

Berri Regional Secondary College

2022 annual report to the community

Berri Regional Secondary College Number: 776

Partnership: Berri & Barmera

Signature

School principal:

Mr Clinton Ridgway

Governing council chair:

Amy Goodman

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

Berri Regional Secondary College is founded upon a strong 80 year history formally known as Glossop High School of providing successful educational pathways for students in a caring country environment in the Riverland of South Australia. We have a firm belief in the school values of determination, safety, respect and learning.

Our School's Vision Statement

Our school's pride, innovation and excellence will lead to learning, independence and success for all of our students.

Number of students 726

Category 3

Number of staff 108

Aboriginal Students 103

School Card 268

Site Capital works were completed in 2021 consolidating two campuses, introducing year 7's to high school and a school name; Berri Regional Secondary College has become an innovative hub of learning providing 21st century teaching /learning areas, including science/STEM laboratories, general classrooms, home economics/technical studies facilities and performing arts spaces. Our focus is on academic rigour, continued SACE improvement, positive post school pathways, student engagement and supporting teacher's professional development. Berri Regional Secondary College is the lead school for Navigating Career Pathways, located at this campus. We offer an extensive range of Vocational Education courses across all curriculum areas. We are also the lead school for the regional Trade Training Centre and our award winning regional SAATA program.

Our College is set in an education precinct, including an extensive shared library, neighbouring Alan Glassey Recreation Park, Berri Sports Stadium, Riverland Special School, on site Regional Special Options and immediately adjacent to TAFE Berri Campus where we have developed a close and productive partnership with TAFESA.

The 2022 year has certainly not been without its challenges. The establishment of Berri Regional Secondary College throughout 2022 has been the result of many years of planning, consulting, and developing not only the facilities but also the way our College services the students and wider community. There were interruptions to the school site due to the COVID-19 pandemic outbreaks and a fire in one of the colleges learning spaces, however students and staff continued to thrive both individually and collectively. Students excelled in all facets of learning and life, including academics, sport, public speaking, community involvement, Arts, Languages and Vocational Learning.

In 2022 we continued to prioritise our 2022-2024 Site Improvement Plan with our key focus on our 3 goals;

GOAL 1 - Increase Student Achievement in Reading

GOAL 2 - Increase Student Achievement in Numeracy

GOAL 3 - Increase Student Achievement in SACE

Our focus is on student wellbeing and engagement, academic rigour, differentiated teaching and challenging our students to grow in their learning achievements to become empathetic understanding global citizens with 21st century learning practices. These statements guide our school community.

Governing council report

It is a privilege to present the inaugural report for the Berri Regional Secondary College Governing Council. Following years of dedication and hard work by many people, 2022 saw Berri Regional Secondary College become reality. Significant effort throughout the summer school holidays finalised the move from the Glossop campus to the new site. We thank everyone for their efforts during that time.

2022 saw all students learning from the consolidated Berri Regional Secondary College site, plus the inclusion of Year 7s into high school for the first time. Of course, it wouldn't be the current world without interruption from COVID, which necessitated a staged commencement of students onto campus. The beginning of the year saw Year 7s, 8s and 12s commence on campus, with Years 9s, 10s and 11s learning from home. This was not how we hoped to start the year, but the students, staff and families took the changes in their stride and continued their learning efforts.

Term 1 and 2 of the school year were significantly impacted by COVID. Thank you to all staff for their efforts during this very challenging time. The staff of the school went above and beyond to support their students and their colleagues, and this effort was greatly appreciated.

The Governing Council would also like to acknowledge the efforts of Principal, Emily Griggs, throughout 2022. Governing Council are grateful for Emily's leadership and support, and her significant contribution to creating Berri Regional Secondary College.

A key consideration for Governing Council throughout the year was the implementation of the new uniform policy. Council listened and responded to feedback from parents, staff, and students to ensure the uniform is inclusive and accessible for all students and all situations.

