voice within the school community.

I feel confident that Governing Council supports Murray Bridge High School and families to ensure that all students can be successful. Each report that is submitted at Governing Council via the Leadership team within the High School tells me that the teachers and faculty staff are striving to do this; to make sure that our students have every opportunity to seek out their passion in life and pursue it. Whether it is through science, art, music, language, sport, agricultural studies or tech studies, students are offered opportunities to at least 'have a go'.

We are very fortunate that our teenagers can be offered various opportunities to succeed with their education. The success and innovation of the Independent Learning Centre and the Disability Unit show just how Murray Bridge High School is excelling and that the teachers throughout the whole school are an incredible testament to the fact that everyone deserves the right to an education and a positive future.

The success for the school also included this year receiving \$2.5 million for STEM works, \$20 million funding for Building Better Schools, \$250,000 Sustainable School's grant for Solar panels and the success of Fund My Neighbourhood for an outdoor community sports facility upgrade for \$147000. The future of our school is exhilarating and futuristic and is a testament to the commitment of our Principal, the leadership team and of course the teachers and support staff.

I have been fortunate enough to watch as various groups of students presented themselves to our wider community – The SALA Festival, Hospitality students, iAwards and Musical Showcase. I have watched how proud the teachers have been, watching the students.

As Chairperson of Governing Council I feel that the Murray Bridge High School is supported completely by the Governing Council committee and that we all feel extremely hopeful for a positive future.

Improvement Planning and Outcomes

2017 was a consolidation year as we continued to refine our Site Improvement Plans which prioritised:

- Quality Teaching and Learning – across all learning areas
- Student Wellbeing
- Digital learning
- Aboriginal Education

Staff have worked to develop clear and systematic Improvement plans for each priority that details key outcomes, targets and strategies to focus our energies and resources.

Some outcomes already achieved are:

Physical Education/Health:

- Securing funding to upgrade the outdoor courts that we have waited years for
- Implementation of our game sense approach to practical curriculum delivery has produced very successful outcomes for both students and staff
- Two students achieved Stage 2 Merits A+ in Health

The Arts:

- 2018 SACE Art Show exhibit
- SALA exhibition at Local Council Chambers
- Successful showcase events for Dance, Media Arts and Music
- High quality Senior Drama Performances

English/EALD:

- Teachers were involved in a wide range of deep professional learning across the year, including recent research into Neuroscience and student learning
- A group of Year 10s were involved in writing children's books that were interactive and interesting and with a strong moral
- Approximately 37 students from countries such as Afghanistan, Vietnam and the Philippines who arrived throughout the year have been provided support in learning English as an additional language

Year 9:

- The successful implementation of the Women@Work class in Year 9. This improved behaviour and attendance for this group of girls. One of the girls gained a School Based Apprenticeship with a local horse trainer after a successful week of Work Experience
- Working with other Year Level Leaders to have a common and consistent approach to behaviour and attendance

Year 10:

- Youth Opportunities- successful completion for Year 10 students who undertook the program and graduated
- PLP- high completion rates in second semester due to dedication and hard work of PLP teachers
- High demand/engagement for Year 10 students involved/interested in extracurricular activities (Sydney/Canberra, Science Camp, STEM Workshops, Youth Leaders)

Counsellors - Student Well Being:

- White Ribbon Shout at Edwards Square where students participated in a march through the Main street and local mall handing out flyers
- Acknowledgement of whole school events eg. Clothes Line Project, IDAHOT Day, Harmony Day, Say No to Domestic Violence
- Individual students have built resilience, tolerance and coping mechanisms to improve learning outcomes

Technology Studies:

- Successful 1st year implantation of new STEM Electro Technology into Year 8&9 Tech Studies
- Pedal Prix Teams achieving as high as 6th place before mechanical problems but still great finishing results
- Year 12 Metalwork students completing first ever high level engineering and machining projects resulting in one student getting a job offer

Special Options:

- Successfully implemented the "One Child One Plan" education planning tool, providing leadership and recommendations that continue to be implemented at a State level
- Successfully secured additional funding to support students with Disabilities, and a second Special Options Class now operates
- Special Classes have successfully participated in mainstream electives

Agriculture:

- 140 student competitors at Royal Adelaide Show over 5 days
- Animal Production in full swing at Roper Road Farm
- Won multiple ribbons at the Murray Bridge Show
- Stage 1 of the Horticulture revamp completed at Roper Road Farm

Aboriginal Education:

