RESPECT

SUPPORT

OPTIMISM

COMMITMENT

TRUST

LOXTON
Loxton High School is a rural high school with a proud tradition of excellence. Our aim is to ensure the our commitment to students and families is delivered in a manner consistent with the expectations placed upon us.

We continue to invest heavily in an inspirational, personalised learning program at Loxton High School. We know that if our students are to succeed in a rapidly evolving global community, they will require skills beyond traditional ‘academic’ skills.

I am so proud of the professional learning environments each and every faculty develops. Each day, I see people going about their work with the knowledge that they are setting high standards for themselves.

We recognise that exceptional results for students can only be achieved if our system is operating effectively.

I would personally like to thank all of the people who have contributed to creating amazing opportunities for our students. The community offers ongoing support to help us maintain the high standards they expect of us. We respect the traditions of this great school and continue to build on the strong foundations to make it better.

One of the strengths of Loxton High School is the sheer diversity of experiences on offer for our students. There is a plethora of sports, musical opportunities, excursions, agricultural experiences and events which challenge our students to build their leadership skills, extend their knowledge and experience the world. We pride ourselves on having something on offer to suit every student.

The school has had an outstanding year in both academic and extracurricular success.

Our South Australian Certificate of Education (SACE) results have once again been outstanding. In 2015 we were invited to be a
SACE Leadership school. This is recognition from the DECD SACE team that we are a school that consistently achieves strong SACE results. 2015 was no exception.

The leadership team’s strong focus on monitoring student performance at five-week intervals has helped us attain these magnificent results in 2015. I would like to thank the teachers for their hard work in this area.

I would also like to pay particular attention to the Governing Council for upholding the values that lead to a student’s academic, social and personal development.

A school cannot achieve fantastic academic results without people demonstrating a strong commitment to student success and positive well being. We appreciate the work of our parents and thank the wider community for the unconditional support of the school.

We believe the reason for our school success is the belief in our values, traditions and culture. This strong foundation helps us create a highly motivated staff who strive everyday to provide quality education for the students in their care.

I would also like to thank our school administration and classroom support staff for enabling us to operate efficiently and provide individual support to students.

Finally we will not rest on the wonderful results of 2015. At Loxton High, we are focussed on creating more possibilities for our students and our community. Our goal for 2016 and beyond is to set the stage for Loxton High School students to take on the world.

John Tiver
Principal
The members of Governing Council, are merely lucky enough to bear the humble responsibility of providing an official voice, on behalf of all parents, at the decision-making table of the school. We play a role in seeing an idea come to fruition through action. It is a responsibility we take very seriously.

One of my bosses once had a rule for all who worked within our organisation. He would say:

‘Don’t criticise unless you are prepared to offer, and be a part of, a solution.’

I think most of us would agree that Loxton High School is indeed a wonderful school with few causes to criticise, however, I think the crucial point of this statement is that talk, on its own, never makes anything better if it isn’t accompanied by action. Acknowledging that, there is always a need to strive for improvement in order to facilitate continuous growth and prosperity, within any organisation.

‘Don’t criticise unless you are prepared to offer, and be a part of, a solution.’

This phrase really resonated with me....it is a great philosophy which eliminates harmful, destructive criticism and ensures that problems are addressed and solutions found. Conversations in themselves, whether around the dinner table, at the local coffee shop, on the sidelines of a footy match or in the hairdressers or the pub do not create growth and change. Such conversations must be accompanied by actions to bring about positive change and growth. At this School we, as a community, are so lucky that so many people, whether student, staff or parent, are now as they have been in the past, committed to action. Actions that ensure that the school, and all that it offers, is continuously growing and improving.

Loxton High School has a long tradition and culture of parents taking action. Many parents take action by volunteering at the canteen, helping at the Continental, coaching and officiating at sports events, catering & helping at Pedal Prix, helping with breakfast clubs, attending working bees at the Ag Block, helping with the Musical, cheering on students at inter-school competitions and sports days, writing notes of appreciation and encouragement to teachers, providing transport and the never-ending “taxi-service” that goes with having children and ferrying them to venues around the state to allow them to proudly represent the school at events and functions,... These are just to name a few ways that parents proudly and generously take action in the name of Loxton High School, in the name of our children and a belief in their future and their right to reach their potential.