In 2022, the Governing Council was able to shift our focus from our considerable efforts on the site consolidation work, and onto other areas of importance for the school. Governing Council reviewed the Strategic Directions 2022-24 for Berri Regional Secondary College, as well as the Site Improvement Plan. The Governing Council also continued to advocate for Berri Regional Secondary College at all levels of Government to ensure that our students have all that they need to be successful.

Berri Regional Secondary College students have excelled in their academic pursuits, in their community volunteering, producing great social media coverage, and giving their all in sporting competitions. Watching the growth of our young people as they demonstrate our school values of determination, safety, respect and learning is a privilege. As always, we wish our students all the best in their chosen pathways including gaining employment, undertaking apprenticeships and traineeships or going to university.

Quality improvement planning

GOAL 1 - Increase Student Achievement in Reading Comprehension

2022 saw us begin the next cycle of our three year Site Improvement Plan, maintaining our site priority to improve student achievement in reading comprehension. Teachers and Leaders put significant work into developing the English Curriculum to specifically develop literacy skills, as well as significant structural and systematic change to create systems to support literacy intervention, using analysis of student data. In addition to this, we began our three year project working with a school based Speech Pathologist, which has developed teacher capacity to know and understand student data and how to explicitly teach vocabulary across learning areas. Teachers engaged in regular moderation processes to ensure fidelity in student grades, with goal to increase student achievement in English. As a result, we experienced successful student achievement within the A and B bands for Year 7 and Year 9 students.

Goal 2: Increase student achievement in Numeracy.

A large focus within Numeracy for 2022 was the development and documentation of the Australian curriculum, in alignment with the Department for Education unit resources. Through this, staff were able to increase rigour within Mathematics and Numeracy by creating a developmental sequence of learning to support student outcomes. To support this, the Junior Secondary Teachers undertook professional development with a key focus on the use of manipulatives within the classroom. This learning had significant impact on student learning by assisting to build a conceptual understanding of Mathematics. Through our Numeracy Intervention, utilising the Learning and Assessment Framework for Multiplicative thinking, our students demonstrated significant improvement in fundamental skills linked to Big Ideas in Number, and are transferring this knowledge into Mathematics classrooms allowing more students better access the Australian curriculum.

GOAL 3 - To increase student's achievement in SACE Learning.

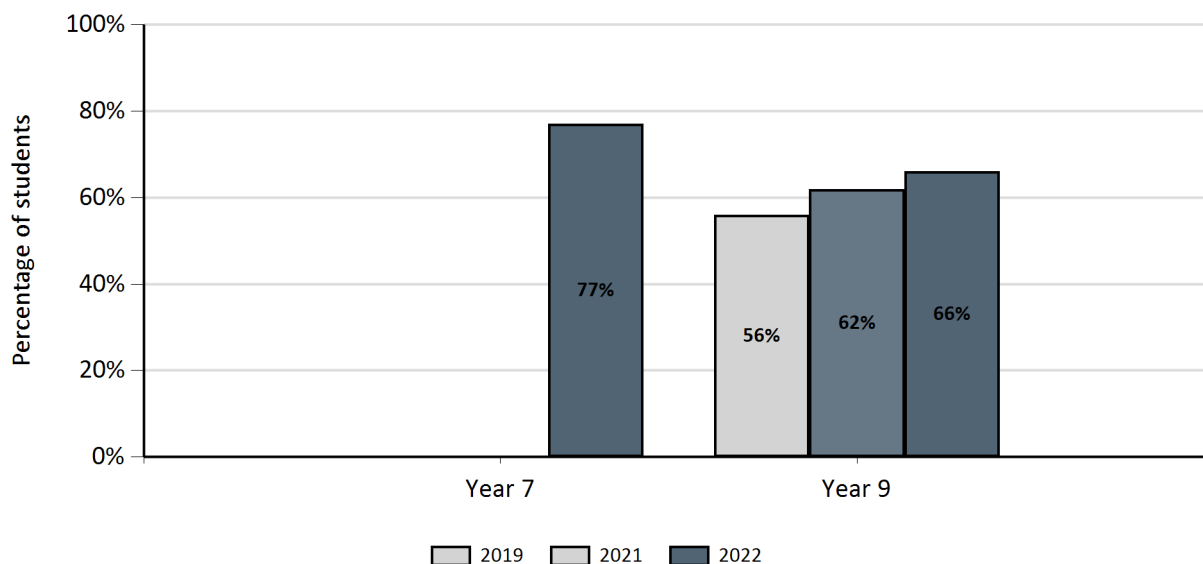
With our consistent approach to Faculty Improvement Plans (FIPs) using tracking and monitoring documents to measure student's growth and identifying Positive Post School Pathways (PPSP) through our subject counselling process we achieved 100% SACE completion from October enrolments and 76% from February enrolments, with 67% using their Vocational Education and Training (VET) to complete their SACE. We saw 1 student receive a Merit and 40 students complete with an Australian Tertiary Admission Rank (ATAR), with 97.30 the highest score recorded.

