



Naracoorte High School

2020 annual report to the community

Naracoorte High School Number: 786

Partnership: Tatiara - Wrattontully 2

Signature

School principal:

Mr John Harris

Governing council chair:

Andrew Shepherd

Date of endorsement:

1 March 2021



Government
of South Australia
Department for Education

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.

In 2020 we implemented a new timetable to concentrate on our core business of teaching and learning. We have started implementing our Explicit Instructional Model, with the first steps of a school-wide redevelopment of all curriculum documents, with the inclusion of explicit learning intentions and success criteria.

This year has seen the Positive Behaviour for Learning program's introduction, which introduces behavioural interventions into an integrated continuum that enhances academic and social behaviour outcomes for all students.

2020 has seen the development of our new Flexible Pathways Program, which will be released to all Year 10 students in 2021. Our Year 10 students will be immersed in a new Pathways Planning initiative designed to support students develop employability pathways, real-life and project skills. This program culminates in a week-long industry trip to Adelaide.

COVID-19 has not stopped us from our continuous development, and it did not stop the wonderful rich educational experiences our teachers provide our students that develop resilience and personal capacity.

Our students in 2020 have still, where possible, participated in class excursions, a multitude of Statewide Schools Competitions, outstanding Student Leadership and SGC opportunities, Duke of Edinburgh program, Wellbeing programs, Drama performances, Led Steers, Vocational Education and Training opportunities, Career education and Work experience programs, camps, homework centre and after school tutoring sessions, Speak Off night, the Lions Youth of the Year Quest, Reframing Mathematical Futures and Reading programs, Special Education programs, competitions, holiday programs, programs with other schools and much, much more.

Governing council report

2020 will certainly be a year to be remembered. Covid-19 has certainly changed the way we have had to go about life, not only here at the school, but everywhere in general. Early on in the year we also had to quickly adapt to online learning for a short period of time, with parents becoming home school teachers. Obviously, the biggest impact was the cross-border regulations, and the impact this had on some of our students and staff, and the flow on effect it also had with school camps and excursions being cancelled, students not being able to attend some sporting events and many other ways in which it impacted our school families. As we were guided by the everchanging rules laid out to us, it was always difficult to know what was going to happen/change each day. We thank you as a school community for your understanding during this period of the unknown.

Going forward, the new refurbishment and building upgrades are getting close and will be a fantastic new addition to our school once completed. There may be some disruptions around the school during this process and we ask that you all be patient during the building process. The new upgrades will certainly be an awesome asset to our school.

Congratulations and well done to all the students who have represented our school in some way or other in any format, the fantastic result from Emma Phillips and the Steer team being one of these.

Well done to NHS and the relatively new Ag Cert program that has been introduced into our school. This program offers both Cert 2 & 3 in Ag and has been running for a couple of years now and is certainly offering great opportunities for those students wishing to proceed further with a career in Agriculture.

Congratulations to the Year 12 students on finishing your exams and hopefully you get to follow the path to your dream job, but also be mindful that life is always challenging us, and if one door closes another will open if you are prepared to take the next step.

The old pipe fence around the oval has been removed with the new pipework having been laid underground, a long overdue project. Well done Gordon.

Thank you to the Governing Council committee, you are a wonderful asset to the school. This has been my first year on the committee for NHS Governing Council and was certainly a big step to go straight in as chairperson but thank you to everyone for all for your support.

Quality improvement planning

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 again focused on 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 2020 Naracoorte High School continued to use the Brightpath writing assessment tool. Brightpath is an innovative assessment process that uses typical classroom writing tasks to:

- develop teachers 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).

2020 has seen Naracoorte High School meet all our improvement goals.

Goal 1 - Increase the number of students meeting SEA for Reading.

Target - 5 Indigenous Year 10 students who were below the band 6 in Year 7 NAPLAN reading achieved an effect size between the 2019 and 2020 PAT R of 0.4 or higher

Goal 2 - Increase the number of students meeting SEA for Writing.

Target - 8 students who recorded a "low" result in Writing at Year 7 NAPLAN received a positive growth in levelling score (40 and greater) in a Brightpaths narrative assessment between 2019 - 2020.

Goal 3 - Increase the number of students meeting SEA for Numeracy.

Target - 5 Year 9 students who recorded a "low" result in Numeracy at Year 7 NAPLAN achieved a SEA (123) rating or higher in the 2020 PATM.

In 2021 we have removed writing from our goals to focus on reading. We will continue to use Teaching Sprints to develop a culture of building teacher capacity.

Improvement: Aboriginal learners

Naracoorte High School acknowledges that we are on the traditional lands of the Meintangk/Moandik people. At the commencement of 2020, we had a student enrolment number of 361 students with 12 indigenous learners equating to 3.5% of the student population. Attendance was a focus for our aboriginal learners with the rate ranging from 85-100% for our students.

