

Naracoorte High School 2019 annual report to the school community



Government
of South Australia
Department for Education

Naracoorte High School Number: 786

Partnership: Tatiara - Wrattobully 2

Name of school principal:

John Harris

Name of governing council chairperson:

Andrew Shouksmith

Date of endorsement:

04/03/2020

School context and highlights

Naracoorte High School is a medium sized Secondary School with a history and tradition dating back over 100 years. We pride ourselves on our record of academic success, our sporting involvement, our student wellbeing and our connection with the community.

2019 has been a year where we have worked extremely hard to develop and put in place the cornerstones of our 5-year vision of what education will look like at Naracoorte High School.

Our vision is to transform our learning environment by immersing all students in a rich, personal and authentic educational experience, that fosters creative and critical thinkers, empowered to embrace the challenges of their school and community."

To rise to this ambitious vision, we have identified three cornerstone priorities we believe need to be in place to ensure success:

- Explicit Instructional Model (EIM)
- School-Wide Positive Behaviour Support (SWPBS)
- Flexible Pathways

2019 was the inaugural year of our School's "2019-2021 School Improvement Plan", which is designed to create an environment in which all teachers embrace the idea of continuous improvement. An essential component to ensuring continual improvement this year, has been the use of systemic data and, more importantly, how teachers can use this data to support the growth of our students. Professional development was targeted to support teachers' understanding of the "Progressive Achievement Test in Reading" and how this can be used to identify and foster skills and knowledge acquisition. These skills have become an important inclusion in the development of Professional Learning Teams (PLT).

We would also like to acknowledge and farewell Andrew Shouksmith as chairperson of the Naracoorte High School Governing Council, his leadership and support of the Naracoorte High School will be missed.

This year saw the opening of the \$2.5m STEM Building by Member for MacKillop Nick McBride. The opening allowed us to exhibit the state-of-the-art building and showcase our teaching programs and resources focusing on STEM methodologies which included students demonstrating using robotics, virtual reality and 3D printers.

Governing council report

It gives me great pleasure to deliver my third (and final) Governing Council report.

The results of John's reorganisation and realignment of the school curriculum has resulted in a resoundingly successful School Review. We have exceeded all expectations and are providing the school with the direction and learning values that the community needs. As an extension of this, we are introducing a new school timetable next year, that will allow us to address the few identified areas of need.

We have officially opened the new STEM building, and the plans are underway for the refurbishment of The Arts Building, Agricultural/PE Change Rooms/Community Hub building in 2020.

This year the decision was made to re-locate the ILC from its town campus, back to the main site. This decision was not made lightly and was made totally on financial grounds and fiscal issues. There was no conspiracy theory, there was no hidden agenda, the decision had to be made totally because of funding constraints. We were confronted by a well organised campaign on Facebook and through a Survey Monkey, but there was not one person who took up the open invitation to attend a Governing Council meeting to discuss the issues. There is an obvious solution for those of you who would like to influence the direction of the school; get yourselves elected to the Governing Council or present them with your proposals at a meeting. The meetings are open and we welcome visitors and petitioners.

To the staff members leaving us at the end of 2019, we wish you all the very best for your future endeavours. However special mention must be made of two who have given us 15 years each, and have respectively become the faces of their subjects – John and Di Agnew – Thank you, congratulations and happy retirement.

To those students leaving us in Year 12, we wish you all the best as you open the next chapter in your lives. For those returning next year there are new opportunities and challenges.

It is essential for organisations to embrace constant change and renewal, otherwise they become staid and introspective. I have a special appeal for members of our Indigenous Community, and those parents from our new Immigrant Communities to come and join us. We want to hear from you, we want you to become an inclusive part of this school community.

Andrew Shouksmith - Chairperson

Improvement planning - review and evaluate

2019-2021 School Improvement Plan prioritises three areas of improvement:

- Increase the number of students meeting SEA for Reading
- Increase the number of students meeting SEA for Writing
- Increase the number of students meeting SEA for Numeracy

To support our improvement strategy in reading, we adopted a common approach to extend expertise across all learning areas by using the "During Reading" instruction strategy to extend the framework for Close Reading and scaffold students' development in strengthening and furthering skills in reading a text for evidence.

In 2019 Naracoorte High School participated in the Brightpath writing assessment tool. Brightpath is an innovative assessment process that uses typical classroom writing tasks to:

- develop teacher's assessment skills
- help teachers differentiate learning
- provide teachers with teaching points based on how they have assessed their students.

Brightpath enables teachers to compare their students' writing with a set of calibrated exemplars to judge performance. The accompanying software provides immediate reporting. Brightpath facilitates the collection of school-wide writing data to support rigorous evaluation of both teaching and learning. This data can be used to support assessment for, of, and as learning.

This year we prioritised a common evidenced-based approach to ensuring students gain mastery of concepts of place value and an increased emphasis on the big ideas of multiplicative thinking (whilst we develop fluency and flexibility for application with the mathematical proficiencies).