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

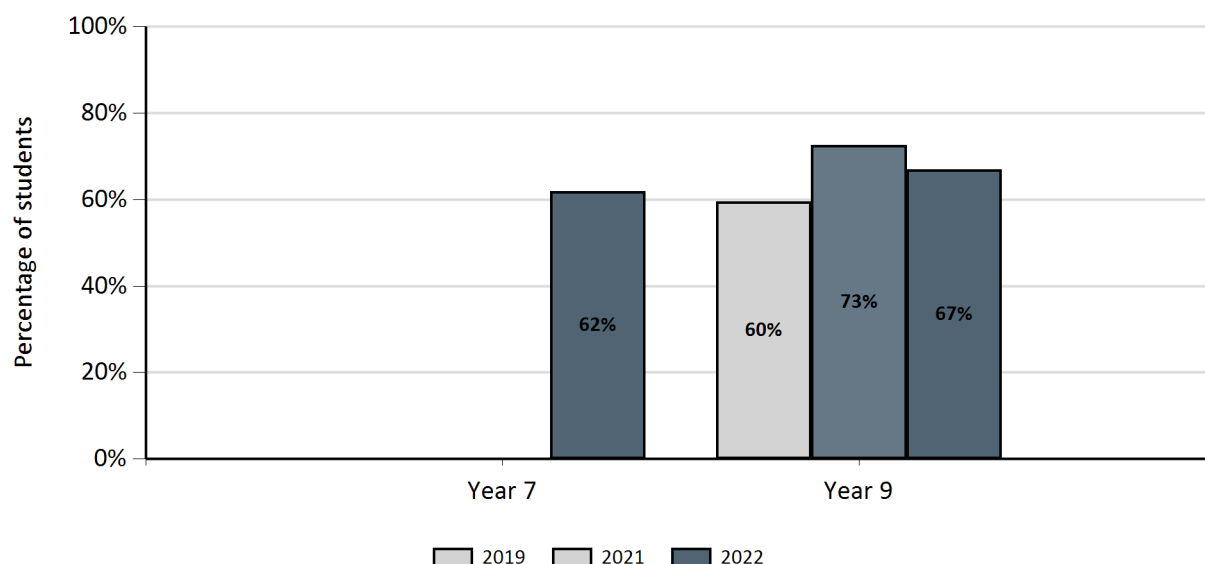


*NOTE: No NAPLAN testing was conducted in 2020.