As parents, we should constantly be asking ourselves, “How can we contribute even more to Loxton High School to support the students and staff so that they continue to be motivated to work at the high standard that we value?” Being a member of Governing Council is just one way parents can choose to take action and serve the school.

Our team of Governing Councillors this year has shown themselves to be particularly hard working and keen to give their time in providing active support and service to the school. This time last year, I felt quite overwhelmed by the responsibility that I was taking on as Chair of Governing Council, after all, my predecessor, Dr Jenni Trewren, left big shoes to be filled.....and I only have little feet!

I would personally like to thank each of the Governing Councillors for the superb knowledge, expertise and positive, supportive attitude that you bring to the table and your extraordinary work ethic and commitment.

I would like to acknowledge and thank the school leadership team, with principal John Tiver at the helm, for all of their support of Governing Council and the wider parent body. This leadership team has proven that they are open to listening and responding to parents’ suggestions and are truly committed to making decisions and taking actions that provide our children with the best all-round education possible.

As parents, we are the first educators of our children. No one knows our children’s strengths, challenges and personalities as intimately as us. Our role to educate and nurture our children is a lifelong role, preparing them to take their place as confident, active citizens for a local and global world.

How powerful is the potential outcome, then, when parents and teachers join together in partnership with each other to take action and achieve common goals; each recognising the insights, skills, unique perspective and knowledge that the other partner offers about the student?

On behalf of the parents and carers, I want to thank the staff for caring and helping our children any way that they can, along the road to adulthood.

Margaret Wormald
Governing Council Chairperson.
Our goal at Loxton High School is to help our students become powerful learners. In 2016 and beyond we will continue our work in this area. We want your child to be confident, resilient and optimistic. We want him/her to accept challenges and be open to solve problems that have more than one path to the solution.

We have many student bodies informing us about their ideas and opinions. In the classroom teachers are seeking to engage each and every student by tuning into their needs and interests. Relating learning to their experiences and aspirations is essential. Understanding our students helps us plan the activities/lessons we offer. Young people want to see the relevance in what they are learning so we ensure that the purpose of each lesson is clear.

Gathering information helps us to improve. Our annual, whole school surveys help us gauge our performance through the eyes of students, parents, staff and the wider school community. We consult widely and make informed changes.

Our simple message to the community is that our three year plan focuses on improving performance, results and wellbeing for everyone at Loxton High School.

We have adopted an approach of early intervention in order to support students so they achieve their full potential.

We are developing the skills of students to take more responsibility for their own learning. Each student is encouraged to create their own learning plan with very specific goals. As a part of their home group activities, students look at their results at the end of each term and set their goals for the next term. This ensures students have accountability for their own learning.

As a school we regularly measure how our learning strategies are progressing against the indicators outlined in our Site Improvement Plan. The plan was designed to be simple to understand. We have a clear goal that all learning activities are engaging, guided by expert teachers, leading to high academic performance for all students. To read the plan, please visit the Loxton High School website.

We monitor the progress of students closely. In 2015, we further strengthened our student plans. Case management of students is vital. We worked on seriously improving the curriculum offerings for students. This allows students to follow an academic pathway, undertake subjects related to a vocation or take up a subject to follow their passion.

Performance monitoring of staff and development of their skills will continue to be a priority in 2016. We want our teachers to be pedagogical leaders in South Australia. Parents and students will see teachers more familiar with the Australian Curriculum and faculties will be using more student data to design and assess learning.

We expect our young people to become skilled life-long learners - independent thinkers who are organised, persistent, optimistic and resilient. Therefore our teachers will increase their expertise in explaining the relevance (or purpose) for the learning activity and how students can demonstrate their understanding. This means teachers will be explicit in explaining the criteria they use to assess the assignment.

We will develop a SACE Improvement Plan. This will see teachers using SACE rubrics and rules. We will encourage staff to take on SACE roles to learn more about moderation and other evidenced based approaches that raise performance for students.
HIGHLIGHTS

It’s no surprise that 2015 was a year of highlights for Loxton High School with many of our big moments covered in the regular school newsletters.

