Millicent High School

2022 annual report to the community

Millicent High School Number: 780

Partnership: South East Coast & Vines

	Signature
School principal:	Mr Todd Watson
Governing council chair:	Brett Renehan
Date of endorsement:	1 March 2023

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 50 students, we also operate an off-site FLO program in Mt. Gambier of about 50 students. 2022 is the last year that the Independent Learning Centre in Mount Gambier will be attached to Millicent High School, in 2023 Grant High School will take over the running of it. 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 Governing Council AGM.

The School motto of 'Providing Pathways to the future' is something we hold dearly, and as such students are at the heart of all decisions made. Our level of complexity means as a site we offer a range of opportunities for all students, SACE, apprenticeships, School Based apprenticeships, support programs and an encompassing wellbeing program and strategy across 7-12. We recognise and value extra curricula activities for opportunities of growth for our students and the ability of these to further the relationship between staff and students.

In 2022 we have continued our commitment to sustainability through our Conservation Land Management program including our Aboriginal programs, meeting place and permaculture garden, gaining a grant to continue these works into 2023.

Our commitment to our wellbeing programs and positive relationships saw our wellbeing data continue to improve in 2022. 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 mini bus service to Mount Gambier TAFE so that students can access courses that cannot be provided locally. 58% of SACE completers in 2022 used some VET accreditation to achieve their SACE, well above the state average.

2022 saw the introduction of year 7 to High School, as a site we prioritised this transition process furthering our Junior School approaches to ensure students made this transition smoothly. Literacy and Numeracy has been maintained as our key focus of development. Now with year 7's in High School we have further data and opportunity to continue to develop our progress in this area.

Governing council report

2022 has been another good year for our school, I am quite proud to be a part of the governing council as the school continues to provide a wholesome space for our young people to learn. Our year 12 students have done quite well with impressive graduation rates this year, congratulations on your achievements and good luck in all your future endeavors. I would also like to congratulate all students being recognized for their achievements this evening. It is certainly a proud moment for the school and the wider community, congratulations and well done to everyone.

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.

It has been exciting to see work taking place on projects throughout the year including:
• The Middle school playground
• The Basketball & football goals.
• The gym foyer area upgrade.
• The oval preparation for Interschool in 2023

Governing Council have again supported all students being supplied a free laptop including access to the internet at home. 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 the students to help them with their study both at home and school ensuring all students have access to the same technology.

Governing Council has been pleased with the ongoing success of our canteen, this year it has been able to return a profit and has been well utilized by our students.

I would like to thank Todd Watson for his commitment and leadership to Millicent High School, he has taken this new role in his stride and is continuing to steer Millicent High School in the right direction. It is a pleasure to work with him to get the best for the school and the students.

I would like to thank the governing council members for their contributions throughout the year. Thank you to the staff, students and the many volunteers that make our school the great school it is.

Quality improvement planning

Improvement Planning 2022: 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.

Two of our site goals were based around improvement of Literacy and Numeracy using percentages of improvement across bands as our indicators. Progression over the terms through our termly step 4 reviews indicated the targets sets were inappropriate for accurate measurement. As such as a leadership team we actively involved outside agencies for support to realign our targets to best measure the success of our goals. These have been adjusted for 2023. A full review of each goal is available by our Literacy and Numeracy Coordinators at the Governing Council AGM and is saved for all staff to access. Further to our goals, improvement planning focused on the 2nd ESR direction, ' focus of consistent language towards learning Intentions'. Pupil Free days were utilised to upskill staff and leaders through Corwin training, 'Goal Setting, Learning Intentions and Success Criteria'.