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	118	118	22	22	19%	19%
Year 07 2021-2022 Average	118.0	118.0	22.0	22.0	19%	19%
Year 09 2022	118	118	16	7	14%	6%
Year 09 2021-2022 Average	115.5	115.5	15.0	8.0	13%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

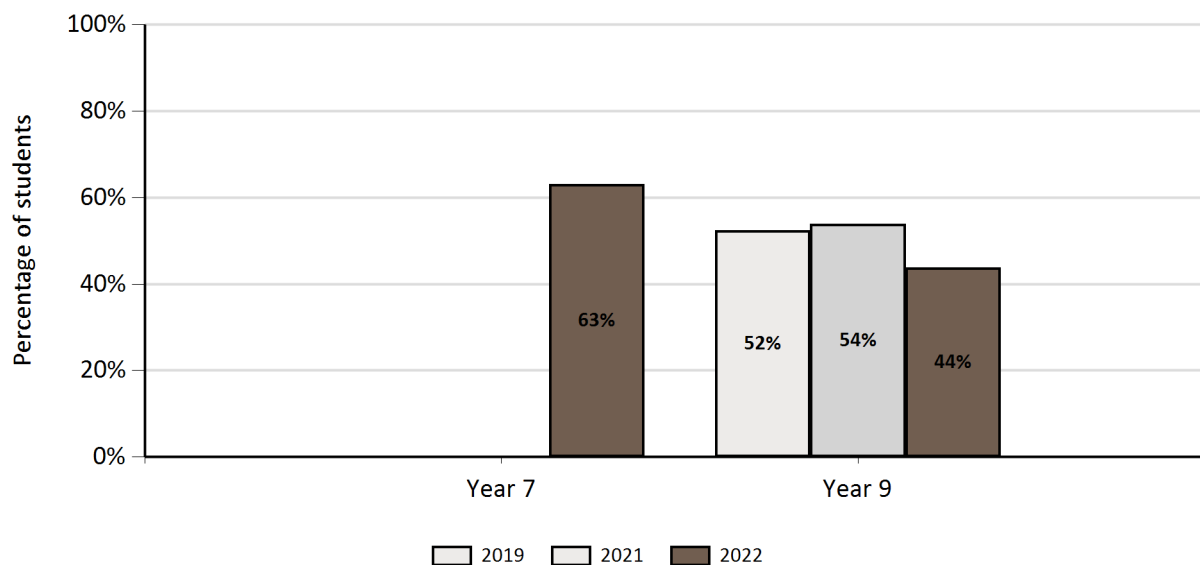
[^]includes absent and withdrawn students.

*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



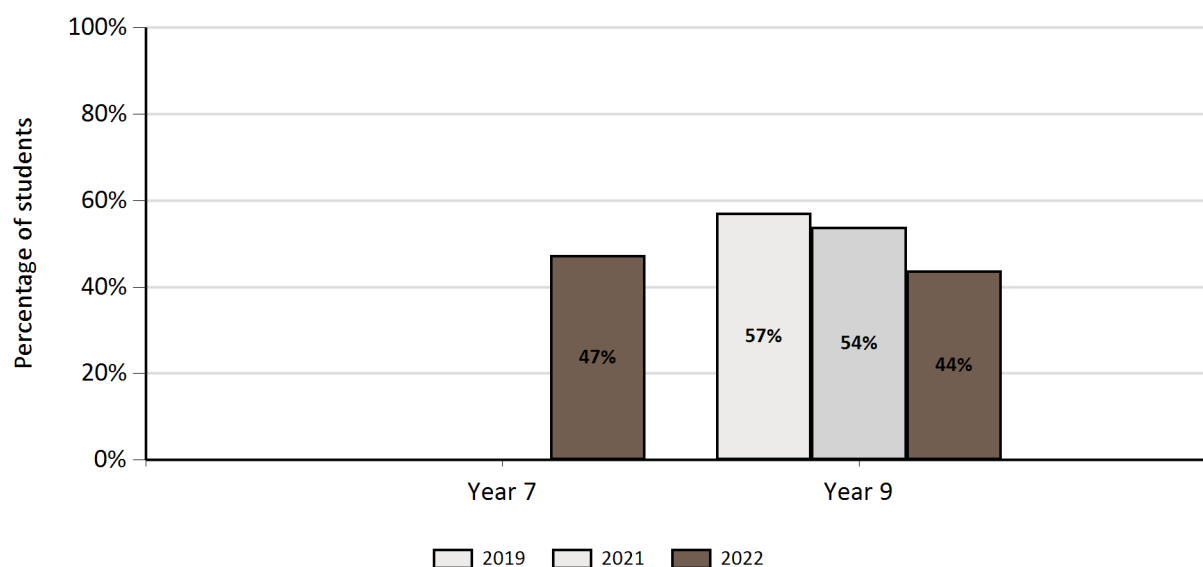
*NOTE: No NAPLAN testing was conducted in 2020.

