



Millicent High School

2021 annual report to the community

Millicent High School Number: 0780

Partnership: South East Coast & Vines

Signature

School principal:

Mr Todd Watson

Governing council chair:

Brett Renehan

Date of endorsement:

1 March 2022



Government
of South Australia

Department for Education

Context and highlights

Millicent High School is unique in that in addition to operating a FLO centre on site in Millicent – the Millicent Community Learning Centre of about 60 students, we also operate an off-site FLO program in Mt. Gambier of about 60 students. Nearly all FLO students are year 11 or 12 and most spend more than two years working towards their SACE completion. Much of the DfE generated data, including SACE, includes data from the mainstream school, about 100 SACE students, and both FLO centres. A separate report from both FLO centres is presented at our AGM.

2021 was again disrupted by Covid-19, however, with the dedication of our staff and the perseverance of our students it was another successful year largely due to the great staff team we have. Staff ensured year 12 students were prioritised and continued to organise and run sports, excursions and camps as soon as restrictions would allow, accommodating our student's needs.

The number of extra-curricular opportunities for students in addition to the range of subjects on offer is outstanding for a school our size. We maintained our commitment to sustainability through our Conservation Land Management program including our Aboriginal programs, meeting place and permaculture garden.

Our commitment to our wellbeing programs and positive relationships saw our behaviour management and wellbeing data continue to improve in 2021. The relationships that staff develop with students and the individual support they provide at Millicent High School is one of our strengths.

VET programs continue to be an integral pathway for our students, which is why we continue to provide a daily mini bus service to Mount Gambier TAFE so that students can access courses that cannot be provided locally. Nearly all of our SACE completers use some VET accreditation, 2022 will see a shakeup in how VET is provided.

This year we continued our year 7/8 Stem collaborative program where year 8 teachers planned innovative STEM curriculum with year 6/7 teachers from those local Primary Schools who were prepared to be involved. This has been a fantastic opportunity in allowing our staff to work with students who we will gain with 2022 seeing the inclusion of year 7 to High School.

At Millicent High School we are committed to continuous improvement which has as its foundation an agile approach driven through our Leadership team who all lead a Learning Team of teachers. Each team contains a literacy, numeracy and formative assessment expert. This year a significant amount of energy went into improving Literacy and Numeracy levels of our students.

Governing council report

Governing Council Chairperson report 2021

2021 has been a very good year for the school, a glowing External Review earlier in the year has highlighted the good things the school has been accomplishing and will continue to do. Once again our year 12 students have done quite well with impressive graduation rates this year.

- The Governing council has had good discussions on issues that have set the direction of our school this year. We have worked through the Site Improvement Plan, the Annual Report and looked at the parent opinion and other staff and student data. We have supported several significant projects throughout the year including: The relocation of the metalwork area to the MCLC workshop.
- A lighting upgrade in the Gym
- Gym roof & ceiling / foyer area repair / renovation
- PE room renovation replacing lighting, carpet and repainting.
- Locker relocation and preparation of the middle school in readiness for the year 7's in 2022
- Upgrading all classroom's TVs to 75 inch smart TV's
- The purchase and installation of a \$60K middle school playground which is going in over the Christmas break.
- An IT infrastructure upgrade to the school – worth over \$100K

Governing Council have again supported all students being supplied a free laptop including access to the internet at home, as well as new laptops for all students going into year 12 in 2022. This has been a significant but worthwhile cost for the school, we are one of the few schools that provide this and I think this is great for students to help them with their study both at home and school with all students having the same access to technology.

Governing Council has continued to keep a close eye on our canteen, this year it has been able to return a profit and has run well but our Manageress April could certainly do with more parent volunteers.

Quality improvement planning

Improvement Planning 2021

Our Improvement Plan is implemented through an 'Agile Improvement Cycle' using all leaders as 'Leaders of Learning'. Our whole staff improvement agenda is implemented and reviewed through our faculty teams, whole staff meetings, pupil free days and our cross disciplinary 'Learning Teams'. Leadership as part of our 'Agile Improvement Cycle' regularly review our progress against the success criteria identified in the plan after collecting evidence from the various teams for whom they had responsibility. Each term progress towards our goals are reviewed as part of the step 4 process. During term four all targets are reviewed using the collected data sets.