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
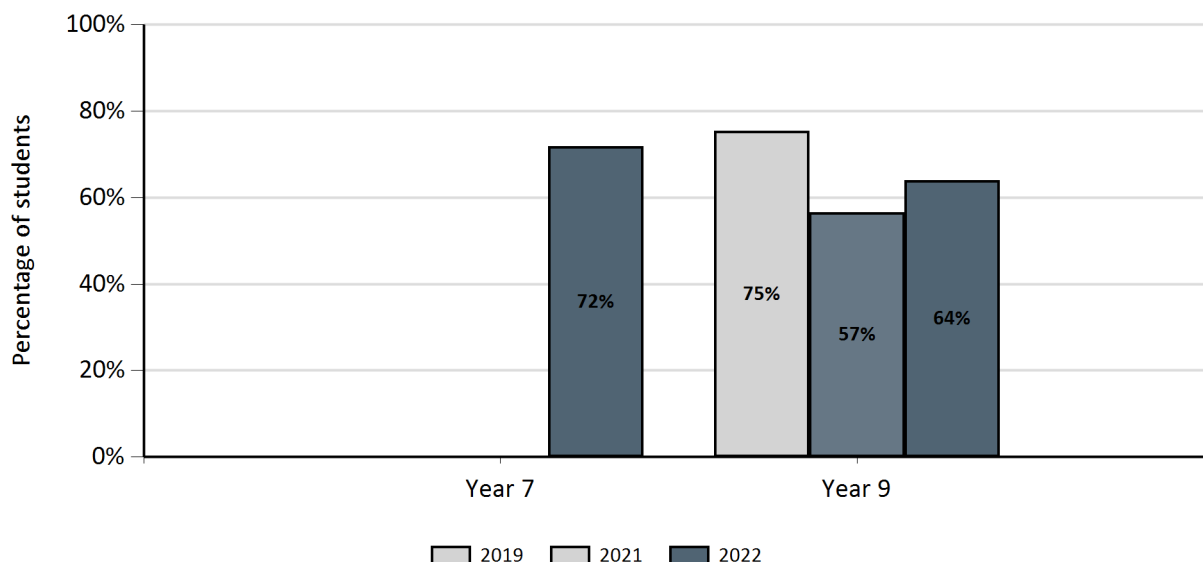
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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.
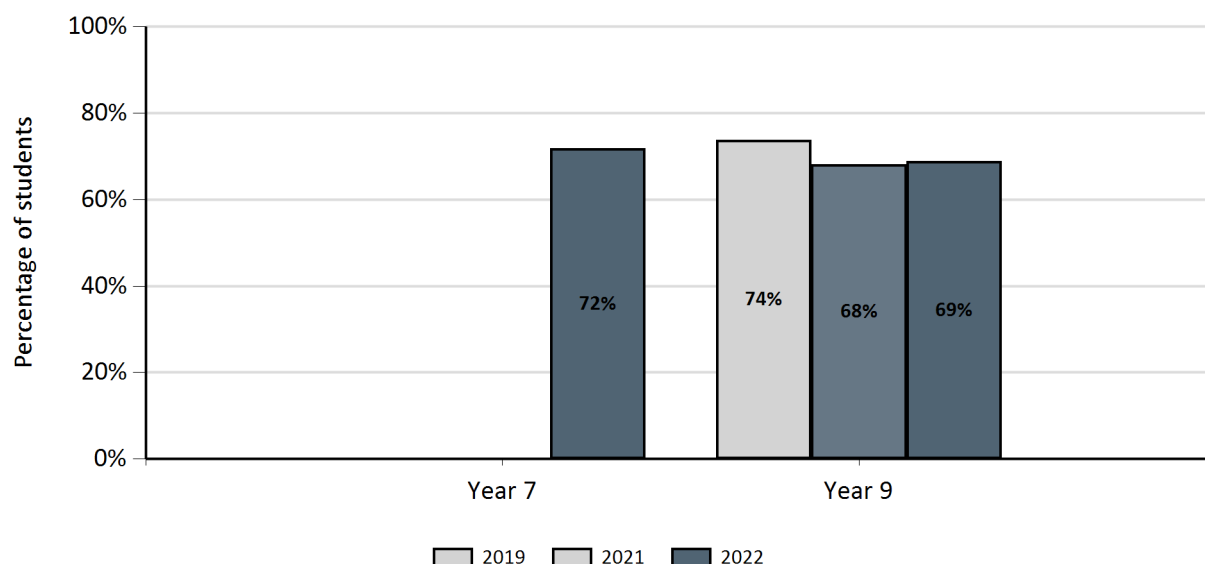
Numeracy

*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 2022.

