LOXTON HIGH SCHOOL
ANNUAL REPORT
2014
1. CONTEXT

School Name: Loxton High School  
School Number: 0895

Principal: John Tiver  
Partnership: Loxton-Waikerie

Loxton High School is committed to high quality teaching and learning. Every student has the opportunity to succeed and prepare for effective citizenship. Strong community partnerships are the foundation for all learning. Positive community partnerships underpin all achievement.

Students at Loxton High School receive a strong values-based education. The school’s five Core Values of Respect, Trust, Optimism, Commitment and Support underpin all aspects of school life and the positive culture that pervades the school.

The School was opened as Loxton Area High School in 1959 and in 1963 the word ‘area’ was dropped from the School name. The school celebrated its 50th year in 2009.

Loxton High School, as a country High School, consists of many students whose families are involved in either broad-acre agriculture or horticulture. Other students come from families who are involved in the professional and service sectors. The school is very well supported by families and the community in general.

Loxton High School is well known for the academic success of its students. Many past scholars have progressed to highly-regarded academic, vocational and professional careers. Many of our students continue their studies at university as a result of high levels of achievement in SACE studies.

2. REPORT FROM GOVERNING COUNCIL

It is a pleasure to present the Governing Council report for 2014.

I appreciate the opportunity to provide insight from the perspective of the Governing Council on the successful outcomes which we have all been a part of as members of the Loxton High School community.

Firstly this year it is a pleasure not to be welcoming a new principal, or for that matter fare welling a recently acquired principal. A stable leadership team is paramount to the effectiveness of any organisation.

The Loxton High School Governing Council comprises a group of enthusiastic parents who strive to provide an effective liaison between the school and the community and aims to provide a forum for the exchange of information and ideas between parents, school leaders, staff and the community.

As a Governing Council we have enjoyed the opportunity to work with John Tiver and Lorraine Dambergs as new members of the Loxton High School leadership team this year.

We have been very aware of our responsibilities this year as we were faced with some challenging decisions. Several long meetings reflected the need to ensure all councillors had the opportunity to engage with the decision making process.

To demonstrate our commitment to effective school governance, Loxton High School was the only Riverland High School represented at the community consultation meeting for the independent review of School and Preschool Governance in South Australia. This was our opportunity to voice our opinion about what school governance should look like in the future in order to best engage parents and the wider community in the education of our children.

We welcomed one new councillor this year, however at the AGM we farewell six councillors, all with many years of experience on the Loxton High School Governing Council. While it is challenging to lose half of our councillors, it is also a wonderful opportunity for a new group
of parents to have an active role in the leadership of our amazing school. A strong and engaged Governing Council is vital for the ongoing success of our school.

Several years ago I shared with you my belief that:

“Successful outcomes in education are not random events, but the result of commitment, planning and engagement.”

While the input of the student and the teacher and the relationship between the two have the largest impact on the outcome, the outcome will be limited if the school leadership is not focused and committed, if parents are not engaged and supportive and if the community as a whole does not provide the best opportunities possible for our students outside of the school environment. It is the cumulative effect of each of these factors which creates successful outcomes for each of our students.

Loxton High School acknowledges that families have a primary role in education of young people and that it is important for families and schools to work together in partnership. Each of us has the ability to influence the outcome for our students and to provide an environment in which they can achieve, if not exceed, their potential. As members of the Loxton High School Governing Council, we have been privileged this year to have an active role in the leadership of Loxton High School and contribute to successful outcomes for our students.

At Loxton High School effective partnerships are based on mutual trust and respect and shared responsibility for the education of young people. Regardless of the social or cultural background of the family, high levels of parental and community involvement strongly correlates with improved student learning, attendance and behaviour.

On behalf of the school community, I would like to thank Sandy Kanizay, Tiffany Harris, Cathy Crambrook, Meredith Stehbens and Paul Rudiger for their valued contribution as Parent Representatives on the Loxton High School Governing Council.

It has been both a privilege and a pleasure to have been given the opportunity to lead the Loxton High School Governing Council in 2014 for the last time. I sincerely thank all of our councillors, staff representatives and student representatives for their valued input and enthusiasm during the year.