Data considered by leaders and teachers included: Student writing samples, formative assessments, Literacy learning progressions, Numeracy learning progressions, student work samples in moderation portfolios, e-write, reading levels, PAT-R and PAT-M, grade and LAF data.

Our Site Improvement Plan had three Goals each with specific targets. These targets identified three students in each 2020 class of the year level we were monitoring one at SEA (Standard of Educational Achievement), one below SEA and one above. This gave us nine students in year 8 and year 9 in 2020 that we monitored who were year 9 and 10 students in 2021. Some targets used NAPLAN as a measure so other data sets were considered. More information is provided in the School performance comment and more detailed information is provided at the AGM.

Goal 1: Increase student achievement in writing – A triangulation of NAPLAN, PAT, and E-Write Data demonstrates a continued positive trend relating to student achievement in writing. All identified students maintained or improved within their English learning area grade data.

Goal 2: Increase student achievement in reading – Identified student data demonstrated continued improvement in PAT-R which is supported by CARS data, student grade data, and student goal work evidence.

Goal 3: Increase student achievement in Numeracy – The three data sets of identified students showed mixed results. Grade data saw two students maintaining their grade, however 5 decreased in their achievement. PAT-M results showed 4 students achieving above SEA and 5 achieving below SEA.

Groups of students and teachers, including the identified students, were interviewed by our Education Director and Principal Consultant as part of our review process. These interviews, confirmed from students talked about being on track to achieve our goals.

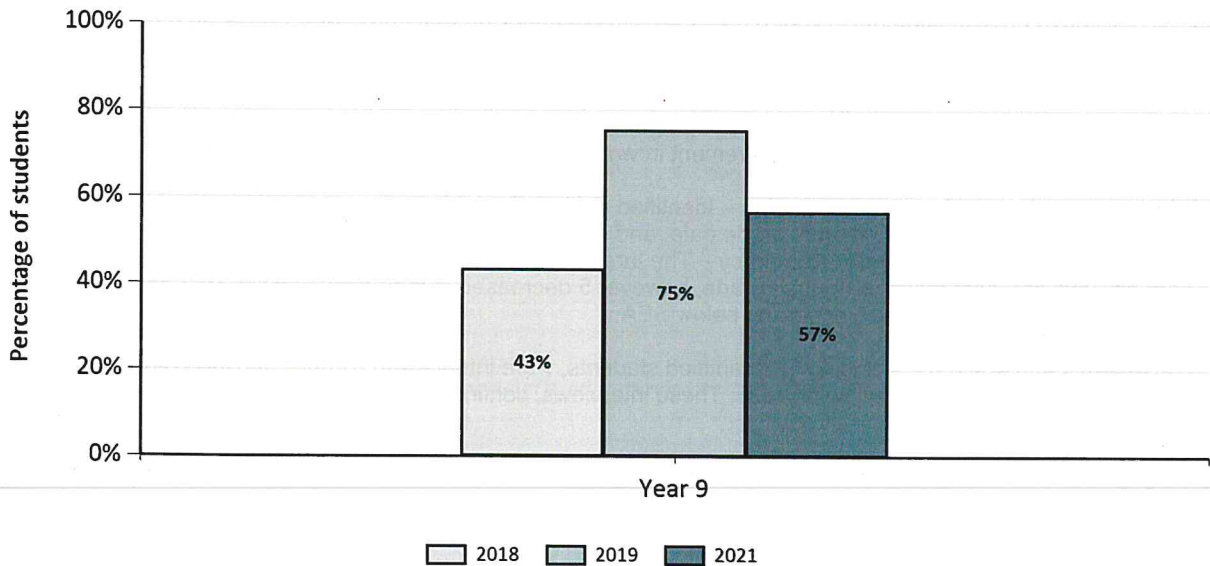
Staff pedagogical improvement was focused around High Impact Teaching Strategies, specifically utilising observations. In Learning Teams, staff analysed shared general capabilities then co-designed an activity. Each staff member then implemented this in a lesson and one of the other learning team members observed to provide specific feedback. This involved debriefing after the lesson, and also at Learning Teams.