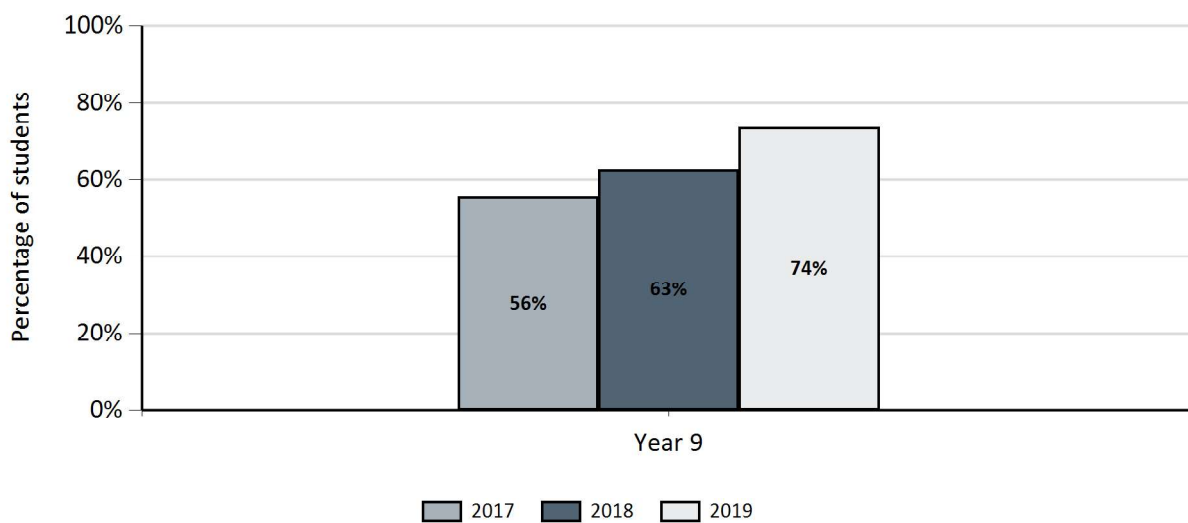
Our achievement for two of the three improvement goals (reading and numeracy) exceeded expectations. We will continue to support students in writing to achieve success in the 2020 goals. We have learnt through the use of Teaching Sprints, how a culture of building teacher capacity can be developed. By ensuring as a school we allow time for the embedding of whole school improvement strategies into curriculum areas, we can provide a focus on what matters most and improve student outcomes.

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.

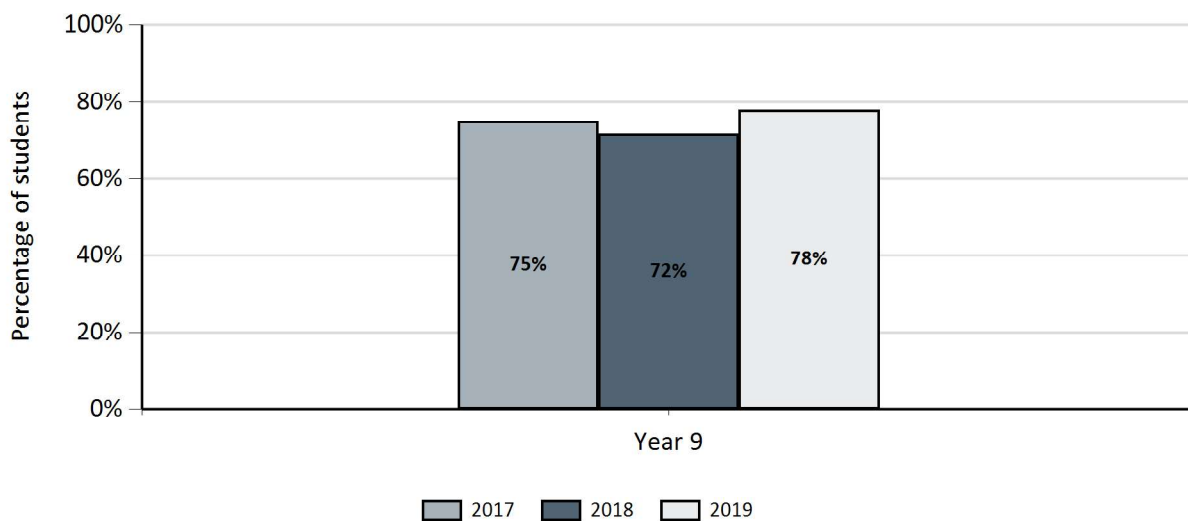
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	14%	25%
Middle progress group	60%	50%
Lower progress group	26%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	34%	25%
Middle progress group	50%	50%
Lower progress group	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 9 2019	68	68	3	8	4%	12%
Year 9 2017-19 average	69.0	69.0	5.3	10.0	8%	14%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
98%	98%	98%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*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	2016	2017	2018	2019
A+	1%	0%	2%	1%
A	4%	4%	10%	7%
A-	13%	7%	11%	10%
B+	10%	11%	13%	13%
B	17%	19%	16%	10%
B-	12%	17%	14%	12%
C+	15%	16%	15%	14%
C	23%	18%	16%	26%
C-	3%	5%	3%	6%
D+	1%	1%	0%	0%
D	0%	1%	1%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*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

2016	2017	2018	2019
100%	98%	98%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	85%	70%	67%	62%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	10.4%	5%	5.2%	2%

School performance comment

Naracoorte High school has a proud tradition of offering students a number of pathways to support acquisition of the South Australian Certificate of Education.

