

# Murray Bridge High School 2018 annual report to the school community



Government  
of South Australia  
Department for Education

Murray Bridge High School Number: 785

Partnership: Murraylands

Name of school principal:

RUTH MUSSGER

Name of governing council chair:

CATHY SMITH

Date of endorsement:

5 March 2019

## School context and highlights

MBHS total enrolment is 1045 students, including 85 students in a FLO program, 17 students in 2 special options classes, and 21 students in a Disability Unit. MBHS is a category 2 school. Includes 11% Aboriginal students, 10.6% SWD, 5.5% students with EALD, 3% children/young people in care, and 43% on School Card.

Highlights include:

Applied for and granted Entrepreneurial Specialist School status from 2019

One of only 6 schools involved in Australian Seismometers in Schools program

Successful Peer Support Camp

Sports Day, Mile End Athletics, KO Sports, Year 8/9 Girls football success

Senior Formal

Pedal Prix

SAASTA Port Power visit, SAASTA Power Cup, Back to back SAASTA Shield winners

20th Anniversary tour to Japan, Funabashi High School cultural visit

Chess Club success

Annie the Musical

Karoonda Farm Fair, Winners in the Senior School 'Cows Create Careers' competition, Agriculture success at the Royal

Adelaide Show and local Murray Bridge show

iAwards

Many successful Drama Productions and Dance and Musical Showcases

Redevelopment of the Reconciliation Garden

Student Wellbeing Assemblies

RU OK convoy visits MBHS

New Tennis Courts

Completion of new STEM works Science labs

3 students take part in the 'One and All' sailing program

Laura Sutton Year 11 student accepted to attend the NSYF in Canberra

House Cup Day

Kirriy Martin wins award for Excellence in Mentoring to pre-service staff

Remembrance Day Ceremony

Peace Walk across bridge

6 Aboriginal SACE completers

1 Merit in Research Project

2 Year 12 students selected to participate in the 2019 Art Show.

## Governing council report

Reflecting on the year that has been, has seen a year of forging a new pathway towards the future. What does the direction of Murray Bridge High school look like for our school community and more in particularly our students?

Murray Bridge High School has faced changes and challenges, and huge successes which have led to stability and a sure and positive future direction in knowing that we as a school community can face the future with ferocity, stability and strength.

I would like to take this opportunity to congratulate Ruth Mussger on winning a 5 year position as Principal of Murray Bridge High School. Ruth's leadership will bring stability and strength to our school and I know Ruth has a strong plan for the future of our school, focusing on moving towards 2020.

I would like to take this opportunity to thank the leadership team and all teachers and support staff for their hard work during the year – the school has continued to grow in strength due to all of your hard work and persistence.

This year has seen new tennis courts, building renovations, being chosen as an Entrepreneurial School, students as successful song writers, sports stars, chess champions, success at the Royal Show with the Agriculture students and so much more. In particular the extremely successful whole school performance of the musical hit 'Annie'. This has seen the students and Murray Bridge High School in the forefront of the Murray Bridge community's mind.

Being engaged with the wider community through the Musical 'Annie', the Peace Walk across the Murray Bridge to the RSL, showcasing our Agriculture students at the Royal Adelaide Show, students building the new Ngarrindjeri native garden and presenting successfully at the iAwards all showcase what a remarkable school we have.

If you would like to be part of the decision making and future planning for Murray Bridge High School please take this report as a personal invite to join the Governing Council in looking to building a stronger, resilient future for our school.

Cathy Smith  
Chairperson Governing Council

## Improvement planning and outcomes

### IMPROVEMENT PLANNING AND OUTCOMES

The 2018 Site Improvement Plan focused on 4 key areas - Quality Teaching and Learning; STEM; Wellbeing; and Aboriginal Education.

#### QUALITY TEACHING AND LEARNING

Literacy- planning for improved achievement in writing fluency and accuracy along with reading comprehension and knowledge synthesis was addressed in learning areas. Subject specific vocabulary and genre teaching were built into unit plans and visible in classrooms.

Students with disabilities- The objective of an inclusive education for all students with disabilities and learning difficulties was measured by the development and review of detailed One Plans for each student, and the level of sophistication of SMARTAR goals. Ongoing emphasis on teacher training and refinement has seen the school recognised by DfE for its leading work and influence in this area. Comprehensive improvement in using the flexibilities within the SACE such as special provisions and the use of Community Studies B has enabled more SWD to achieve success.