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

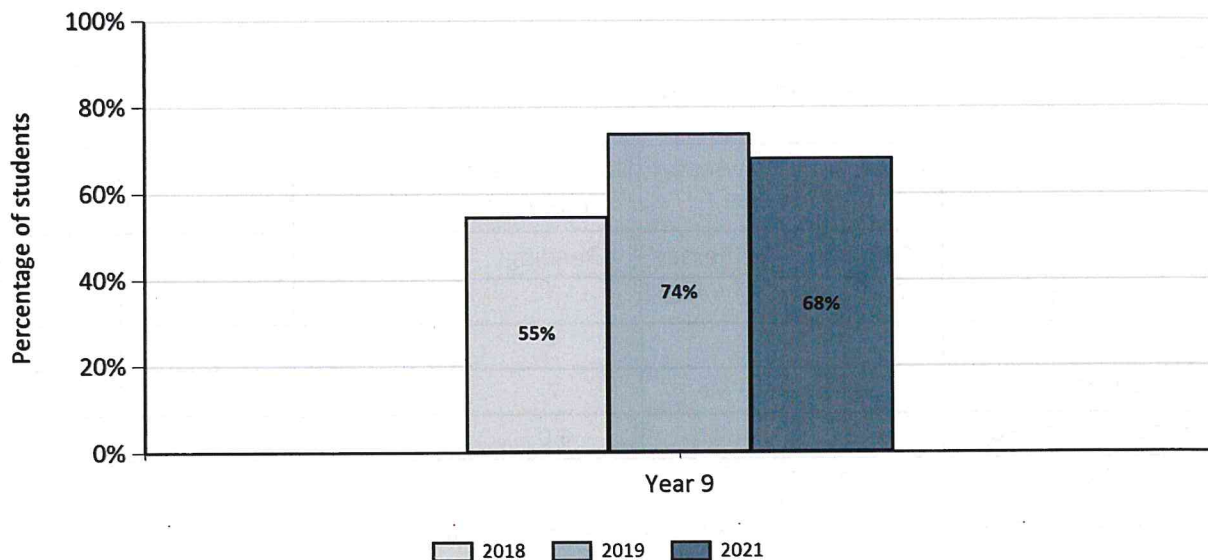


*NOTE: No NAPLAN testing was conducted in 2020.

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	25%	35%
Middle progress group	63%	48%
Lower progress group	12%	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	33%	34%
Middle progress group	53%	48%
Lower progress group	14%	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	69	69	7	6	10%	9%
Year 9 2019-2021 Average	67.0	67.0	6.0	5.5	9%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

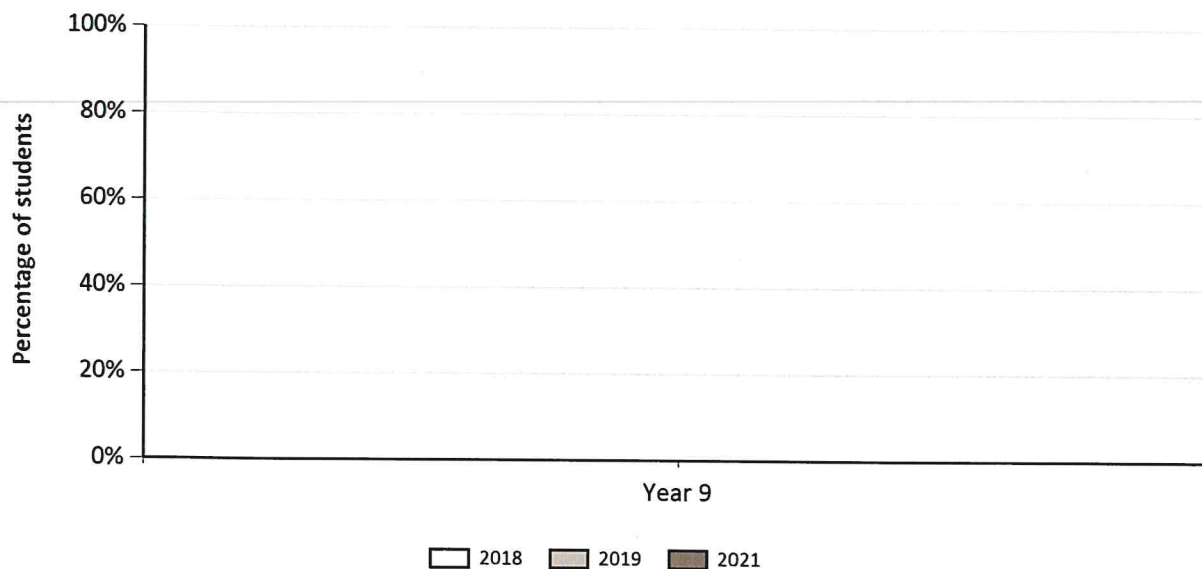
[^]includes absent and withdrawn students.