However the biggest highlight for 2015 was not an event or our results, it was the outstanding connection our students have to the school’s culture and programs.

For example in term 4 2015, there were only nine lessons where students went to the withdrawal room. 580 students, 6 lessons per day, 50 days per term, 174,000 possible lessons and only 9 visits to the withdrawal room. Wow! It is no surprise that our students say that Loxton High is a safe place to learn.

The spirit of generosity is evident in our students with our peer support program. Students partner with other students to support them and in return receive SACE credit. This program aligns with our school’s values and further points to the connection our students have with the culture at Loxton High.

Further evidence of our students’ connection with our school culture is that out of 580 students, 570 are involved in athletic training and sports activities. This is an amazing statistic for the school and is proof that all the extra work put in by teachers and the wider school community is worth it!

Planning for The Learning Centre (TLC) and the upgrade to the library were all finalised in 2015 and work will begin in 2016. Once complete, students will have this terrific learning environment available to them.

Loxton High School is committed to providing personalised learning for all students. A key highlight for 2015 was the many extra sessions created by staff in order to best meet the needs of students and keep them on track throughout the year.

In recognition of her hard work, Justine Fogden was was presented with an award from CEASA for outstanding contribution to the teaching profession in 2015. This is a fantastic achievement for Justine and a great example of the professionalism of Loxton High staff.

I am proud of all Loxton High School staff for the additional work they have put in throughout 2015 to deliver personalised learning to our students.
LOXTON HIGH SCHOOL HAS 580 STUDENTS WHO ATTEND 6 LESSONS PER DAY FOR 50 DAYS EACH TERM OF THE POSSIBLE 174,000 LESSONS IN TERM 4, THE WITHDRAWAL ROOM WAS USED ON 9 OCCASIONS.
STUDENT ACHIEVEMENT

NAPLAN

The annual NAPLAN test is designed to assess a student at regular intervals in their education. Almost all of the Year 9 students at Loxton High School participated in the NAPLAN test in 2015.

NAPLAN results from Loxton High School rate highly against other South Australian schools. Loxton High School students perform above the national average for writing and are on par with the national average in all other assessment areas.

We believe our success in numeracy is as a result of our bias towards multiplicative thinking over additive thinking. This means the students learn more about proportional reasoning and generalisation.

Our aim is for Loxton High School students to make mathematical judgements and develop useful and efficient strategies for managing numeracy equations.

We will continue to build shared responsibility for student progress across all subjects to improve literacy standards. Teachers will be expected to stretch capable students with challenging activities. Students identified as not attaining the Standard of Educational Achievement outlined by DECD by the middle of year 8 and 9 will be targeted for learning programs such as Lexia, Reading Plus and Maths Pathways.

Data analysis from our 2015 NAPLAN results show that our Year 9 students are improving as a result of our initiatives. We will continue to use the NAPLAN test along with the Progressive Achievement Test (PAT Mathematics) to evaluate student progress over time.

The progress shown by Loxton High students between Year 7 and Year 9 is particularly strong in reading and writing. This shows that our students are taking the leap from primary school to high school in their stride.
Three students achieved an ATAR greater than 99.


15 merit certificates awarded:
- Chemistry
- Physics x 2
- English Communications
- Specialist Mathematics
- Business & Enterprise x 3
- Biology
- Visual Arts - Art
- Biology x 2
- Research Project x 2
- Workplace Practices
- Child Studies

Jonah Hansen was awarded 1 of 28 Governor's Commendation Awards in SA. This award was recognition of his academic, leadership and community achievements in 2015.

- 25% of students achieved an ATAR above 80.
- 99 students achieved an ATAR greater than 90.
STUDENT ACHIEVEMENT

SACE
Loxton High School students achieved outstanding SACE results in 2015. Our SACE Completion continues to be ahead of the state average. This year it was 97.2, five percentage points above the state average.

In a spectacular performance, three students achieved an ATAR greater than 99 from a possible 99.95.

In addition over 25% of our Year 12 students achieved an ATAR above 80 which is fantastic.

Jonah Hansen was the school’s most outstanding student in 2015 with an ATAR of 99.85. He was also awarded a Governor’s Commendation (1 of 28 in South Australia) as recognition of his academic, leadership and community achievements in 2015.