Student pathways- This year we have been working on far greater transparency of planning student pathways throughout schooling, paying particular attention to key transition points. A redeveloped PLP learning plan allowed all year 10 students to show evidence of their growth and development. Recent training across the whole school in the use of Google suite apps has allowed for the development of a bespoke E-portfolio that students will manage over their time at school, as well as evidence of learning growth post school.

Facilities to support learning- STEMworks refurbishment is complete and ready for occupation beginning 2019. The fresh environments allow for greater collaboration and problem/inquiry based learning. An upgrade of the outdoor courts have complimented the game sense approach in HPE.

#### STEM

Pedagogy –The aim of increased student engagement was achieved through professional learning and collaborative planning to explicitly embed the critical and creative thinking capability. Using the solution fluency model, the CCT expo showcased all middle year's students working together in teams to build a peace machine. Teachers are now confidently using the model in task design within and across learning areas.

A higher focus on individualisation in learning and assessment plans across all year levels has provided increased entry points for all learners. A stronger focus on task design and assessment as part of collaborative moderation has seen a shift in grade bands.

#### WELLBEING

Programs – building healthy respectful relationships has been the overarching theme this year, which has been strengthened by becoming a White Ribbon school, and a close alliance with the RUOK organisation. The wellbeing team have developed and run a whole school wellbeing and personal development curriculum which is mapped to the child protection curriculum. We continued to maintain a strong emphasis on the Shine program in middle school health, and the use of restorative practices.

#### ABORIGINAL LEARNERS

Literacy/Numeracy – Targeted training of staff in intervention programs. Timetabled classes with teacher experts and trained support staff have lifted results for all students participating in the programs. AESTOs visited homes to gain closer involvement of families as the key focus to support growth and retention across all year levels. Six Aboriginal students were recognised at the Just 2 Deadly Awards for SACE completion.

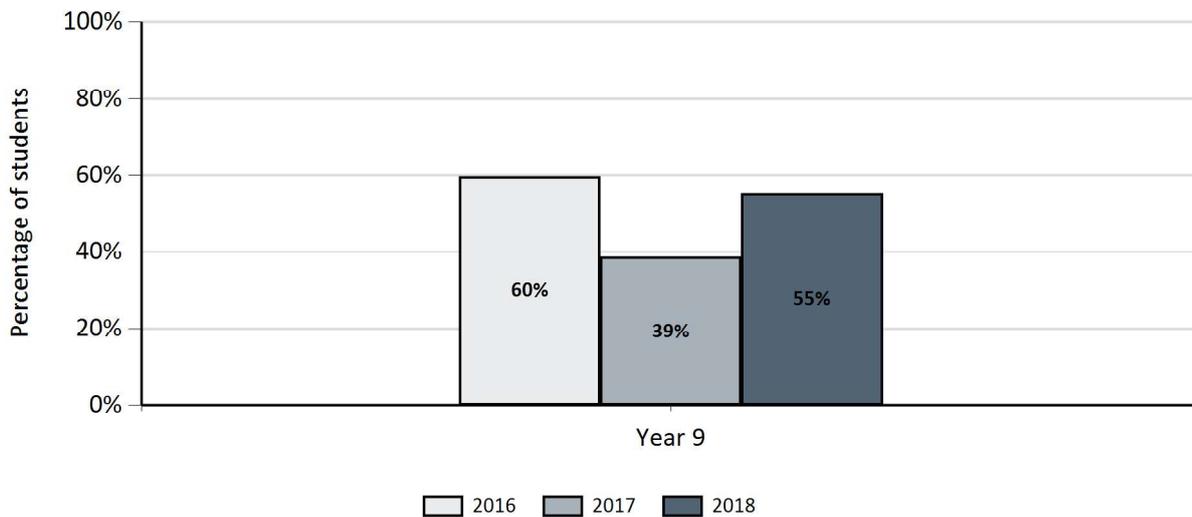
Increased participation in excursions and participation in university programs, a culture shift to consistently higher expectations has seen scholarships for two Year 10 Aboriginal students to support STEM learning and pathways, and greater participation in academic pathways.