*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



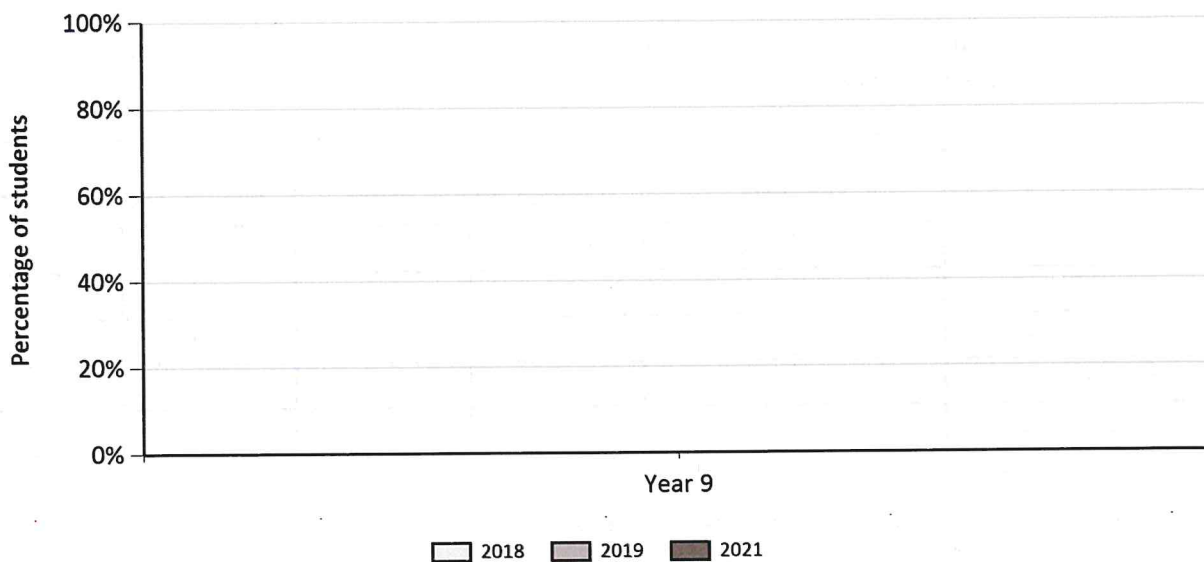
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	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	*	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	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*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: Data Informed Planning

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

All aboriginal students were selected as identified students as part of the school's Site Improvement Plans. This identification created a focus of development within curriculum areas with goal setting and focused unit planning. The school utilised department regional support to create a focused plan for each student.

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

Traffic light, grade data and testing data indicated growth for all students. Identified students with supports showed a higher level of growth in literacy and numeracy outcomes.

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%	99%	100%	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%	1%	0%
A	4%	3%	13%	4%
A-	6%	7%	17%	9%
B+	12%	18%	15%	0%
B	18%	16%	16%	15%
B-	17%	11%	11%	18%
C+	11%	15%	6%	0%
C	25%	25%	19%	14%
C-	6%	3%	3%	5%
D+	0%	1%	0%	0%
D	1%	0%	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%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
100%	96%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*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	94%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	19%	25%	22%	31%

Adult Education Provision (AEP)

Number of students enrolled under the Adult Education Provision

2017	2018	2019	2020	2021
N/A	N/A	N/A	N/A	N/A

*NOTE: Students in scope are 21 years and older, have not achieved their SACE and have not been enrolled and attending a school for more than 6 months.