As I come to the end of an amazing journey at Loxton High School, I have reflected that I will leave and believe that I have “No Regrets”. I hope that as each of you come to the end of your Loxton High School journey you are also able to put your hand on your heart and say that you have no regrets.

It is a mantra for our students to consider each and every time they leave Loxton High, whether at the end of a day, a term, a year or a journey. They should all leave the school without regret about the way they treated others, about the commitment they have shown to their studies, about the respect they have shown for their teachers and school leaders and about the support they have provided for those around them.

We are not all in control of when our Loxton High School journey will end – treat each day as a day of “no regrets” and at the end of your journey you will have a simply amazing experience upon which to reflect.

I close with a quote from one of my favourite authors – Dr Suess:

“Don’t cry because it is over, smile because it happened.”

Dr Jenni Trewren
Governing Council Chairperson
3. 2014 HIGHLIGHTS

This has been another year in which Loxton High has stood out from other schools, in terms of both academic and extra-curricular success. Teaching staff have made an outstanding commitment to provide opportunities and create learning environments for students to pursue excellence.

At our core, we are characterised by our values, which determines the culture in which our school community exists. This provides an environment where students can flourish and achieve their goals.

The teaching and support staff are to be congratulated on their commitment to providing the encouragement and support for our students to be successful. Also our parents & caregivers who work in partnership with the school to provide the best possible outcomes for their children should be congratulated

Overall, the academic performance across all year levels has been commendable and can be attributed to the high standards set by both staff and students.

Australian Curriculum implementation – this year we have had a focus on faculty groups working together on the Australian Curriculum. Staff feedback on the 2 Training & Development days has been very positive. Further work is required on reporting and assessing against the Australian Curriculum.

This year ‘Footloose’, the Musical, was a result of many people working long hours in planning, preparing and rehearsing over many months. In terms of educational outcomes; the journey that all have travelled in preparing for this event; is far beyond something a classroom could emulate.

Our Musical programme is a showcase opportunity for those involved to refine behaviours and attitudes that reflect our core values. This is one of the many examples of how we work in partnership with our community to provide outstanding opportunities for our students.

Achievements in sport in Twenty Fourteen have been exceptional, even by Loxton High’s lofty standards.

Athletics – Riverland Champion School – 35 years in succession
Swimming – Riverland Champion School – 14 years in succession
Triathlon – State Champions – 4 out of the last 5 years
Cross Country – Riverland Champions -17 years in succession

Our approach to sporting performance is based on the holistic development of the individual to be a better person, athlete and community member. The focus is on improving technique, striving for personal best and valuing the development of personal qualities.

These performances and others too many to list here, can be attributed to the tireless work of staff in providing high quality coaching and the commitment of students to work hard to achieve their goals.

Our Blur Racing Pedal Prix team is yet another excellent example of Loxton High School spirit where teams of students, staff and community volunteers work together to achieve a common goal. At Loxton, success is measured by: the quality of preparation, personal and team growth and finally race results.
This year the U19 girls team ‘She’s a Blur’ finished 1st in the state series, U16 Boys ‘A Little Blurry’ 4th, and senior boys ‘Blurred Vision’ 5th in the state-wide competition.

There are many and varied extracurricular opportunities available to our students, promoting many talents. Public Speaking and Debating, and Learning Area competitions like the ICAS / University of NSW English and Maths competitions, to name a few.

In terms of Science, Loxton had two Year 11 teams in the National Chemical Analysis Finals and finished with two gold and four silver medals. The National Chemistry Quiz resulted in many Distinctions and High Distinctions. This year Loxton also finished 4th in the Science & Engineering National Championships held in Adelaide. We were ranked the highest Government School in the country in this competition.

20 students from our Year 10 Mallee Agriculture class attended the Led Steer Competition at the Adelaide Show. We received 1st place out of 55 in the Schools Export Carcass Class as well as 2nd place in the Award for the Most Professional Show Team.

The Volleyball programme is also worthy of mention, in terms of how many students are actively and positively engaged in the sport. The ongoing commitment of staff, students and community members to the continued growth of the programme is indeed impressive. This year a record 13 teams, 141 individuals will represent Loxton High at the Australian Volleyball Schools’ Championships in Melbourne.