*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 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 07 2022	64	64	9	9	14%	14%
Year 07 2021-2022 Average	64.0	64.0	9.0	9.0	14%	14%
Year 09 2022	61	61	5	8	8%	13%
Year 09 2021-2022 Average	65.0	65.0	6.0	7.0	9%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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 2022.
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.
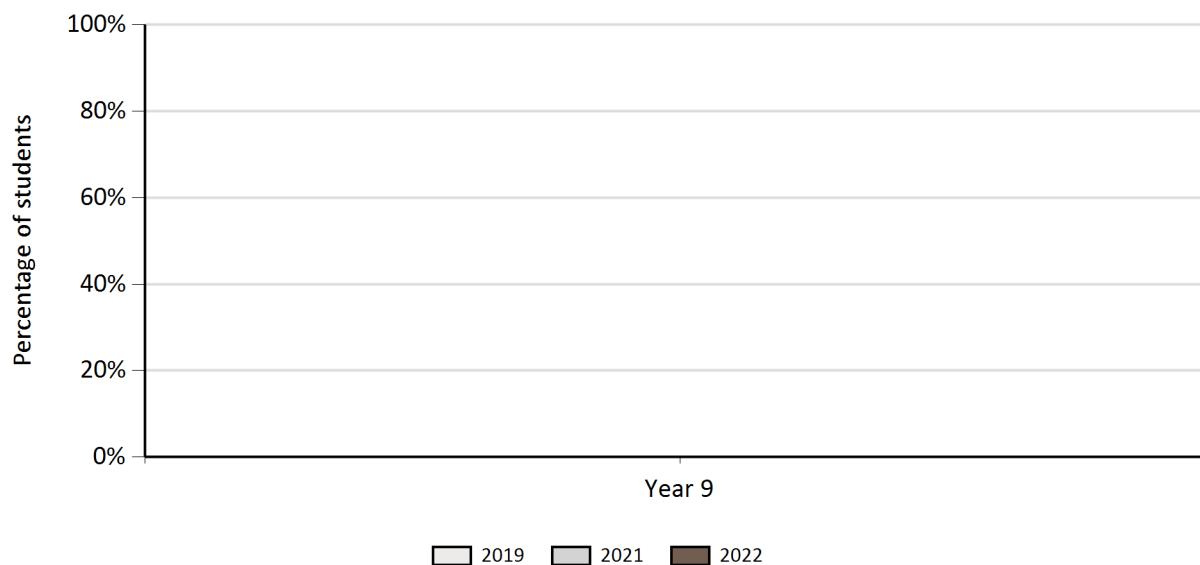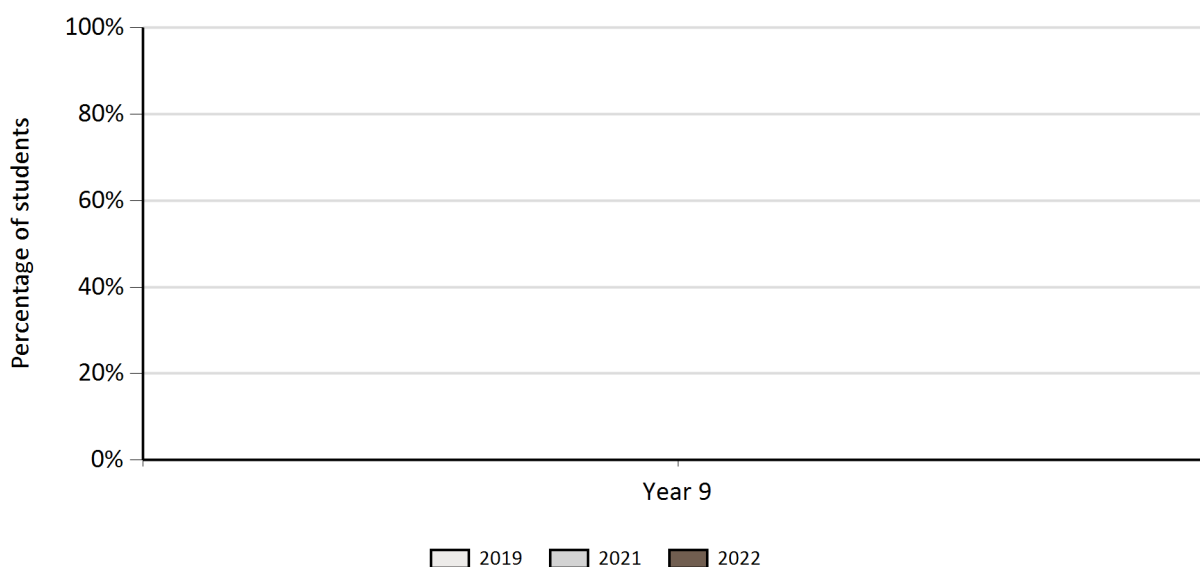Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN 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 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: 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 identified and individualised improvement focused plans were created in line with the Site Improvement Plan goals and key outcomes. This identification aided in setting individualised goals for each student.