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 07 2022	19	19	2	1	11%	5%
Year 07 2021-2022 Average	19.0	19.0	2.0	1.0	11%	5%
Year 09 2022	16	16	0	0	0%	0%
Year 09 2021-2022 Average	14.5	14.5	0.5	0.5	3%	3%

*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:

Our Aboriginal Education Teachers focused on the first key element; data-informed planning. This has involved developing an Aboriginal Education stratification document so that the learning data for all Aboriginal students in the school are understood. This is used within the Aboriginal Education team to collect information and relevant interventions to improve literacy and numeracy. It has also been shared with teachers to inform their practice and for effective tracking and monitoring of all Aboriginal students across the school. Additionally, we have an up-to-date data wall in our Aboriginal Education room to make data visible for Aboriginal students. This has been useful in discussions with students, parents and staff around learning and attendance conversations throughout the year.

Our Aboriginal Education Team have been working on developing Aboriginal learner profiles for each Aboriginal student across the school, to support their engagement and transition through high school. The information includes attendance, barriers, literacy/numeracy data, strengths, interests, and motivations/pathways, barriers to learning, strategies, wellbeing and relevant cultural information.

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

Our Aboriginal Education team supported 11 Aboriginal students to complete their SACE in 2023. Four of these students are going on to study at university and have successfully been accepted into courses of their choice, including construction management, nursing (two) and business management. The other six students are heading into employment or apprenticeships in careers such as automotive, ICT and business administration. In terms of compulsory subjects' achievement in SACE, including PLP, Literacy, Numeracy and Research Project (AIF Pilot); we had an overall completion rate of 87%, indicating that the majority of our Aboriginal learners are on track with their SACE Achievement.

Additionally, we began an Aboriginal Student Leadership group to try and promote authentic Aboriginal voice and student agency in our school. These students have been instrumental in providing ideas for ways to improve reconciliation within our school.

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
98%	99%	99%	95%

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%	3%	7%	1%
A	6%	10%	14%	5%
A-	10%	10%	19%	9%
B+	11%	12%	8%	12%
B	15%	12%	8%	12%
B-	17%	16%	8%	14%
C+	17%	14%	16%	12%
C	15%	17%	13%	17%
C-	7%	6%	7%	13%
D+	1%	1%	0%	2%
D	0%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	1%
E	0%	0%	0%	1%
SACE Not Completed (Modified SACE)	1%	0%	1%	0%

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
94%	94%	92%	87%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2018	2019	2017	2020
Percentage of year 12 students undertaking vocational training or trade training	78%	74%	#Error	76%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	99%	100%	#Error	100%

2021	2022
74%	67%
99%	100%

School performance comment

Berri Regional Secondary College (BRSC) is proud of their 2022 NAPLAN results. With a big emphasis on the culture of standardised testing saw our students average above 95% attendance across all tests. A clear focus the last 4 years through our Site Improvement was on improving reading within our Junior Secondary classes (Year's 7-9). Our Reading results for Year 9's saw the highest percent of students achieve SEA with 66%. 10% higher than 2019 and 4% higher than 2021. This increase in students achieving SEA was also shown in our Higher Bands achievement with 11% more than 2019 and 2% greater than 2021. 2021 saw the first year of having Year 7 NAPLAN testing within high schools where BRSC Year 7 Reading data showed 76% of students achieve SEA and 18% achieve in the Higher Bands which is a great foundation to improve from.

