Naracoorte High School Annual Report 2014

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My School website
http://www.myschool.edu.au/

Endorsement by School Principal

Signed

Name: Mr Kym Grant

Date 5/3/2015

Endorsement by Governing Council

Signed

Name: Brian Petherick

Date 5/3/2015

School Governing Council Chairperson signs indicating that the Annual Report has been endorsed by the Naracoorte High School Governing Council
1.0 CONTEXT

School Name: Naracoorte High School  
School Number: 0786  
Principal: Mr. Kym Grant  
Region: Tatiara - Wrattonbully

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

Our mission at Naracoorte High School is to promote and deliver an education of excellence in which initiative, creativity, effectiveness and efficiency are not only valued but also celebrated. A priority for Naracoorte High School is to foster best practice in the areas of teaching and learning. Moreover, it is the school’s firm belief, that teaching and learning is the core business at the heart of our school.

As a school community, we are committed to achievement. We are always seeking to improve our practice and every teacher makes a personal commitment to improve student engagement and achievement.

Our school community actively promotes a culture of excellence in all areas. Students are expected to display commitment and respect in all of their dealings and to take personal responsibility for their behaviour.

We promote cooperative working relationships between all members of the school community and in doing so have developed many programs that have gained state-wide recognition.

2.0 HIGHLIGHTS

Our school’s annual report, whilst serving as the foundation on which to critically analyse our performance, provides us with an opportunity to highlight the many positive things that have occurred in all facets of our school. We must remind ourselves the fundamental purpose of schools is to provide every student with the opportunities and support to reach their potential as a learner. As a school we take every opportunity to improve ourselves, through feedback, professional discussions and continual reviews of our performance to ensure we do this to the best of our ability.

We began the 2015 year with the news that our 2014 Year 12 Graduates had achieved very highly. Congratulations to all students who completed Year 12 in 2014. I would like to acknowledge our top student, Mike Schmid, who received a 94.75 ATAR before bonus points.

Most students receive a minimum five bonus points for attending Naracoorte High School and can attain many more points depending on the individual circumstances of the student. We had a number of students with high ATARs, which when combined with bonus points, opened up many more post school options for them.

Two students, Mike Schmid and Matthew Smith obtained merits for Mathematical Applications. I would also like to recognise Sue Pannell for her part in helping these students gain such an outstanding level of achievement.

I was also pleased to see the majority of our students intending to go to University receiving their first or second preferences for the first round of offers. These included: Medicine, Law, Education, Health Sciences, Pharmacy, Paramedical Science, Occupational Therapy, Nursing, Engineering, Arts, Information Technology, Agriculture and Environmental Science.

There were also a number of students who have chosen not to go to University, but instead undertake a range of VET options to complete their SACE and transition into an apprenticeship, traineeship or work. To date, many of these students have attained permanent employment, which is excellent and reflects the value of incorporating relevant vocational units into their SACE to facilitate their transition into work.

One of the things that support student engagement and achievement is the sense of connection they have with the school. At Naracoorte High School this comes from the quality of relationship students build with each other, their involvement in the rich co-curricula programs and from the connection our parents have with the school. We have worked hard to create this very strong culture. We offer students programs such as Wellbeing and Relationships, Duke of Edinburgh Award, Multicultural days and Reconciliation events, which support students to develop themselves personally as well as becoming responsible citizens.

Our sporting and cultural events are varied and interesting – students participate in a wide range of sports and physical challenges, visit exhibitions and plays and travel interstate and overseas. In addition our parents have many avenues to be involved and connected with the school. At Naracoorte High School we pride ourselves on our traditions and our innovation. We believe it is the mix of these that best prepare young people for the future.
2.1 GOVERNING COUNCIL

The achievements of Naracoorte High School’s Principal, Leadership Team, Teachers, SSOs and Volunteers can best be seen through the outstanding academic results and accomplishments in Sport, Design and Technology, Art and Design, Doorways to Construction, IT Projects, Outdoor Education, Photography, Creekies, Public Speaking, Debating, and much more in 2014. So I take this opportunity to thank all the staff and students, the whole Naracoorte High School Community, for their commitment and willingness to go over and above their job descriptions to deliver the very best to our school and its learning program. It is encouraging to know that the Naracoorte High School competes consistently with all other schools in the Limestone Coast – competes and very often wins!