## 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.

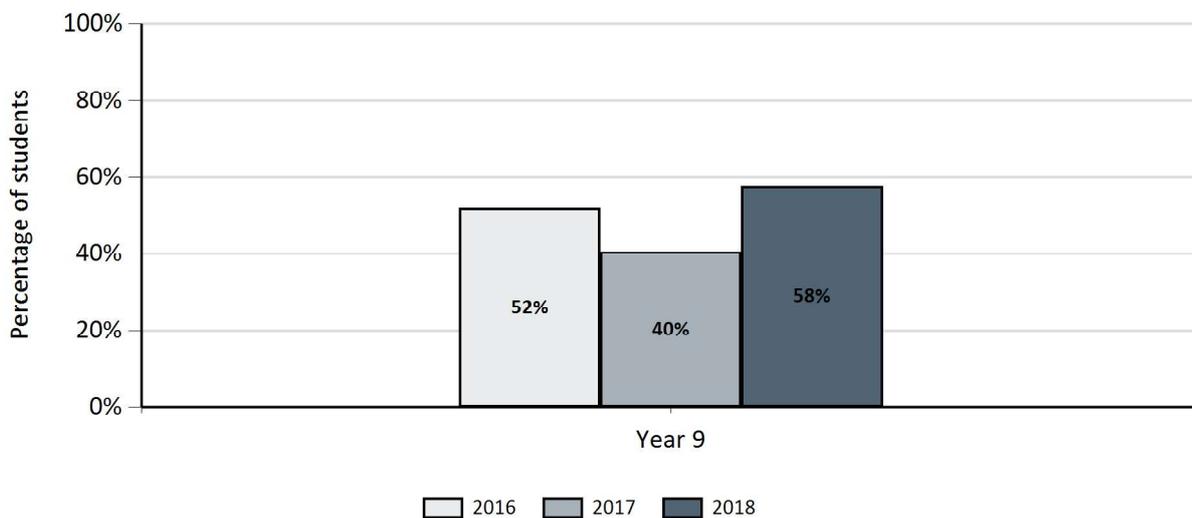
#### Reading



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	25%	25%
Middle progress group	50%	50%
Lower progress group	25%	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	34%	25%
Middle progress group	42%	50%
Lower progress group	24%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	188	189	21	18	11%	10%
Year 9 2016-18 average	202.0	202.3	19.3	15.0	10%	7%

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

<sup>^</sup>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
85%	93%	97%	99%

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+	1%	0%	0%	0.2%
A	2%	3%	3%	5%
A-	6%	6%	6%	6%
B+	11%	12%	9%	13%
B	14%	16%	15%	16%
B-	15%	16%	15%	16%
C+	16%	14%	18%	16%
C	14%	18%	25%	24%
C-	8%	8%	6%	2%
D+	6%	2%	2%	0.7%
D	3%	2%	0%	0.3%
D-	3%	1%	0%	0
E+	1%	1%	0%	0
E	0%	1%	0%	0
E-	2%	1%	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
85%	92%	97%	99%

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	34	44	42	65
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	44	61	88	89

## School performance comment

There was a marked improvement in Year 9 NAPLAN results in 2018 across all key indicators. Students achieving the Standard of Education Achievement in Reading was 55% and for Numeracy 58%, representing significant growth from 2017. The percentage of students achieving the SEA for all NAPLAN tests has also returned to the steady upward trend seen over the past 9 years, following against trend results in 2017.

Australian Curriculum grades remain generally static, but with a significant increase in achievement in Year 10 English and Maths, with all students achieving a C-grade or better in these core subjects by the end of 2018.

SACE completion increased in 2018 to 99.3%, up from 97.1% the previous year and now above the state average. 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.

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 1.5% drop in grades of D+ and below from the previous year – less than 1% of Stage 2 grades are now D+ or below. There was also an increase in higher band achievement, with 12% of grades A- and above (2% increase on 2017) and 11 students with ATAR's greater than 85. Of the 41 university offers made to 2017 graduates, 21 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 Research Project. There was also 100% PLP completion at Year 10.

Completion of Flexibility Learning Options students was strong with 20 students completing their SACE. Nine students from the Disability Unit and Special Classes achieved modified SACE in 2018. VET results continue to track well, with 55 students having a Certificate III or IV verified as completed. 34% of students in 2018 used VET to complete their SACE – well above the state average.