2021
100%
38%

Number of Adult Education Provision students who completed their SACE

2017	2018	2019	2020	2021
N/A	N/A	N/A	N/A	N/A

School performance comment

School performance is measured by the Department for Education by two data sets: SACE and NAPLAN

Numeracy:

2021 NAPLAN results showed an increase in students in the high growth band, with an increase of 12%. 97% of students met the National Minimum Standard for Numeracy. The average year 8 PAT Mathematics scale score rose for both year 8 and 9. At year 8, there was improvement in students achieving above Standard of Educational Achievement (SEA) with a 7% increase to 79%. Overall, a slight increase in the average score was achieved. At year 9, there was a 5% increase in students achieving above SEA at 76% with the overall average score increasing. Year 8 and 9 classes all continued to use a numeracy intervention based on the RMF approach which involved 'coloured folders' (Big Ideas in Number). Year 8 results showed a reduction of students in group 1 and 2 with increases in group 4. Group 7 showed considerable increase. Similarly, year 9 results showed a decrease in students in groups 1 to 4 with increases in the higher groups, 5 to 8.

Literacy:

Whilst there was a slight decrease since the 2019 NAPLAN, 2021 results illustrate a positive trend in literacy improvement when compared to the past 5 years, demonstrating student growth. Students achieving the National Minimum Standard in literacy are still meeting a positive trend, with some variant from the 2019 NAPLAN results (2020 did not allow for comparative data) 2021 data broken down: Reading 87%, Writing 73%, Spelling 83%, Grammar and Punctuation 75%. Progressive Achievement Testing (PAT) for Reading in year 8 showed that 82% of students were achieving at or over the DfE National Standard for Educational Achievement with the average score being 130.6. 75% of year 9 students achieved at or over the national standard with the average score being 134.5. When comparing both year 8 and 9 E-Write data from term 1 to term 4, significant growth can be seen in students writing outcome. When also comparing student writing data from 2019 to 2021 significant growth and development can be identified in the above-mentioned areas.

SACE:

Stage 2 grade growth was not achieved for the first time in 5 years. This was despite the development and implementation of High Impact Teaching Strategies that responded to identified areas of concern from the 2021 stage 1 data (a decrease in A grade results, and an increase in D and E grade results). While these targeted teaching Strategies did not manage to maintain Stage 2 growth above our outstanding 2020 result, these approaches did mitigate the risk of an increase in the lower band (D and E) results. The percentage of year 12 students not receiving a passing C grade during the 2021 year was 1.13%. This same cohort recorded 15.31% below a passing C grade during their Stage 1 studies.

Stage 1 grades noticeably improved in 2021. Analysis of the SACE data indicates that strategies to move students into the higher-grade bands are continuing to have a positive impact. 22.3% of the Year 11 cohort achieved results in the A grade band, compared to 14.2% for the year 2020. Furthermore, the above mentioned 2020 results of 15.31% below a passing grade C was modestly reduced to 9.93% during 2021.

Detailed reports of each are provided at the AGM

Attendance

Year level	2018	2019	2020	2021
Year 8	90.8%	89.0%	88.5%	89.5%
Year 9	81.2%	86.3%	85.7%	84.2%
Year 10	86.3%	80.8%	84.9%	85.6%
Year 11	81.3%	76.3%	82.3%	80.0%
Year 12	93.7%	88.1%	91.0%	86.6%
Secondary Other	100.0%	94.2%	94.0%	N/A
Total	87.0%	84.4%	86.7%	84.8%

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

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

Attendance comment

Attendance in total was marginally lower than the previous year. It is worth noting that the total figure includes MHS, the ILC and MCLC. Year 12 for MHS was 86.6% attendance and Year 11 was 80.0% unfortunately that meant a decrease in attendance by 5.1% and 2.3% respectively, the year 12 result is significant and the year 11 result is disappointing after increasing by 6% the previous year. Year 8 saw an increase of 1% up to 89.5%. Year 9 decreased to 84.2%, while year 10 was on par with 2020 numbers, only a .7% improvement (85.6%). While most year levels decreased we are still very much on par with the state attendance averages for all year levels. The ILC and MCLC follow up attendance through Case Management.