Analysis of NAPLAN results has shown an 11% increase in the number of students meeting SEA for Reading and 6% increase in the number of students meeting SEA for Numeracy. These results translate to 100% of students meeting or exceeding the National Minimum Standard for Numeracy and 91% of students meeting or exceeding the National Minimum Standard for Reading. NAPLAN writing improved from 64% in 2018 to 82% in 2019 of students meeting or exceeding the National Minimum Standard.

SACE results have again shown continued improvement with 18% of all grades being awarded in the A band (A+, A and A-). 53% of all grades awarded were greater than a B- and 99% of subjects attempted by students were awarded a passing grade (C- or above). Students received A+ grades for Research Project B and Information Processing and Publishing.

Attendance

Year level	2016	2017	2018	2019
Year 7		0.0%		
Year 8	91.0%	91.5%	92.8%	90.4%
Year 9	85.6%	86.9%	90.1%	91.7%
Year 10	82.3%	84.8%	85.3%	88.1%
Year 11	89.7%	85.0%	83.9%	86.8%
Year 12	93.4%	91.2%	92.0%	88.8%
Total	88.5%	87.9%	88.6%	89.2%

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

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

Attendance comment

Naracoorte High School staff work exceptionally hard to promote a dynamic learning environment that supports attendance, engaging each and every student in their learning. We have a clearly defined process for monitoring individual student attendance. For students demonstrating poor attendance patterns, Home Group teachers work with our administration staff, counsellors and parents to address the problem in a strategic manner which may involve home visits, referrals and developing modified programs to support those students who have significant attendance issues.

Behaviour support comment

In 2019 Naracoorte High School moved away from reactive behaviour support and implemented proactive strategies to reduce the number of students requiring to be withdrawn from class and students being suspended. Through the creation of the Alternative Pathways Program (APP), an alternative and flexible space, catered for students heading towards disengagement.

With the implementation of proactive support programs only 173 withdrawal incidents were logged, this is a 68% decrease from the 535 withdrawal incidents logged in 2018. These results were mirrored by 31% reduction in suspension data when compared to 2018.

Client opinion summary

Client opinion surveys were completed by 122 students and 49 parents.

Parent opinion survey data was positive, particularly in relation to the opinions around the quality of education being offered at Naracoorte High School. Less than 7% of parents surveyed held the opinion their child was not receiving a good education. 82% of parents agreed that Naracoorte High provided a safe and supportive education setting for their child.

84% of students surveyed believed "My teacher is enthusiastic about what they teach" and 80% thought teachers are encouraging them to do their best in class.

Intended destination

Leave Reason	School	
	Number	%
Employment	47	36.4%
Interstate/Overseas	18	14.0%
Other	4	3.1%
Seeking Employment	21	16.3%
Tertiary/TAFE/Training	2	1.6%
Transfer to Non-Govt School	14	10.9%
Transfer to SA Govt School	14	10.9%
Unknown	9	7.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Naracoorte High School ensures compliancy with the DECD criminal history screening verification by:

- Sighting and recording clearance information on EDSAS
- Verifying the identity of first time visiting DECD, CAHMS, Families SA and other support agency employees and noting verification next to their name in the site's sign in book
- Establishing shared-use agreements with community groups
- Maintaining the accuracy of screening information on EDSAS

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	50
Post Graduate Qualifications	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	26.7	1.0	13.7
Persons	1	32	1	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$4908507
Grants: Commonwealth	0
Parent Contributions	\$251518
Fund Raising	\$1413
Other	\$322656

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

2019 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 2019 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 behaviour management and engagement	Behaviour Support: SSO staffing, individual programs. Targeted Flexible Learning Programs (ILC) - B-2 Manager Teachers and support staff.	Student engagement; progress towards SACE completion or employment.
	Improved outcomes for students with an additional language or dialect	SSO Support. The establishment of small classes for Intensive English. Employment of a part time EALD Teacher.	All students have engaged with SACE All students have achieved improved levels
	Improved outcomes for students with disabilities	Targeted SSO support. Programs developed for individual students based on need and circumstances i.e. differentiation and student voice.	All Tier 2 students have demonstrated progress as it pertains to the AC SEA
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy First language maintenance and development Students taking alternative pathways Learning difficulties grant	1:1 support from SSO skilled in the required areas either in classroom setting or withdrawn from class as per teacher instruction. After school teacher tuition. Extra teacher instruction given in class and incorporate strategies as identified in Individual Learning Plans. Individual tuition provided by SSO/ACEO during study lines.	Improved SACE attainment and attendance Improvement in students meeting SEA
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Increased classroom support for students identified as requiring intervention. Reduction in some class sizes to maximise support for identified students.	All students have demonstrated progress. Significant reduction in SBM issues.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		