“Renmark High School is a leader in education. We develop the academic, physical, emotional and spiritual skills, knowledge and attitudes within students to enable them to meet future challenges as responsible, proud and respected people”.

Respect • Trust • Responsibility • Accountability • Fun
This report has been prepared using Australian Governing and DECD Reporting Requirements and Essential Guidelines

Orio Denti
Principal

Clay Matulin
Governing Council Chairperson

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Context

School Name: Renmark High School  
School Number: 0794  
Principal: Mr Orio Denti  
Region: Murray and Mallee

Context statement
Renmark High School is a secondary school located in the Riverland Area of South Australia. The primary industries in the area include Horticulture, Agriculture, and Tourism and Hospitality. Many commercial activities rely on the town’s location on the River Murray. Our community is multicultural and has significant populations of people from Greek, Indian, Turkish, Afghani and Italian backgrounds. Our school student population reflects this diversity.

Renmark High School caters for students in years 8 to 12 and is divided into a Middle and Senior School. We offer a diverse and flexible curriculum that allows students to pursue and attain their desired futures. The school has strongly developed flexible learning pathways that draw heavily on vocational (VET) learning.

The school has a proud history of participation and success in a broad range of sporting pursuits. We compete annually in the National Volleyball championships and the International Pedal Prix.

RHS student enrolments (Figure 1)
Student enrolments declined in 2012 to 547.6 from 564.4 in 2011. The increase in student enrolments in 2011 can largely be attributed to increases in the number of FLO (Flexible Learning Options) students.

Enrolments of Identified groups (Fig 2)
From 2008 to 2012 enrolments of: ATSI students are trending downwards
Students from a Non English Speaking Background (NESB) rose steadily between 2008 and 2010 and are now declining
Students with English as a Language Dialect (EALD) have stabilised between 2010 and 2012 after increasing between 2008 and 2010
After increasing annually between 2008 and 2011 students on School Card dropped 28% from 2011 to 2012.
2012 Highlights

With the support of the Governing Council and the broader community the school implemented a new timetable that included an early dismissal on Thursday afternoons. This created time for teachers to come together and work on a program of Professional Learning. In 2012 the focus of this learning included Strengthening Effective Teaching Practice for Improved Learning Outcomes, Literacy, Numeracy, Integrating ICT into teaching and learning and 21st Century Learning. The new timetable also provided more flexibility for senior school students releasing them to undertake VET learning across the region on Thursdays with no interruptions to their other learning.

A new software package called DayMap was installed and implemented in 2012. The primary purpose of the software is to monitor and report on attendance. It also provides functions including bulletins, assessment and reporting, notes, a learner management system (LMS), calendars and resource booking. We are moving towards all staff and students having remote access to the DayMap system. Additionally, in the area of ICT, a 1:1 laptop program was implemented and the first orders placed late in 2012.

The inaugural Spring Carnival was well attended by the broader school community and was a fantastic event. The sub committee of the promotions committee worked very hard to ensure its success. We look forward to building on this success and embedding it into the schools calendar.

Between the end of the 2012 school year and the beginning of the 2013 school year a significant redevelopment of C and D blocks was completed. This involved the transformation of learning spaces from ‘traditional’ classrooms into Middle and Senior School open spaces. The Middle School spaces support the delivery of the emerging Australian Curriculum using integrated cross curricula units delivered by teams of teachers working collaboratively. The Senior School spaces support private study and promote the development of a positive learning ethos amongst Senior School teachers and students.

The school pride committee was again active and began laying the fundraiser pavers across the school. The overall school grounds and facilities has improved significantly as a result of the hard work of this committee over the last few years.

Orio Denti
Principal
Chairpersons report

It is with great pleasure that I once again have to write a report on behalf of the Renmark High School Governing Council.

Once again the Annual General Meeting was held at the beginning of 2012, and thanks to those who attended this meeting, all vacancies were filled. After office bearers were elected, councilors were then assigned to our various sub-committees that exist within the school. Many thanks must go to those committees and their members for the great job that they have done through the year. These committees include – Finance, School Pride, Promotions and Policy Review.

This year we saw a change of Principals in our school. We would like to congratulate Orio on gaining his position, and thank him for showing great leadership. Through this guidance everyone from the teachers through to the students have been given more confidence of both their school and school work. Thank you Orio and we wish you all the best for the coming years as Principal.

The Finance Committee is ably led by Jim Spanos and reports are delivered to the governing council by Andrew Weeks. Once again this committee has done an outstanding job with our finance and leaves our school in an outstanding position in 2012.