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

Growth through tracking measures in Traffic light and grade data demonstrated success for the students, this was particulary evident in literacy and numeracy growth.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
99%	100%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2022
*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	2019	2020	2021	2022
A+	0%	1%	0%	0%
A	3%	13%	4%	8%
A-	7%	17%	9%	12%
B+	18%	15%	15%	15%
B	16%	16%	11%	14%
B-	11%	11%	18%	15%
C+	15%	6%	14%	19%
C	25%	19%	22%	13%
C-	3%	3%	5%	3%
D+	1%	0%	1%	1%
D	0%	0%	0%	1%

Data Source: SACE Schools Data reports, extracted February 2022
*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

2019	2020	2021	2022
95%	98%	98%	91%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2020	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	31%	19%	25%	22%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	94%	100%	100%

Adult Education Provision (AEP)

Number of students enrolled under the Adult Education Provision

2021	2022
38%	52%
100%	95%

#Error	#Error	#Error	#Error	#Error
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.

Number of Adult Education Provision students who completed their SACE

#Error	#Error	#Error	#Error	#Error
N/A	N/A	N/A	N/A	N/A

School performance comment

Literacy Performance: Our 2022 Year 9 NAPLAN results continued to demonstrate our positive trend of growth in literacy over the last 5 years. Whilst there was .6 decrease in the mean score of year 9 students from 2022 when compared to 2021, all the four literacy disciplines saw significant growth. In particular, writing growth shifted the school average band from 6 to 7. Students achieving the National Minimum Standard in literacy are now at: Reading 93%, Writing 82%, Spelling 91%, Grammar and Punctuation 96%. Year 7 NAPLAN data allows us to begin our baseline collection. Students achieving the National Minimum Standard in literacy are now at: Reading 92%, Writing 81%, Spelling 91%, Grammar and Punctuation 88%. Progressive Achievement Testing (PAT) for Reading in year 7 showed that 57% of students were achieving at or over the DfE National Standard for Educational Achievement with the average score being 122.6. 82% of year 8 Students met the SEA with the average score being 131.2. 73% of year 9 students were SEA with the average being 132.8. 77% of year 10 students met SEA with the average score being 137.3. It is worth noting that this analysis does not specify students who were undertaking tests below their year level.