Thank you to the work the Governing Council has done this year. Also I would like to acknowledge the parents whose tenure is finishing this year; and in particular Jenni Trewren for her outstanding leadership and support as Chairperson.

JOHN TIVER

4. SITE IMPROVEMENT PLANNING AND TARGETS

PRIORITIES FOR 2014:

POWERFUL CURRICULUM

Year Level Curriculum program development
Australian Curriculum implementation
Assessment & reposting using the Australian Curriculum
Cross Curricula Priorities & General Capabilities
SACE Implementation

Whole School Numeracy approach developed
Numeracy Plan
Real life problem solving focus

Student Pathways
Curriculum and Timetable review
Aboriginal Student pathway
Students with Special Needs
Vocational Pathways
Post School learning pathways
Personal Development & Life Skills program

Powerful Pedagogy
National Professional Standards for Teachers
Performance development Plan
Teaching for Effective Learning
ICT to improve student learning outcomes

Wellbeing
Social Justice
Student Wellbeing
Staff Wellbeing
School Values
Community Engagement

Achieved indicators:
Australian Curriculum implementation timeline compliance
Positive Staff feedback on the two Australian Curriculum T&D days
Learning Area rubrics used in assessment process
SACE completion was greater than 98%
SACE ‘C’ grade or higher was 96%
ATAR – 25% > 90; 36% > 80; top 5 students in the Riverland
NAPLAN – percentage of students above National Average
  Numeracy  97.4%
  Reading    91.3%
  Writing    86.1%
  Grammar   86.1%
  Spelling  89.6%
Faculties reported that Numeracy has been embedded in their learning areas
Curriculum Reviewed
Timetable Reviewed
Aboriginal Acton Plan created and implemented
The Learning Centre planning for 2015 has begun
Improved teacher support for FLO program
Career Strategy implanted
Child Protection Curriculum embedded in HG and HPE programs
Teacher Performance Development Plans developed
Professional conversations with Line Managers
Teacher lesson observations by Line Managers with written feedback
Daymap introduced
Lexia program introduced to improve Literacy levels
APAS tutoring to support Aboriginal students
Staff fitness program offered

4.2 Better Schools Funding

In 2014 we utilized the Better Schools Funding of $16,671 as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 11 &amp; 12 Study Skills Seminars</td>
<td>$1,500</td>
</tr>
<tr>
<td>Year 9 Study Skills Seminar</td>
<td>$1,200</td>
</tr>
<tr>
<td>LEXIA literacy support program</td>
<td>$7,000</td>
</tr>
<tr>
<td>Professional Development TRT days(18)</td>
<td>$7,254</td>
</tr>
</tbody>
</table>

5. STUDENT ACHIEVEMENT

Loxton High School Year 12 students have again achieved outstanding academic results. In a spectacular achievement, 3 students achieve greater than 99 for their ATAR out of a
possible 99.95; 25% of students achieved above 90; 36% of students achieved above 80 for their ATAR score.

A total of eight Merit Certificates (a score of 20/20) were awarded to:

- Timothy Trewren Biology
- Timothy Trewren Chemistry
- Laura Zdanowicz Chemistry
- Laura Zdanowicz Physics
- Matilda Bristow Visual Arts
- Molly O’Dea Agricultural & Horticultural Studies
- Nathan Ramos Business & Enterprise
- Cie-Ayn Wild Research Project B

All five Aboriginal students completed their SACE in 2014.

Laura Zdanowicz was the school’s most outstanding student for 2014 with an Australian Tertiary Admission Ranking of 99.60. She has been awarded the Governor’s Commendation – an award given to the top 25 (out of 14,000) students. Our top five students were also the highest performing students in the Riverland.

### PAT - M

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Score</th>
<th>Average Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>22.76</td>
<td>66.54</td>
</tr>
<tr>
<td>9</td>
<td>20.87</td>
<td>67.94</td>
</tr>
<tr>
<td>10</td>
<td>20.93</td>
<td>74.12</td>
</tr>
</tbody>
</table>

### PAT - R

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Score</th>
<th>Average Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12.846</td>
<td>389.69</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our Student Services team works closely with families and Support Services in supporting students' well-being and learning needs. SSO Classroom support is provided to identified students and their performance documented each term.