Of the 391 subjects studied at Stage 2, there were 383 passing grades which equates to a pass rate of 97.7%. This is a strong indicator of Loxton High School’s ability to work with students to achieve success.

The SACE completion rate for Loxton High School was 97.5% which is above the stage average of 96%. All aboriginal students completed their SACE in 2015.

Fifteen merit certificates were awarded to students across 11 subjects which highlights the extensive experience and dedication of our teachers.

SUBJECT RESULTS
Grade distribution in subjects is something we take seriously. It is important data that highlights if subject results are not meeting the expectations of the state assessors.

In 2015 we had 1205 Stage 1 school subject results graded. 1199 of them were D grade or better.

We had 391 Stage 2 school subject results graded, all of which were D grade or better. Despite these strong results, there are a couple of areas, the Research Project being one, where the grades did not meet our expectations. Our SACE team will further investigate this and make improvement plans for 2016.
SATAC APPLICATIONS

SATAC processes applications for many of the courses offered by TAFE SA and the three universities in South Australia.

It is pleasing to report that 40 students gained university placements in 2015, with the majority accepted into their first choice. Nineteen students are heading to UniSA, 13 to Flinders University and eight to Adelaide University.

VET & ABSA RESULTS

Our Vocational Education programs are becoming highly acclaimed throughout the region. We have made a big push to shift our VET offerings away from the lower level Certificate 1 and 2 to the higher qualifications of Certificate 3, 4 and Diplomas.

In 2015 our students attained 10 Certificate 3 qualifications and 1 Diploma.

In a pleasing result, we had 22 students complete their SACE thanks to the VET program. This equates to approximately 17% of our graduating class, a number which has doubled since 2011.

School Based Apprenticeships enable students to get a taste of the world of work whilst maintaining a connection to school.

We are very proud to report that in 2015, 7% of our students embarked on an Australian School Based Apprenticeship (ABSA). This is up from 1% in 2011.

ENSURING STUDENT SUCCESS

We believe the success of our senior students starts in Year 8. From the start of their high school education, Loxton High students are immersed into a culture of high standards.

We made a deliberate decision to keep Year 8 class sizes low in order to make the transition to high school as smooth as possible.

This means students receive a more personal approach to their learning aspirations. From the moment the young person arrives at Loxton High School we begin tracking their progress using a traffic light system. This is complemented with a grade point average to assist staff to work with the student and their family to document a strategic plan for improvement.

Our approach to ensure student success also involves increasing one on one discussions and providing time and support for students to develop three goals based on their individual learning priorities. These goals are reviewed at the end of each term and students are encouraged to set three more goals for the term ahead.

There is always room for improvement and we continue to seek out ways to improve our results.

In 2016 our to-do list includes:

• Closely analyse the effects of moderation
• Scrutinise the Final Subject Grade and Assessment Reports.
• Instigate discussions about the Research Project.
• Strengthen staff responsibility of student outcomes and connect it to performance development processes.
• Meet with subject teachers to celebrate what is working well and put strategies in place for improvement.
2015 NAPLAN RESULTS

NATIONAL LEVEL

3% ABOVE NATIONAL LEVEL

17% ABOVE SIMILAR SCHOOLS

SAME % AS SIMILAR SCHOOLS

8% BELOW NATIONAL LEVEL

12% ABOVE SIMILAR SCHOOLS

8% ABOVE NATIONAL LEVEL

NUMERACY

55% OF STUDENTS IN TOP 3 PROFICIENCY BANDS

READING

39% OF STUDENTS IN TOP 3 PROFICIENCY BANDS

WRITING

42% OF STUDENTS IN TOP 3 PROFICIENCY BANDS
ATTENDANCE

Loxton High School follows an Attendance Policy and recognises attendance is a joint effort for the whole school community.

Teachers are diligent in marking and tracking student attendance. All staff have been inducted into the school’s processes. We know illness and appointments occur and we appreciate the way families keep us informed about absences through written notes. We also contact parents and caregivers when there are unexplained absences. We like to work with families when issues arise that impact on students’ attendance.

Loxton High School achieved an average attendance of 91.5% in 2015 which is slightly below the school target of 93%. In year 12 the attendance rate was 92.4, which compares favourably with the state average of 90.5%.