Numeracy saw a slight dip in data from the previous year with 67% of students achieving SEA and 6% achieving in the higher bands. Year 7 Numeracy showed 62% of students achieving SEA and 18% achieving in the higher bands.

Berri Regional Secondary College is very proud of the SACE data with the school achieving 100% SACE completion from October enrolments and 76% from February enrolments, with 67% using their Vocational Education and Training (VET) to complete their SACE. We saw 1 student Caitlin Kalms receive a Merit in Activating Identifies and Futures (AIF), 40 Students complete with an Australian Tertiary Admission Rank (ATAR), Thomas Pipins the highest with 97.30, closely followed by Makayla Pitman with 95.65.

20 BRSC Students completed a Certificate III in VET and 25 students undertaking an Australian School Based Apprenticeship or Traineeship. To add to our success in this area we saw Jack Campaign win VET Student of the Year in his Certificate III of Early Childhood Education and Care. Connor Ross Win School Based Apprentice of the Year in his Certificate III for Commercial Cookery and Shelley Priest come runner up with her Certificate III in Painting & Decorating. Cameron Dixon winning Trainee of the Year within Information Technology and Ellie Ambaras coming runner up with her Certificate III in Education Support.

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	0.0%	N/A	80.6%
Year 8	87.5%	86.3%	84.2%	79.9%
Year 9	86.8%	85.5%	82.7%	72.9%
Year 10	80.3%	87.1%	80.8%	78.2%
Year 11	79.0%	85.1%	77.2%	71.6%
Year 12	86.2%	86.7%	76.6%	74.0%
Secondary Other	77.2%	80.2%	81.1%	83.6%
Total	83.7%	85.9%	80.5%	76.6%

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

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

Attendance comment

Data highlights that attendance across every year level sat below state average and below 75%. This is a trend that is consistent with the rest of the state, while the impact of Covid-19 and school closures have impacted engagement in learning statewide. This coupled with the link between school engagement and the attendance rates of children from families of disadvantage give evidence to justify attendance percentages.

Attendance at school was encouraged through a range of processes led by our Wellbeing and Engagement team.

These included, but are not limited to;

- Encouraging the strong, supportive relationship being built between the teachers and students, carers and the team around the young person as a first step.
- Documentation of a personalised attendance plan to support engagement for every learner.
- Young people who continue to disengage are connected to a Youth worker for personalised case management
- Referral to the Department for Education's Social Work Duty line to provide another avenue for chronic non-attenders to have support to connect.
- Welfare checks were also completed as a part of the school's process to ensure safety

Behaviour support comment

As demonstrated in the Department for Education's Wellbeing and Engagement Collection, the following trends were identified to highlight the bullying climate at the site since 2021;

- Feelings about physical bullying had increased by 2%
- Verbal bullying had decreased by 4%
- Social bullying had decreased by 3%
- Feelings about cyber bullying had increased by 1%

According to data the way that young people feel about bullying at BRSC has improved in some capacity in all areas since 2019 based on results from WEC. To encourage this shift, a range of processes and systems have been followed which include, but are not limited to:

- A focus on teaching and learning, wellbeing and engagement to ensure that every young person has the opportunity to engage in meaningful learning at their level
- The development of learning communities to encourage connection in Years 7 and 8
- The inclusion of a whole school Home Group program with a scope and sequence that is designed with WEC, attendance and behaviour data in mind to strategically target concerns
- The further growth of the Wellbeing team
- VET pathways available as option to engage Yr. 10–12 students

Parent opinion survey summary

In 2022 we received a return of 252 parent surveys 96 more than 2021. Key areas identified as strengths within our school from the school parent engagement survey included:

- Talks with child
- Education is important
- Equipped to plan pathways
- Child is Important
- People are respectful
- Receives enough communication
- School communicates effectively
- Knows standard of work
- Has good home learning routine.