We provide opportunity for disengaged students to work off-site in our Flexible Learning Options (FLO) program. In 2014 we had 39 FLO students working with Mission Australia.

In 2014 with have introduced a Literacy support program called LEXIA.
Numeracy has continued strong growth with increased percentage of students in the upper 25% and reduced percentage in the lower 25%.
It is recommended that extension reading programs be introduced to improve the number of students in the upper 25%.

Spelling is below DECD and National levels and should become a focus of our NAPLAN Improvement Plan. Numeracy, Reading, Writing and Grammar are all above DECD levels.

5.2 Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training
SACE achievement using VET to achieve SACE = 30.59%
SACE achievement with some VET studied = 58.82%
Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification
This year 26 students completed at least one Certificate III or above as part of their SACE.
This year the number of students with a School Based Apprenticeship or Traineeship was 10. This is a significantly higher percentage of students compared to the state.

6. STUDENT DATA

6.1 Attendance
Each year level has improved the attendance rate compared to 2013. Staff maximise learner engagement through teaching for effective learning.

Strategies to improve attendance include:
- A comprehensive extra curricula program is in place
- Restorative Practices are used throughout the school
- Home Group programs are thorough
- Newsletter articles informing attendance requirements
- Attendance discussed at “meet the HG teacher event” and in parent/teacher interviews
- Letter from Principal goes home in reports of students whose attendance is putting them at risk
- Home Group teachers follow procedures, contact parents on third day of unexplained absence
- SSO generates parent letters
- A list of student absences will be published daily and will be available for staff
- Attendance data is communicated to individual teachers via Daymap, Emails and Year Level Teams
- Home Group Teacher after initial follow up refers matter to Student Well-being Team
- Case management and specific intervention occurs
- ATSI, GOM and FLO students are case managed

6.2 Destination

There was an increase in the number of students going to University/TAFE/Training compared to 2013. The number of students employed has dropped with an increase in those seeking employment.

7. CLIENT OPINION

Parents (59), Students (99), Staff (28)

Parent average rating for the 14 questions asked was 4.0/5.0 or better for all questions. This shows that parents are very satisfied with the learning experience of their children.
Student average rating for the 12 questions asked was 6 questions ranged between 3.6-3.9 and the remaining 6 between 4.0-4.5. Topics of the 6 questions between 3.6-3.9 were: teachers providing useful feedback about the school; teachers treat students fairly; teacher approachability; student behaviour management; taking students’ opinions seriously; motivating students to learn.

Teacher average rating for the 11 questions asked had 8 questions with 100% agreeing or strongly agreeing; 1 question with 96% agreeing or strongly agreeing; and 2 questions with 89% agreeing or strongly agreeing. This shows that teachers are very positive about the school, their teaching and student learning outcomes.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

<table>
<thead>
<tr>
<th>Consequence Description</th>
<th>2014 Term 1</th>
<th>2014 Term 2</th>
<th>2014 Term 3</th>
<th>2014 Term 4</th>
<th>2014 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acted Illegally</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Interfered With Rights Of Others</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Persistent And Wilful Inattention</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Threatened Good Order</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>37</td>
</tr>
<tr>
<td>Threatened Safety Or Wellbeing</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Violence - Threatened Or Actual</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

In 2014 there were 12 incidents that threatened safety or wellbeing resulting in a behaviour consequence. In addition 11 students received a behaviour consequence for threatening or actual violence against others.

8.2 Relevant History Screening (formerly Criminal History Screening)

Loxton High School complies with DCSI Criminal History Screening. After the 2014 audited we were deemed to be compliant.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>66</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>19</td>
</tr>
</tbody>
</table>
Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>37.53</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State General</td>
<td>$38,764</td>
</tr>
<tr>
<td>2 Grants: State Global Budget</td>
<td>$6,291,565</td>
</tr>
<tr>
<td>3 Grants: Commonwealth</td>
<td>$17,413</td>
</tr>
<tr>
<td>4 Parent Contributions</td>
<td>$388,941</td>
</tr>
<tr>
<td>5 Other</td>
<td>$159,840</td>
</tr>
<tr>
<td>Total</td>
<td>$6,896,523</td>
</tr>
</tbody>
</table>