While my second year of involvement in the Governing Council continues to be a learning experience for me there is something that I have known from the start – that all my fellow committee members are dedicated to the school and their role in improving outcomes and results for our students. I have found the Student Governing Council to be professional and proud representatives of the school.

Naracoorte High School is fortunate to have not one but two campuses. While the regular 8 – 12 curricula is delivered at the larger site the Independent Learning Centre ensures that opportunities for further learning and for earning the SACE are available in a flexible mode for those of our students who are unable to access the regular classes at Stewart Terrace. The great commitment of the staff at the ILC has earned them respect and accolades as well as ensuring that many more talented and determined students are able to receive the education that is the right of all in our community.

I was fortunate this year to be one of the many to attend the Whole School production and also the Music Concert and was thoroughly entertained by both. These events demonstrate the tremendous capacity our school has for working and learning across the year levels and we must recognise the skilled and dedicated teaching and mentoring that Vanita Hutchinson and Meredith Schinckel put in to coach our students through these productions.

Some discussion topics covered by the Governing Council this year include:

- That the new uniform is achieving its goal of creating equity amongst students as well as raising self-esteem and pride in our school
- That old disused buildings are slated for demolition and new purpose built storage sheds will be erected (special thanks to David Ghezzi for his involvement in this)
- The updating of the front entrance of the school

These are positive and forward looking projects for the school.

We have had a successful 2014 celebrating State wins in Technology and Science for our students, recognition of the professional skills of our teachers, and proactive planning by the Governing Council. A year to be proud of and we look forward to new goals and achievements in 2015.

Brian Petherick  
Chairperson  
Governing Council
2.2 STUDENT GOVERNING COUNCIL

2014 has been a great year for the Student Governing Council. Over the course of the year, we have been able to collectively pursue four major areas - new honour boards, a new garden/bench seat, analysing the Anti-bullying policy and implementing a new Deadlines policy. Overall, we are proud of the achievements of the SGC and are privileged to lead such a motivated group of people.

We both have been privileged enough to attend Naracoorte High School from Year 8 through to Year 12 and were honoured to be the representatives of the student body. While at times, the School Captaincy positions have been a demanding role mixed with juggling the difficulties of Year 12, we have had a strong support team behind us, that of the Student Governing Council. We would like to take this opportunity to thank the SGC members for their time and efforts throughout the year. Furthermore, we would like to thank Mr Grant for his assistance, who this year, has been our mentor. His guidance has moved us in the right direction, focusing on the student issues that might have been overlooked otherwise. While managing an entire school, your hard work has not gone unnoticed, and we commend you for this.

As an addition, this year we have had many different opportunities to interact and work with a variety of people. These interactions have expanded our personal views on the workplace and how different people contribute to the general well-being of both the community and the school.

As exams and graduation are fast approaching, we are both stepping aside and allowing the younger members of the SGC to step up and take charge until the end of the school year. We have confidence in their abilities to be able to represent the school and their individual year levels. Their ability to uphold the integrity of the school makes us both so proud. We hope that we have been able to set up future student committees for success and we wish you all well.

Thank you for a successful year. We wish all current and future students of Naracoorte High School well in your studies and hope that through hard work and determination, you achieve your goals.

Carpe Diem.

Alex Ghezzi and Georgia Grant
3.0 SITE IMPROVEMENT PLANNING

This year the school has further improved its intervention strategies to support students in both literacy and numeracy. Government Better Schools funding has enabled us to release teachers and Student Support Officers to provide targeted support programs designed to meet the needs of identified students in both numeracy and literacy.

Our recently reviewed Site Improvement Plan has focused on three key areas for the 2014 year:

- Student Pathways
- Student Engagement and Achievement - Numeracy and Literacy
- Performance Development

3.1 STUDENT ENGAGEMENT AND ACHIEVEMENT- NUMERACY AND LITERACY

The school has been fortunate to again receive additional Government funding to employ a Numeracy Coach, Diana Agnew. The Numeracy Coach received eight days of professional development in 2014, four of these with Professor Peter Sullivan, from Melbourne University. His research has indicated six key principles for the effective teaching and learning of Mathematics. As a school we have looked extensively at these principles and explored ways in which to implement them in classrooms.