Areas identified for future focus and growth were within, wants more help, receives learning tips, encouraged to help child learn, has input into learning. We have a strong, passionate Governing Council, who supports, drives and challenges our school and community to continue to grow and improve. In 2023 Berri Regional Secondary College will see the continued development and implementation of a range of community connection strategies that will support students, families and wider community to connect together. In 2022 we saw the employment of Emma Vallelonga who was employed by Volunteer SA&NT with financial contributions from Schools Plus and Our Town Berri. This role is the first in the state and will be key in the Our Town Berri Connecting with Community Student Volunteering Program. Emma has and will continue to establish, maintain and promote connection and relationships with our staff and students, the Berri community, Our Town Berri, not for profits, sporting and other associations.

This work has been initially driven through the Fay Fuller, Berri Our Town initiative, focusing on strong mental health wellbeing within the community. Work in this area is also being supported through the new VET in schools policy through our work to connect students to employment, this is supported by our Regional Connections Assistant Principal and the Early Adopter Project, Broad Area Partnership. We will continue to work with our Governing Council to improve our direct connection and communication with parents as valued partners within a student focused well-rounded education.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	12.6%
NS - LEFT SA FOR NSW	1	1.1%
OV - LEFT SA FOR OVERSEAS	1	1.1%
PE - PAID EMPLOYMENT IN SA	18	18.9%
QL - LEFT SA FOR QLD	1	1.1%
SM - SEEKING EMPLOYMENT IN SA	20	21.1%
TA - LEFT SA FOR TAS	1	1.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	35	36.8%
U - UNKNOWN	2	2.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	2	2.1%
VI - LEFT SA FOR VIC	2	2.1%

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

All volunteers and staff who work with students have relevant screening and approval to work within the school. We have a closely scrutinised system in place to monitor who works with our students. This has been further supported by the DfE volunteer policy and processes. Parents who host students for our student exchange programs are screened in accordance with DfE requirements.

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	81
Post Graduate Qualifications	29

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	1.0	48.9	1.6	29.2
Persons	1	52	3	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$11,092,446
Grants: Commonwealth	\$66,950
Parent Contributions	\$417,903
Fund Raising	\$4,593
Other	\$0

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	Whole school training and development within Trauma Informed Practice (Berri Street Education Model). Student intervention programs were initiated and implemented.	Student Wellbeing survey showed growth within student belonging and wellbeing
	Improved outcomes for students with an additional language or dialect	Employment of an EALD teacher and SSO who tracked and monitored progress, designed and implemented intervention programs when needed	Students successfully engaged with identified goals, students completing SACE
	Inclusive Education Support Program	Teacher implementation of individual task design, whole school training in intervention strategies and curriculum access for students with disabilities. SSO support in behaviour and learning, with reduced class sizes.	Students actively engaging with identified goals, students completing SACE
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Subsidised activities, excursions and programs to extend and enrich the learning experience of rural students and minimise isolation. Improved access to sporting and cultural activities, performances and presentations, which have promoted learning and wellbeing. ACEO and AET are employed to work with Aboriginal students and families and to develop the cultural competencies of all staff. The school hosts the Riverland SAATA and funds a transition SAATA Connect program. Leaders are given additional time to develop authentic learning plans with students	ATSI student attendance and SACE completion is continuing to improve. Students with learning difficulties are achieving in SACE and VET.
Program funding for all students	Australian Curriculum	Subject funding for faculties to ensure learning programs are guaranteed and viable. The implementation of DfE curriculum units.	Students achievement is clearly demonstrated and recognised
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted literacy and numeracy programs to improve student achievement. Coordinated through the learning hubs	Individual Student Progress tracked against benchmarks and SIPs.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Subject funding for faculties to ensure learning programs are engaging, rigorous and student centred.	Students achievement is clearly demonstrated and recognised