The School Pride Committee has worked hard again this year, having a working bee in each of the four terms. More seating was created throughout the school and a new sign/events calendar was erected at the main entrance. Named pavers have been installed near the staff room and the remainder of those pavers should be in place by the end of the school year. As this is my last year at Renmark High School, I would like to thank David Crouch and the other committee members for their support and assistance given to our working bees over the past years.

The Promotions Committee decided not to open the school grounds to the public for Rose Week, but to run the school’s first Spring Carnival. This was held on the last Friday night of Rose Week, and by all reports was very successful. Many of the stall holders gave positive feedback on the night and have also indicated that they would return. Many thanks must go to Merridy Zangari and her committee for making such a great event.

The Canteen Committee was running once again this year. Thanks to Alison Coleman who got this committee working. Surveys were sent to students and then rosters were set up for the students. The committee would appreciate any parents who have a couple of hours to spare to volunteer their time in the canteen.

The introduction of our school uniform has been quite successful. This is through the hard and tireless work of the Policy Review Committee. It is a pleasure to see the students attending school and school functions wearing the uniform. The uniform gives the students a sense of belonging and I encourage everyone to keep up the good work. Let’s hope 2013 will be the year that all students attend school every day in complete uniform!

The committee has also reviewed ‘Bullying and Harassment’, ‘Subject Selection in High Demand’ and the ‘Assessment and Reporting’ policies. These are just a few of the many policies for this committee to review and pass.

The Governing Council and the sub-committees of the Council are always looking for new members. Joining one of these committees is a very rewarding experience, and I encourage all parents to think about giving just a few hours of their time per month to one of them.

As Governing Council we need to support our students and families in delivering quality education. We wish the students leaving our school all the best for their future, and welcome incoming students and continuing students all the best in their studies.

In closing, I would like to thank all the committee members for their support and commitment in 2012, and wish everyone the best for 2013.

Clay Matulin
Governing Council Chairperson
We thank all members of the Governing Council of 2012 for their contributions to RHS

Chairperson: Clay Matulin  
Treasurer: Andrew Weeks  
Secretary: Tanya Allen  
Local Parliamentary Member Representative: Stu Martin  
Renmark and Paringa District Council Representative: Scott Freeman  
Councilors: Jayne Kaye, Jillian Hersey, Steve Burdette, Andrew Weeks, Sally Giles, Tanya Webber, Trish Cresp, Liz Angeletti, Sue Matulin, David Crouch  
Staff Representatives: Alison Coleman, Jessica Farrelly  
Student Representatives: Tom Carle, Brianna Bitomsky, Shaun Crouch, Rhiannon Grosse

Site Improvement Planning (SIP)

2012 SIP Priorities

- Strengthen effective teaching practices for improved learning outcomes (SETPILO)  
- Develop and implement an agreed whole school approach to Literacy  
- Develop and implement an agreed whole school approach to Numeracy  
- Student wellbeing  
- Establishing school standards and re-enforcing values

The SIP remains the central planning tool used to establish the improvement focus across many areas of the school. Importantly meeting structures within the school allowed staff time to develop and implement their action plans during the 2012 school year. This resulted in some key achievements including:

The SETPILO team implemented a program of professional learning for staff that centered on the DECD Teaching for Effective Learning Framework and involved a cycle of teachers observing teachers (TOTS). The acceptance by teachers of the ‘deprivatising’ of classrooms and teacher practice was encouraging.

The literacy and numeracy teams implemented whole school professional learning to adopt and standardise effective practice in the explicit teaching of literacy and numeracy across the school.

The student wellbeing and standards and values teams achieved key targets including the display of school values and associated behaviors in all learning areas. These were developed in consultation with the student body, a key strategy of the wellbeing team.

During the annual review of the SIP achievements were acknowledged and celebrated and continuing and emerging priorities identified. Theses have been incorporated into the 2013-14 SIP and include:

Teaching and Learning

- Continuously improving quality teaching and learning  
- Utilising digital technologies for learning  
- Raising academic standards across all learning areas

Literacy

- Planning literacy learning using the Teaching and Learning Cycle (TaLC)  
- Explicitly teaching genres in Learning Areas  
- Providing continuous Professional Learning

Numeracy

- Integrating Numeracy across the Curriculum  
- Developing Numeracy skills amongst teachers and students

Wellbeing

- Responsible use of ICT  
- Reducing Bullying and Harassment  
- Incorporating Restorative Practices into teaching and learning

Each of these priorities has strategies and targets to support their achievements that are detailed in the plan.
Student Achievement

NAPLAN

RHS Mean Scores 2010 to 2012 (Fig 3)

Mean scores in 2012 were higher in all aspects of the NAPLAN compared with 2011. Results in writing were above the national mean, all other areas were below the National mean.