Numeracy Performance:
PAT Results: 2022 is the first year that Millicent High School has year 7 students. Therefore, the data is limited to this years PAT results. Moving forward we will continue to monitor student progress.
The average year 8 PAT Maths scale score decreased slightly, although not significantly for year 8 in 2022. There were 77% of students that achieved the Standard of Educational Achievement (SEA) (122) compared to 79% for the previous year. The average scale score for year 9 PAT Maths data showed a slight increase from 2021. The percentage of students achieving above the SEA (123) increased 9% from 76% to 85%.
NAPLAN: In 2020 NAPLAN was not completed. In 2021 NAPLAN growth scores placed more students in the high growth band. 97% of students met the National Minimum Standard for Numeracy. These was also an increase in the mean score, continuing the positive trend.
LAF: 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). Lessons also explicitly taught the literacy of problem solving and used a differentiated approach to the Australian Curriculum. A timetable structure was created to allow an SSO to be deployed in all year 8 and 9 Maths classes during the intervention lessons. In year 8 we trialed a positive model of running the intervention lessons opposite science, which will be rolled into year 7 next year. All year 8 and 9 Mathematics teachers were involved in collaborative planning each week and moderated tasks to ensure consistency. 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.

SACE Performance: Stage 1 results were skewed towards the B and C range. Students achieving below a C grade was relatively consistent with 2021, though still above the state average. Stage 2 results demonstrated a high number of C grades, with the average school grades remaining below the state average. However, individual students did excel with our highest ATAR of 91.50. VET remained important in completion of SACE for many students.

More detailed reports are submitted at our schools AGM

Attendance

Year level	2019	2020	2021	2022
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	89.5%
Year 8	89.0%	88.5%	89.5%	88.5%
Year 9	86.3%	85.7%	84.2%	83.7%
Year 10	80.8%	84.9%	85.6%	85.6%
Year 11	76.2%	82.3%	79.9%	79.7%
Year 12	88.1%	91.0%	86.6%	85.2%
Secondary Other	94.2%	94.0%	N/A	N/A
Total	84.3%	86.7%	84.8%	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 exactly the same as the previous year. It is worth noting that the total figure includes MHS, the ILC and MCLC. This is the first year of having year 7 data collected. Attendance across all year levels was either the same or had less than 1% decrease. While the decrease is minimal there were no positives trends in any grade.
The ILC and MCLC follow up attendance through Case Management.

Behaviour support comment

Unfortunately, our suspensions increased in 2022, after several years of having a continual decrease. Suspensions were up by 15. With the majority of these coming from the year 8 cohort, who like the year 7's were in their first year of high school. There were 0 suspensions in year 7, 11 in year 8, 9 in year 9, 8 in year 10, 2 in year 11 and 1 in year 12.

Parent opinion survey summary

The data overall had a slight negative trend with many responses declining in comparison to 2021 data. This being said most of the declines were marginal ranging between 1-5%. There were some clear standouts that need to be addressed, 'School communicates effectively' decreased by 10% down from 59-49%, 'Input into student learning' decline by 8% this however is still above the 2020 result of 42% . Positive growth areas were in, 'Child is important', 'receives useful feedback'.
Reflection of data indicates we still need to do more in the area of communication. Written parent responses identify lack of consistency with staff, find Sentral a difficult app, more opportunities to meet with teachers. Communication preference varied from school App, Phone Calls and face to face meetings, email did not appear as popular.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	6.0%
NS - LEFT SA FOR NSW	2	2.4%
PA - PARENTING/CARER	6	7.1%
PE - PAID EMPLOYMENT IN SA	33	39.3%
QL - LEFT SA FOR QLD	1	1.2%
SM - SEEKING EMPLOYMENT IN SA	20	23.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	10.7%
U - UNKNOWN	1	1.2%
VI - LEFT SA FOR VIC	6	7.1%
WA - LEFT SA FOR WA	1	1.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	$7,019,994
Grants: Commonwealth	$1,156
Parent Contributions	$145,984
Fund Raising	$6,166
Other	$49,468

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

2022 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 2022 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
	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.
Targeted funding for groups of students	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 Whole site training on Learning Intentions, Success Criteria and Goal Setting, creating a consistent site approach in how we teach students. Further developing students goals and the use of goals across curriculum areas.	Staff released for Think Maths Training, to ensure we meet our SIP priorities. Mathematics staff to have greater understanding of student achievement levels and how to create opportunities for stretch. Consistent language and approach to LISC and goal setting enables students to see links across curriculum and have a greater understanding of how to achieve success.
	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