Behaviour support comment

Behaviour has continued the downward trend of previous years with a decrease in incidents reported of harassment and violence within the school. Over the course of the year there were 9 suspensions and 10 harassment incidents. This is reflective of the restorative approach to behaviour management within the school. Indicating that these measures are supporting staff and students and more positive outcomes are being achieved with little to no follow up issues.

This is demonstrating the effectiveness of having 3 senior leaders in charge of behaviour management, along with working with the wellbeing team and staff in supporting our students to make responsible choices. Wellbeing highlights were, positive student responses to: 'connectedness to school', 'important adult at school' and 'expectations for success' which all showed continued improvement. Student's responses also demonstrated improved 'emotional regulation' and 'optimism'.

Parent opinion survey summary

The data has represented overall a positive trend of improvement, with most data trends either improving or remaining the same. The key improvers were in the 'Teachers and students are respectful' increasing from 46% (agree or strongly agree) to 61%, that parents 'have input into learning' 42% to 57%. There are 3 areas that had a decline and identify areas of improvement, 'Equipped to plan pathways' decreased by 12% while significant, still very positive at 75%. 'Encouraged to help child learn' declined by 11% down to 38% and 'receives learning tips' 21% overall. Other areas of note, 'the school provides parents with useful tips on how to learn at home' and 'the school encourages parents to help students learn' both of these were low but positively are areas that can be corrected simply and effectively. School communication didn't decline but from conversations, and the feedback data highlights the need for improvement. Parent survey indicated that they would prefer the communication via email, text messages and phone calls.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	11	19.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	1.7%
NT - LEFT SA FOR NT	1	1.7%
PA - PARENTING/CARER	1	1.7%
PE - PAID EMPLOYMENT IN SA	17	29.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	1.7%
SM - SEEKING EMPLOYMENT IN SA	16	27.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	3.4%
U - UNKNOWN	7	12.1%
VI - LEFT SA FOR VIC	1	1.7%

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

Relevant history screening

A front office SSO is responsible for the checking of WWC clearance for all MHS staff, volunteers, students and others who come into contact with students, maintaining a central register for MHS, MCLC and the ILC and informing the Principal of concerns.

People on the register are advised when their clearance is due for renewal.

MCLC and ILC managers are responsible for checking and maintaining records on site of all staff, volunteers, students and others who work with their students. They or their delegated SSO update the central register kept at MHS whenever there are personnel changes.

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	56
Post Graduate Qualifications	27

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 Equivalents	0.0	32.9	0.4	18.2
Persons	0	38	2	27

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

Financial statement

Funding Source	Amount
Grants: State	\$6,469,643
Grants: Commonwealth	\$2,000
Parent Contributions	\$180,957
Fund Raising	\$1,812
Other	\$64,052

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	FLO funding: students at the ILC and MCLC are provided with individual case management, wellbeing support and as much accredited learning that can be funded, with a priority given to SACE compulsory subjects.	Details of outcomes are provided in the FLO reports presented at the AGM.
	Improved outcomes for students with an additional language or dialect	NA	NA
Targeted funding for groups of students	Inclusive Education Support Program	Support for our students with disabilities (Cat 1-7) is provided by SSO's who work with students in class, small groups and individually. We further developed our PACERS (special) class including a Special Ed teacher	Learning is supported and reported to parents using agreed processes.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Aboriginal Students are supported by an Aboriginal Education Teacher and ACEO's at all three centres (MHS, MCLC & ILC). The focus is on improving Literacy, Numeracy, Wellbeing, Social Skills & connecting with Aboriginal Culture. Other funds are used to provide the best pathways for our students. Wider curriculum choice through small senior classes, Local Delivery, access to local and Mt. Gambier based VET courses including travel support, laptops for all students, increased leadership to lead learning improvement to enact our Literacy and Numeracy SIP goals.	Outcomes are reported on in the overview and performance sections, more detail is presented by leaders at the AGM
Program funding for all students	Australian Curriculum	Funding for 'Thinking Maths' T&D	Staff provided release and support for the program.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding is included in Tier 2 part 2	see overview and performance sections
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