![Fig 3: NAPLAN Mean Scores 2010 to 2012](image)

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y2010</td>
<td>557.3</td>
<td>559</td>
<td>563.3</td>
<td>533.8</td>
<td>564</td>
</tr>
<tr>
<td>Y2011</td>
<td>530.5</td>
<td>538.5</td>
<td>536.4</td>
<td>523.4</td>
<td>551.9</td>
</tr>
<tr>
<td>Y2012</td>
<td>564.1</td>
<td>567.7</td>
<td>559.9</td>
<td>561.4</td>
<td>572.5</td>
</tr>
<tr>
<td>Nat 2012</td>
<td>572.8</td>
<td>574.5</td>
<td>576.6</td>
<td>553.3</td>
<td>584</td>
</tr>
</tbody>
</table>

NAPLAN Mean scores 2012: Index, Region, Site (RHS) and National (Fig 4)

RHS mean data is above Index, Regional and National scores in all aspects of the NAPLAN except Numeracy where it is slightly above the Index schools mean.

![Fig 4: NAPLAN Index, Region, Site and National Mean Scores 2012](image)

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th>Reading</th>
<th>Spelling</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Index</td>
<td>547.2</td>
<td>552.8</td>
<td>553.3</td>
<td>522.9</td>
<td>555.4</td>
</tr>
<tr>
<td>Region</td>
<td>556.9</td>
<td>559.1</td>
<td>559.4</td>
<td>531.1</td>
<td>569</td>
</tr>
<tr>
<td>Site</td>
<td>564.1</td>
<td>567.7</td>
<td>559.9</td>
<td>561.4</td>
<td>572.5</td>
</tr>
<tr>
<td>National</td>
<td>572.8</td>
<td>574.5</td>
<td>576.6</td>
<td>553.3</td>
<td>584</td>
</tr>
</tbody>
</table>
2012 School Numeracy (Fig 5) and Reading (Fig 6) Progress (year 7 – 9)

**Numeracy:** RHS students are overrepresented in the upper progress band (37.8%) and underrepresented in the middle (43.2%) and lower (18.9%) bands compared to the national average.

![Fig 5: 2012 Numeracy progress (Yr 7 - 9)](image)

**Reading:** 36.5% of RHS students achieved in the upper achievement band compared with 25% nationally. Achievement in the lower band was about the national average and 37.8% of RHS students achieved in the middle progress band compared with 50% nationally.

![Fig 6: 2012 Reading Progress (Yr 7 - 9)](image)

**NAPLAN SUMMARY**

2012 NAPLAN data shows a significant improvement over 2011 in all areas. Despite this the mean score in all but Writing is below the national average. RHS students mean score is greater than the mean for like schools and the region in all areas of the NAPLAN.

Although these results are pleasing the most pleasing aspect of the 2012 results is the number of students in the upper progress bands in both Numeracy and Reading. These results indicate that significantly larger numbers of students have achieved significant progress in their Numeracy and Reading, as measured by NALPAN, compared with the national average.

Literacy and Numeracy remain as priorities on the Site Improvement Plan and are key focus areas of staff professional learning. It is anticipated this continued focus will lead to sustained improvements in Literacy and Numeracy as measured by the NAPLAN. Additionally, in the foundation years of high school, years 8 and 9, a Literacy and Numeracy teacher supports core learning. This teacher works to support identified students through a program of targeted explicit teaching.

Lastly, in 2013 EALD funding has been used to create the position of an ‘EALD / Literacy’ mentor. This teacher works with individual teachers and groups, such as faculties, to increase their understanding of and skills in the teaching of language and literacy. The EALD / Literacy mentors action plan draws on elements of the SIP.
Senior Secondary

SACE completion 2011 to 2012 (Fig 7)

2012 SACE completion rates were higher than in 2011 for RHS and the State. The 2012 completion rate for RHS is approximately 5% lower than the State completion rate.

![Fig 7: SACE completion 2011 - 2012](image)

2012: Percentage of students who completed SACE using VET (Fig 8)

47% of RHS SACE completers had a component of VET. This is approximately 10% higher than the state average.

![Fig 8: Students who completed SACE with VET](image)
**Percentage of students who completed SACE with VET who wouldn’t have otherwise (Fig 9)**

19% of RHS students completed the SACE with a component of VET who wouldn’t have otherwise. This is almost double the state percentage.