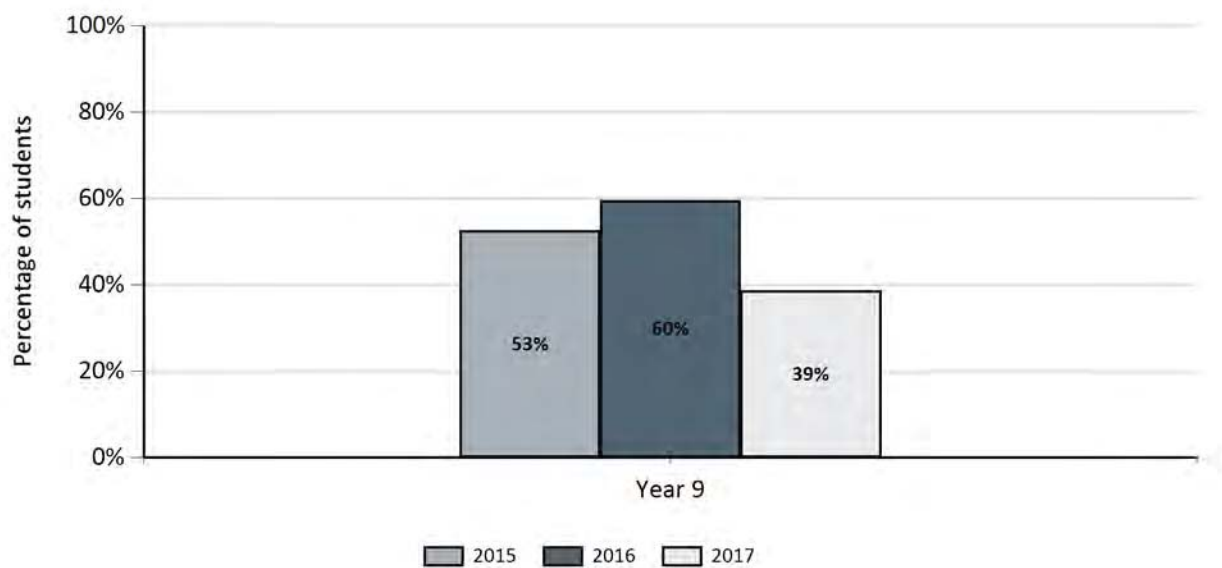
- 100% SACE completion for Aboriginal students in 2017
- Overall SAASTA Shield winners 2017
- SAASTA staff leadership award 2017
- Success of increased participation by students and families throughout 2017 transition.

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.

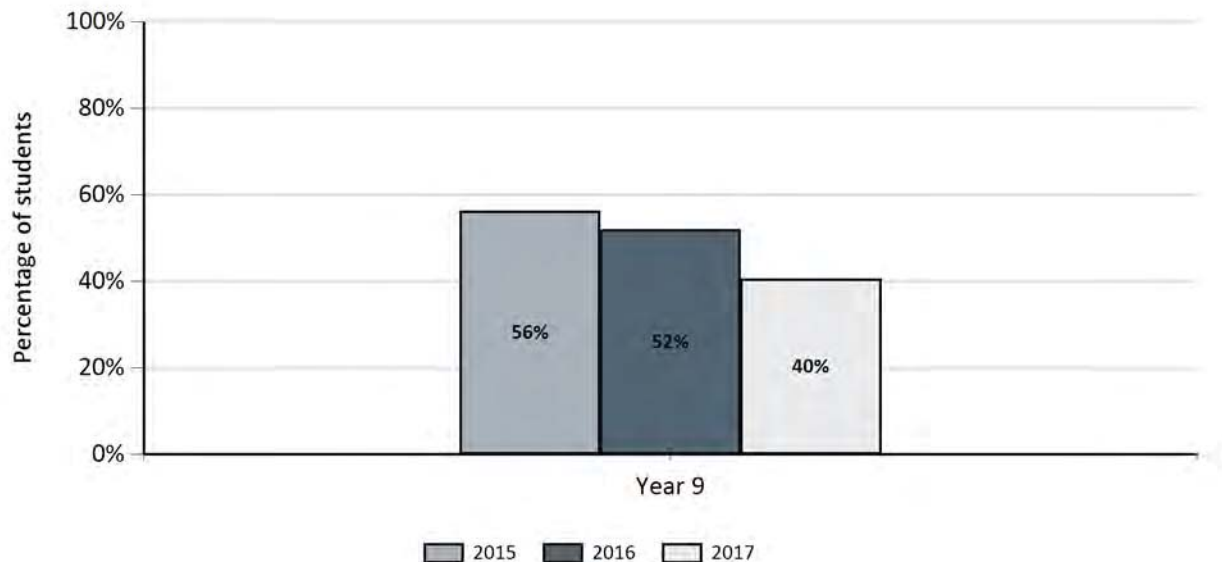
Reading



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	19%	25%
Middle progress group	54%	50%
Lower progress group	27%	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	55%	50%
Lower progress group	30%	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	210	210	12	11	6%	5%
Year 9 2015-17 Average	203.3	203.3	17.7	13.0	9%	6%