We will continue to look at ways to improve student attendance, in particular for our Year 10 students, in 2016 and beyond.

BETTER SCHOOLS FUNDING

Loxton High School received $25,646 in Better Schools Funding in 2015. This funding was used to staff and equip The Learning Centre (TLC) with the ultimate aim to benefit students with additional needs.

The TLC provides a unique place for these students to access additional learning support in literacy and numeracy and other subjects.

We created flexible learning programs and adapted timetables to support students who were finding their mainstream program difficult to cope with. The extra support was designed to increase motivation, engagement and maintain a sense of belonging.

The facility was overseen by the Director of Well-Being, staffed by an SSO and observed by a registered teacher in the main library.
CLIENT OPINION

The overwhelming response from all groups surveyed is that Loxton High School is a well maintained, safe environment where the staff sets high standards and expectations for the students.

Feedback from the survey indicates that we should innovate further to improve programs and look to present new offerings.

Teacher opinion is really positive and affirm that Loxton High School is a well maintained school. Teacher feedback also indicates that as a school we set high expectations and are always looking for ways to improve. The staff scores were all above 4, which is an 80% rating. Outstanding!

Feedback from students indicate that they love that we provide interesting learning experiences and that the staff expect them to do their best. We will look to focus on maintaining consistency and fairness in 2016 as a result of student feedback.

Parent opinion surveys are very positive which is a fantastic feeling for staff at Loxton High School. The overwhelming response from parents is that Loxton High School is a well maintained, safe school with high expectations for students.

DESTINATION DATA

Students leaving Loxton High School fall into five categories: Moving interstate, transferring to another local South Australian government school, transferring to a non-government school, employment and learning with a Registered Training Organisation.

Employment opportunities in the region have not been strong for some time now. There is no doubt that we have had students move as a result of their family moving to seek employment.

Despite this our numbers have been steady. Many families move to Loxton so their child can enrol in a school with strong traditions, values and very good student results.

Loxton High School graduates who look to study at university, accept their first preference on most occasions.

Some students opt take a GAP year for work or travel while others choose to go to TAFE.

We know some students leave as a result of seeking an apprenticeship. There are very few ‘unknowns’ in Loxton High School destination data.
OF LOXTON HIGH STUDENTS PARTICIPATE IN ATHLETIC TRAINING
Loxton High School is a school with a strong and positive culture. Our students know the standards and abide by them and as a result we had very few incidents in 2015.

Our values based approach to school life results in Loxton High School being a safe environment. This is affirmed in our school surveys.

However there are times when we have issues. When there is an issue we are able to work to improve things through genuine discussion, with the best interests of the student at the heart of the conversation.

This approach is something I am particularly proud of. We continue to build strong restorative practices throughout the school. Consistency is the key here.

Our home group programs are thorough and are used to maintain relationships and reinforce the school values. Each year we conduct a Bullying Survey and a School Tone Check to determine the issues and identify victims and bullies. We follow up on this information to address issues and support students.

Our year began with 20 behaviour incidents where the good order of the school was threatened or a violent action occurred. This dropped to five incidents in term two, seven in term three and two in term four.

I wrote to the staff and students late in the year...’It is great to see the overall compliance percentage for the term has increased. Congratulations to the Year 8 to 12 cohorts on such significant improvement.’
The report below is a profile of staff located at Loxton High School. Teaching staff spend the majority of their time in contact with students either by direct class contact or on an individual basis. Non-teaching staff include student mentors, tutors, School Services Officers, Aboriginal Community Education Officers and other ancillary staff.

All staff at Loxton High School are qualified and participate in a structured program to receive professional feedback throughout the year.

Professional learning is closely aligned to the teacher’s needs and their subject specialisation. This ensures that our teachers are providing students with the most up to date teaching practices.

### STAFF QUALIFICATIONS

<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</td>
<td>37.53</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree or Diplomas</td>
<td>69</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>22</td>
</tr>
</tbody>
</table>

### FINANCE REPORT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$6,741,977</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$18,345</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$377,650</td>
</tr>
<tr>
<td>4 Other</td>
<td>$163,464</td>
</tr>
</tbody>
</table>