![Fig 9: Percentage of students who completed SACE with VET who wouldn't have otherwise](chart)

**Completed units of competency (Fig 10)**

Of those students who completed VET competencies 62.65% were at certificate III level, this is over double the state average.

![Fig 10: Completed Units of Competency (VET)](chart)

**SENIOR SECONDARY SUMMARY**

SACE completion rates indicate a slight increase compared with 2011. Data also suggests that many students study VET at higher levels than the state average and that on average it forms a significant, and for some a crucial component, of their successful SACE completion.

In addition to SACE completions and VET learning over 90% of students who achieved an ATAR were offered their first or second preference to a University course.

The school is proud to offer multiple pathways to students so they can pursue their preferred career. This has been further strengthened in 2013 with Certificate III in Information Technology, Animal Care, Digital Media and Fitness offered.
Student Data: Attendance

Attendance by Year level (Fig 11)
The total absence percentage for 2012 was the same for 2011. Absences from school ten to increase from year 8 to year 12.

<table>
<thead>
<tr>
<th>Fig 11. Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Year 8</td>
<td>90.1</td>
</tr>
<tr>
<td>Year 9</td>
<td>85.7</td>
</tr>
<tr>
<td>Year 10</td>
<td>84.9</td>
</tr>
<tr>
<td>Year 11</td>
<td>81.6</td>
</tr>
<tr>
<td>Year 12</td>
<td>84.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>84.9</td>
</tr>
</tbody>
</table>

ATTENDANCE SUMMARY
Attendance figures indicate on average approximately 17% of students are absent each day from RHS. Over 5 years of schooling this adds up to almost a full year of schooling and is worrying. The school implemented a number of strategies in 2012 to improve student attendance including improving our data recording and management using DayMap software. During the second half of the year the school attempted contact by phone to families of every absent student every day. In 2013 we are planning to integrate other communication systems, such as email and SMS, to inform parents of students absences.

Destination

Destination survey (Fig 12)
Many students leave reason and destination is unknown (47.4%)

<table>
<thead>
<tr>
<th>Fig 12: Destination Survey</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave Reason</td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>25</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>25</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>3</td>
</tr>
<tr>
<td>Transfer to Non-Gov. School</td>
<td>4</td>
</tr>
<tr>
<td>Transfer to SA Gov. School</td>
<td>22</td>
</tr>
<tr>
<td>Unknown</td>
<td>81</td>
</tr>
</tbody>
</table>

DESTINATION SURVEY SUMMARY
It is difficult to draw meaningful conclusions from the data, as 47.4% of school leaver reasons are unknown. The majority of known destinations were to employment (14.6%) or to seek employment (14.6%).
Parent Opinion Survey (Fig 13)

26 parents responded to the 2012 Parent opinion survey. There was little change from the 2011 survey in quality, support and leadership and an average drop of 1 point in relationships. Most responses lay in the lower end of the middle band.

Figure 13: Parent Opinion Survey

PARENT OPINION SURVEY SUMMARY

The school is implementing a number of priorities in the SIP to improve quality teaching and learning. This is also the focus of the professional learning program.

Staff opinion survey (Fig 14)

18 staff responded to the staff opinion survey. There is little change in the responses to the survey between 2011 and 2012 with the average response being in the lower end of the middle band in quality, relationships and leadership. There has been a small improvement in staff opinion regarding quality.
STAFF OPINION SURVEY SUMMARY
Executive leadership has implemented structures in 2012 that promote teachers working collaboratively in Professional Learning Communities (PLC’s). Each PLC is led and supported by at least one leader.

Student opinion survey (Fig 14)
64 students participated in the student opinion survey. Compared with 2011 results indicate a small increase in respondents opinions across all areas.

Figure 14: Student opinion survey

STUDENT OPINION SURVEY SUMMARY
There remains a commitment to engaging with the student body and strengthening student voice. A key strategy in this is the ongoing development of the Student Representative Council.

Workforce Qualification and Composition
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.

Teacher Qualifications (Fig 15)
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Figure 15: Teacher qualifications

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree or Diploma</td>
<td>57</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>15</td>
</tr>
</tbody>
</table>

Workforce composition (Fig 16)
In 2012 there was one indigenous staff member on staff

Figure 16: Workforce composition

<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>36.70</td>
</tr>
<tr>
<td>Persons</td>
<td>0.00</td>
<td>40</td>
</tr>
</tbody>
</table>
## Financial Statement

**Income by Funding Source (Fig 17)**

**Figure 17: Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$5,753,273</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$234,814</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$145,494</td>
</tr>
<tr>
<td>4 Other</td>
<td>$Nil</td>
</tr>
</tbody>
</table>