## Attendance

Year level	2015	2016	2017	2018
Year 8	88.7%	88.6%	86.9%	87.9%
Year 9	85.1%	84.9%	82.7%	83.2%
Year 10	84.6%	86.8%	81.6%	81.4%
Year 11	86.3%	88.3%	85.0%	82.4%
Year 12	88.5%	88.2%	85.4%	86.3%
Secondary other	91.6%	89.0%	86.1%	83.4%
Total	86.9%	87.5%	84.4%	84.2%

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

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

## Attendance comment

Attendance data shows a slight drop of .3% from 2017. It is interesting to note that both 2017 & 2018 term 3 showed the biggest drop to 82%. Term 4, 2018 has seen this climb back over 86% (overall 84.1). With processes now well established, it shows that the previous attendance drop has been somewhat arrested. It remains concerning and Murray Bridge High School will look to new initiatives in 2019. Increased community awareness and engagement in this area will take priority and we will look at collaborating with other like schools, as we continue working toward the 93% target.

## Behaviour management comment

The buddy system is now established within MBHS and operating to good effect, with the Rover (Leader) providing additional support. Bullying and harassment data remains as per 2017 levels (2018 shows 123 reports made by 87 students). Social media remains a concern with the school using a variety of tools including outside agency support and initiatives such as "Keeping Children Safe in a Connected World" Guidelines. Data also shows that female students are more likely to report and seek support around issues (76%) compared to males (24%). This is one of many topics addressed through the Wellbeing and Personal Development subject, assisting our students to develop positive relationships and resilience.

## Client opinion summary

There was a significant increase in student and parent responses this year. Common threads across parent, student and teacher surveys indicate that all believe teachers expect students to do their best. Of concern is the perception that poor behaviour is not managed well enough, particularly bullying and truancy.

The scoring of questions rate from 1 for strongly disagree, to 5 for strongly agree. In the breakdown of survey responses, there was very little (0.1- 0.4) variation from the previous year.

Student Survey: 136 responses: Average rating 2018 = 3.45, down 0.25 on 2017 data.

Top responses: My teachers expect me to do my best- 4.2; my teachers provide me with useful feedback – 3.7; my school gives me opportunities to do interesting things- 3.7

Lowest: Student behaviour is well managed- 2.7; my school is well maintained-3.2; my school takes students opinions seriously- 3.2

Parent Survey: 75 responses: Average rating 2018 =3.9, down 0.1 on 2017 data.

Top responses: Teachers expect my child to do their best- 4.2; teachers provide useful feedback – 4.1; the school is well maintained 4.1; parents can talk to teachers about their concerns- 4.1

Lowest: Teachers treat students fairly-3.8; school takes parents' opinions seriously- 3.8; student behaviour is well managed – 3.5

Staff Survey: 85 responses: Average rating 2018 = 3.95, up 0.26 on 2017 data.

Top responses: school looks for ways to improve-4.3; parents can talk to teachers about their concerns- 4.3; Teachers expect students to do their best – 4.2

Lowest: Student behaviour is well managed- 3.7; students like being at this school – 3.7; school takes staff opinions seriously- 3.7

## Intended destination

Leave Reason	School	
	Number	%
Employment	48	12.9%
Interstate/Overseas	25	6.7%
Other	9	2.4%
Seeking Employment	47	12.6%
Tertiary/TAFE/Training	48	12.9%
Transfer to Non-Govt School	11	2.9%
Transfer to SA Govt School	54	14.5%
Unknown	131	35.1%
Unknown (TG - Not Found)	0	NA

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

## 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	147
Post Graduate Qualifications	52

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	75.5	6.5	28.0
Persons	0	82	7	33

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

## Financial statement

Funding Source	Amount
Grants: State	\$14,090,473.50
Grants: Commonwealth	
Parent Contributions	\$315,820.00
Fund Raising	\$934.40
Other	

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	Flexible Learning Options (FLO) program run at the Independent Learning Centre off-site facility for students to gain SACE completion and accredited learning.	20 students completed the 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 <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy</li> </ul> including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Identified Aboriginal Education teacher and two ASE TO3 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.  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	Australian Curriculum		
	Aboriginal languages programs initiatives	Consultation through community partnerships and Aboriginal Elders for the Ngarrindjeri language program.	History and Social Sciences 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 and Mainstream education in the Middle School.	Increased attendance and engagement in curriculum.
Other discretionary funding	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		
	Primary school counsellor (if applicable)		