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%	85%	93%	98%

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

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	1%	0%	1%
A	1%	2%	3%	3%
A-	5%	6%	6%	6%
B+	10%	11%	12%	9%
B	16%	14%	16%	15%
B-	13%	15%	16%	15%
C+	17%	16%	14%	18%
C	15%	14%	18%	25%
C-	10%	8%	8%	6%
D+	3%	6%	2%	2%
D	3%	3%	2%	1%
D-	1%	3%	1%	0
E+	1%	1%	1%	0
E	1%	0%	1%	0
E-	1%	2%	1%	0
N	2%	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
92%	85%	92%	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	37	34	44	42
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	52	44	61	88

School Performance Comment

Some improvement in students achieving at or above the National Minimum Standard (NMS) in Year 9 NAPLAN was evident in 2017, with students achieving at or above NMS for Numeracy increasing from 90 to 96 percent from 2016 to 2017. Low participation rates in 2017 NAPLAN contributed significantly to the disappointing NAPLAN results for students above the NMS.

In contrast to the NAPLAN results, there has again been an improvement in the percentage of students achieving at or above the DECD Standard of Education Achievement (SEA) in PAT-Reading and PAT-Maths. There was significant growth in results for PAT-maths, with an average increase in students at or above the SEA increasing from 45% to 76% from 2016 to 2017. Growth was more modest for PAT-Reading, with a 4% increase in students at or above the SEA, from 76% in 2016, to 80% in 2017. More significantly, in 2016, 24% of students were 2 years below the SEA, whereas in 2017 this had reduced to 7%.

Percentage achievement in the A and B bands in school assessment has remained reasonably static in Year 8, 9 and 10, but has significantly improved in Year 11 and 12 (24% to 44% for Year 11, and 38% to 49% for Year 12 from 2013 to 2017).

SACE completion increased in 2017 to 97.1%, up from 92.1% the previous year. This can largely be attributed to the increased completion rate of Research Project and the transfer of students to Community Studies B courses, where students are assessed against more skills appropriate criteria to allow them success. 98% of Year 12 students with Research Project still to complete in 2017 did so, following a range of intervention measures. Increased use of SACE flexibility and differentiated assessment (including, but not limited to uptake of Community Studies B) saw the percentage of failing grades across Stage 2 drop significantly, with an 4% drop in grades of D+ and below from the previous year – less than 2.5% of Stage 2 grades are now D+ or below. There was also an increase in higher band achievement, with 10% of grades A- and above (2% increase on 2016) and 4 students with ATAR's greater than 90 and 9 students ATAR greater than 85 (there were no student with ATAR 90+ in 2016). Of the 56 university offers made to 2017 graduates, 27 of these were for STEM related courses.

In the SACE compulsory subjects the percentage of student progressing to Year 12 completing these at Stage 1 was 100% for Literacy and Numeracy, and 96% for Research Project. PLP completion is tracking at 94% at Year 10.

Completion of Flexibility Learning Options students was strong with 17 students completing their SACE. Nine students from the Disability Unit achieved modified SACE in 2017. VET results continue to track well, with 52 students having a Certificate III or IV verified as completed for an ATAR and 29% of students in 2017 using VET to complete their SACE.

Attendance

Year level	2014	2015	2016	2017
Year 8	89.3%	89.4%	89.7%	87.9%
Year 9	85.2%	86.0%	86.2%	83.4%
Year 10	87.2%	85.5%	87.9%	82.6%
Year 11	88.0%	87.3%	89.6%	85.6%
Year 12	89.9%	89.7%	89.6%	86.9%
Secondary Other	91.6%	92.9%	89.5%	85.4%
Total	88.0%	87.9%	88.6%	85.2%

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

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

Attendance Comment

Attendance data shows a drop of around 2% from 2016 in 2017. While an area of continued concern, our data collecting processes show improved consistency. We now have positive processes in place to better track non-attendance, with improved take up of DAYMAP monitoring by parents and care-givers. This year showed Murray Bridge High School to be better prepared to deal with attendance issues, through substantial referral processes and agency engagement embedded in support of our community. The 93% attendance target remains.