Naracoorte High School addressed Key Element 3 Assuring Consistent, High-Quality Classroom Practice and Key Element 5 Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning in the Aboriginal Learners Achievement Action Plan. The Site Improvement Plan committed to increase the number of students meeting the Standard of Education Achievement (SEA) for reading and that 5 of the 10 aboriginal students will achieve an effect size greater than 0.4 for PAT-R comprehension, with this goal achieved. Our long term goal is that 4 aboriginal students who received a D or E grade in Year 8 English in 2018 will achieve a C grade or higher at SACE Stage 1 English in 2021. Further actions for the literacy and numeracy focus were targeted individual learning programs.

All staff took part in One Plan training and pupil free days were utilised to ensure pedagogical practices were consistent across facilities and linked to the Site Improvement. The AET presented updated information to all staff at a General Staff meeting which included review of data, student information and literacy and numeracy resources. Working Together-Cultural Awareness was promoted to staff for professional development and most staff have completed the training.

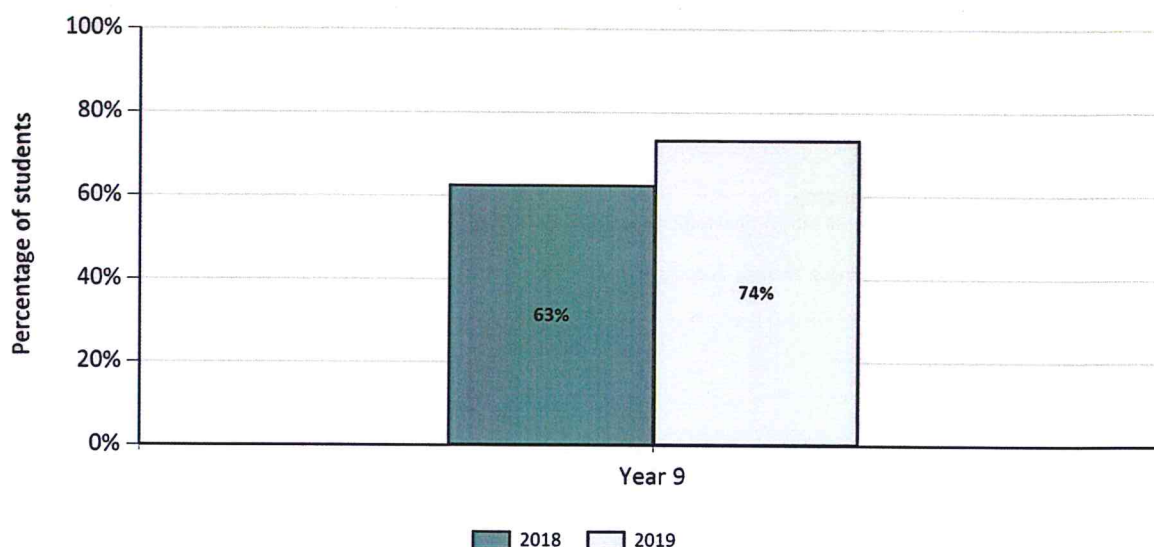
Accolades achieved throughout the year included all Year 10 indigenous students successfully completing and passing their SACE Stage 1 subject Personal Learning Plan. Two of our senior school students participated in the South Australian Aboriginal Secondary Training Academy and obtained their Certificates in Aboriginal Cultural Studies. Only female participant in Year 12 undertaking and successfully obtaining their Certificate III in Agriculture. Successful completion of SACE Stage 2 by our Year 12 students. Two Year 10 students were shortlisted for the WALPARA ANPA Award and a further two students registered for the Karnkanti Indigenous Education Program. An unprecedented 2020 ended on a positive for our ATSI students with a university acceptance for one of our Stage 2 students and the remaining engaging in their further education at Naracoorte High School in 2021.