Behaviour Management Comment

With the majority of our student cohort settled and engaged in learning, our focus is targeted toward students with significant issues. We have sustained the removal of the learning management room in favour of the buddy system. Data indicates 125 reports were made by 89 students in 2017 for bullying/harassment, with the trend in cyber bullying becoming more pronounced. The wellbeing group is providing a solid foundation of support. As the complexity of the local community continues to impact on MBHS, we have strengthened partnerships with the MB Safe Alliance to provide community education initiatives.

Client Opinion Summary

2017 School Survey

Significantly fewer students chose to complete the survey in 2017. Of the like responses in the top and lowest bands, ratings have improved slightly in both by 0.1 - 0.2% between 2016-17. Parents continue to be supportive of the school and this is reflected in the slight increases in ratings from last year. There was a 72% increase in staff accessing the survey from 2016. In comparing like questions in the top and lowest responses from 2016 with 2017, ratings were slightly less positive (0.1 or .02%). Positive acknowledgement of high expectations was evident across all three surveys. The management of student behaviour was identified as an issue still across all three groups, although responses were more positive than previous years.

Student Survey:

- Number of responses - 85 • 12 questions with ratings 1 for strongly disagree to 5 for strongly agree • Average rating is 3.7

Top responses were: My teachers expect me to do my best - 4.3 My teachers provide me with useful feedback about my school - 3.9 My school gives me opportunities to do interesting stuff - 3.8 My teachers motivate me to learn - 3.8

Lowest:

Student behaviour is well managed - 3.2 My school takes students' opinions seriously - 3.3 My school is well maintained - 3.4

Parent Survey:

- Number of responses - 57 • 14 questions with ratings 1 for strongly disagree to 5 for strongly agree • Average rating is 4.0

Top responses were: Teachers at this school expect my child to do his or her best - 4.3 I can talk to my child's teachers about my concerns - 4.2 My child is making good progress at this school - 4.1

Lowest:

Student behaviour is well managed at this school - 3.6 This school takes parents' opinions seriously - 3.8 Teachers at this school treat students fairly - 3.8

Staff Survey

- Number of responses - 125 • 16 questions with ratings 1 for strongly disagree to 5 for strongly agree • Average rating is 3.7

Top responses were: Teachers at this school expect students to do their best - 4.1 Teachers at this school provide students with useful feedback - 3.9 Students at this school can talk to their teachers about their concerns - 3.9 This school looks for ways to improve - 3.9

Lowest:

Student behaviour is well managed at this school - 3.3

Students like being at this school - 3.3

I receive useful feedback about my work at this school - 3.4

The school takes staff opinions seriously - 3.4



Intended Destination

Leave Reason	School	
	Number	%
Employment	35	10.6%
Interstate/Overseas	34	10.3%
Other	7	2.1%
Seeking Employment	30	9.1%
Tertiary/TAFE/Training	5	1.5%
Transfer to Non-Govt School	18	5.4%
Transfer to SA Govt School	40	12.1%
Unknown	162	48.9%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Business Manager manages the online process for 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.

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	149
Post Graduate Qualifications	48

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	75.7	7.1	28.0
Persons	0	83	8	33

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

Financial Statement

Funding Source	Amount
Grants: State	\$13,667,723.00
Grants: Commonwealth	
Parent Contributions	\$291,640.00
Fund Raising	\$1380.00
Other	

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	Flexible Learning Options (FLO) program run at the Independent Learning Centre off-site facility for students to gain SACE completion and accredited learning.	17 students completed SACE.
	Improved Outcomes for Students with an Additional Language or Dialect	Intensive English as an additional language classes are provided for new arrivals and non-English speaking backgrounds.	Improved English language skills.
	Improved Outcomes for Students with Disabilities	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	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	<ul style="list-style-type: none"> - Identified Aboriginal Education teacher and two ACE03 working with Aboriginal students and their families for greater student wellbeing, engagement and attendance. - Student Pathways Senior Leader for Murraylands Learning Improvement Division based at Murray Bridge High School facilitating vocational education programs to over 150 students. - Dedicated teacher providing short term withdrawal for literacy intervention for students with SEA levels below expected average. Improved student literacy indicators - Scaffolding Numeracy Program along with the introduction of the Quick Smart Numeracy intervention. Improved numeracy indicators. 	Improved student retention, engagement and learning outcomes. VET certificates attained, SACE completion, and School Based Apprenticeships.
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required)	Consultation through community partnerships and Aboriginal Elders for the Ngarrindjeri language program. Providing Transition Mentors and Engagement & Wellbeing support to students at risk of disengagement when moving from Primary to Secondary School and Mainstream education in the Middle School. 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.	History and Social Sciences with an Aboriginal perspective. Increased attendance and engagement in curriculum. Successful Regional workshops and VET program.
Other Discretionary Funding	Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)		