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

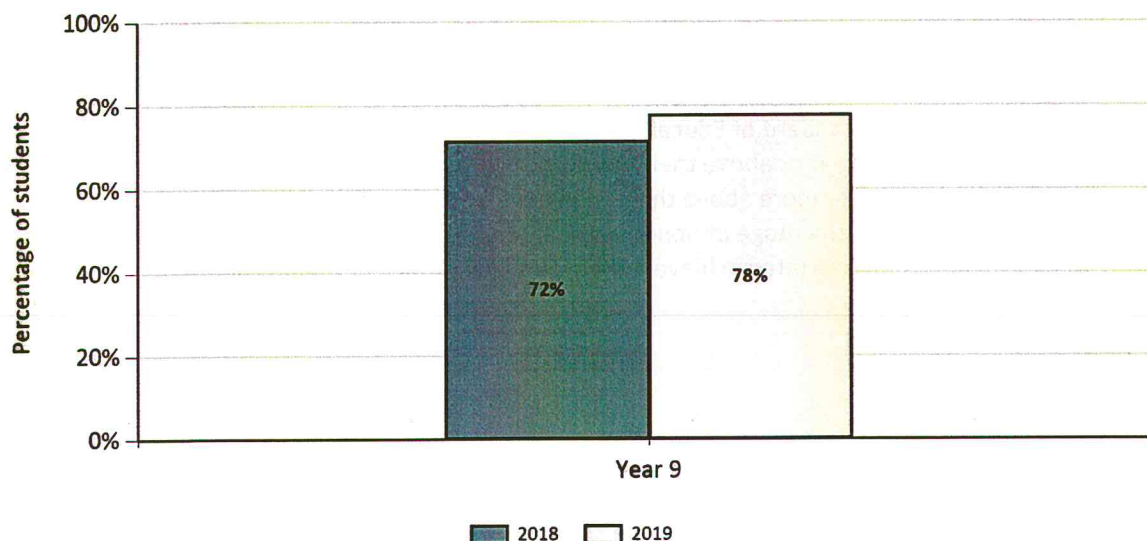


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 progress

The data below represents the growth of students from 2017 to 2020 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 2020.

*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 2020.

*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 2017-2019 Average	69.0	69.0	5.3	10.0	8%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
98%	98%	100%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	2%	1%	3%
A	4%	10%	7%	14%
A-	7%	11%	10%	13%
B+	11%	13%	13%	9%
B	19%	16%	10%	18%
B-	17%	14%	12%	12%
C+	16%	15%	14%	13%
C	18%	16%	26%	10%
C-	5%	3%	6%	5%
D+	1%	0%	0%	0%
D	1%	1%	0%	1%
D-	0%	0%	0%	1%
E+	0%	0%	0%	1%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
98%	98%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	34%	5%	5%	18%
Percentage of year 12 students undertaking vocational training or trade training	70%	67%	62%	39%

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.

SACE results have again shown continued improvements with 31% of all grades being awarded in the A band (A, A and A-). 70% of all grades awarded were greater than a B- and 98% of subjects attempted by students were awarded a passing grade (C- or above). Students received A grades for Research Project B, Integrated Learning and Music Performance - Solo.

Attendance

Year level	2017	2018	2019	2020
Year 7	0.0%	N/A	N/A	N/A
Year 8	91.5%	92.8%	90.4%	90.9%
Year 9	86.9%	90.1%	91.7%	87.4%
Year 10	84.8%	85.3%	88.1%	88.5%
Year 11	85.0%	83.9%	86.8%	85.8%
Year 12	91.2%	92.0%	88.8%	88.0%
Total	87.9%	88.6%	89.2%	88.4%

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, School-Wide Positive Behaviour 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

Behaviour support has been a focus for improvement in 2020. As a school we 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. The creation of the Alternative Pathways Program (APP) catered for students heading towards disengagement, by providing an alternative and flexible space.

With the implementation of this program, only 98 withdrawal incidents were logged, being a 82% decrease from the 535 withdrawal incidents logged in 2018. These results were mirrored by 53% reduction in suspension data when compared to 2018.

Client opinion summary

In 2020 78 responses were received for the School Parent and Engagement Survey conducted between 7 September to 25 September 2020.

This data was the most positive with a majority of parents being surveyed believing there was mutual respect between people at the school and that teachers and students treat each other with respect. 98% of parents indicated that education at school was important to their child's future.

Intended destination

Leave Reason	Number	%
Employment	51	37.8%
Interstate/Overseas	19	14.1%
Other	3	2.2%
Seeking Employment	28	20.7%
Tertiary/TAFE/Training	6	4.4%
Transfer to Non-Govt School	11	8.1%
Transfer to SA Govt School	17	12.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

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	47
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	27.0	1.0	15.5
Persons	1	30	1	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,044,236
Grants: Commonwealth	\$0
Parent Contributions	\$213,896
Fund Raising	\$8,155
Other	\$190,098

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

2020 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 2020 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	Behaviour Support: SSO staffing, individual programs. Targeted Flexible Learning Programs (ILC) - B2 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 curricula, students have achieved improved levels
	Inclusive Education Support Program	Targeted SSO support. Small inclusive programs developed for individual students based on need and circumstances.	Student's engaging in an inclusive program.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	1:1 support from SSO skilled in the required areas either in a classroom setting or withdrawn from class as per teacher instruction. After school/lunch time teacher tuition. Extra teacher instruction is given in class and incorporates 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
	Australian Curriculum	1:1 support from SSO skilled in the required areas either in a classroom setting or withdrawn from class as per teacher instruction. After school/lunch time teacher tuition.	Improved SACE attainment and attendance Improvement in students meeting SEA
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	1:1 support from SSO skilled in the required areas either in a classroom setting or withdrawn from class as per teacher instruction. After school/lunch time teacher tuition.	Improved SACE attainment and attendance Improvement in students meeting SEA
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A