The Numeracy Coach worked with four teachers of Years 8 and 9 Mathematics, at different times during the year. The teachers met weekly to plan learning activities and assessment tasks. Learning activities were shared, especially from those who had prior experience of teaching the topic/year level. At these meetings, common assessment tasks (tests and investigations), as well as homework tasks, were developed. The tasks developed this year were aligned with the Australian Curriculum, and we have sought to ensure that opportunities for students to demonstrate their knowledge and understanding of the achievement standards at the appropriate level. The selected teacher’s lessons were then observed by the coach during the following week. At the end of the cycle, the teachers reflected together before planning for the following week.

In Semester 2 the school was also involved with the project “Reframing Mathematical Futures” with Professor Di Seimon of RMIT. This involved the development of learning activities to address misconceptions and misunderstandings, particularly related to multiplicative thinking. Mathematics teachers used these activities with all our Year 9’s and two Year 8 classes, for one lesson per week, with five teachers and four SSOs involved at different times. This project also involved fortnightly online sessions with Di Seimon, which several of the teachers and SSOs regularly attended.

Initial results regarding student achievement in Mathematics has been encouraging. 79% of all students Year 8-9 have experienced improvement in a 6 month period based on results gained from ACER PAT Maths online testing (see next page). It was pleasing to see growth in student achievement particularly at the higher end. Whilst such results are encouraging we must maintain our focus on working with those students who still find numeracy a challenge.
3.12 NUMERACY INTERVENTION PROGRAM

With the school's focus on numeracy across the whole curriculum, a new initiative was implemented this year for students experiencing difficulties in mathematics.

At the beginning of the 2014 all Year 8 and 9 students were tested with the ACER PAT Mathematics Test online. More than 45 students under the 50th percentile were chosen to participate in the intervention program run by teachers: Jim McConnell and Shelley Sharpe.

Small groups of Year 8s and 9s were given intensive weekly lessons in number facts training. Students were drilled with basic addition, subtraction and multiplication skills. The focus then shifted to problem solving across a range of mathematical capabilities.

We have recorded a significant improvement in the students’ skill base and self-confidence over the year, with participants more engaged in mathematics. Results from ongoing testing show there has been a dramatic shift in numeracy with low-level numeracy achievers have gained higher levels of understanding and application in mathematics.
3.13 LITERACY INTERVENTION

The Naracoorte High School’s Literacy intervention program has witnessed outstanding results across the school community in 2014 building on the significant work undertaken in 2013 to support our at risk students in literacy.

Fifty year 8 and 9 students participated in the literacy initiative, whereby 86% of these readers improved up to 2.5 years in their ability last year.

Table: Improvement in Chronological Reading Age for Identified Students in 2013/14

<table>
<thead>
<tr>
<th>Improvement</th>
<th>2013 SEM 1</th>
<th>2013 SEM 2</th>
<th>2014 SEM 1</th>
<th>2014 SEM 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>30%</td>
<td>14%</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>6 months</td>
<td>21%</td>
<td>20%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>12 months</td>
<td>9%</td>
<td>12%</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>1.5 years</td>
<td>35%</td>
<td>30%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>2 years or more</td>
<td>5%</td>
<td>24%</td>
<td>1%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Students, who were identified with low literacy skills, were all tested at the beginning of the year. Fluency, accuracy and comprehension scores were all used to give each student a precise reading age. If this fell below their actual age they were immediately put into small groups to work on acute reading skills. Specialist classes were conducted every week with trained teachers and support staff to boost students reading and comprehension techniques.

Students, who were experiencing significant difficulties, transferred into the Multi-Lit Program. This intensive one-on-one initiative focused on the formation of words, phonics, understanding text and reading. Students involved were provided with two lessons a week with specially trained Student Support Officers.

These excellent results from 2014’s dual literacy program is beginning to be felt across the entire school, with teachers experiencing the improvements in students’ abilities in all of their subjects. This program was especially crucial for many students who speak English as a second language. The school is looking to further refining this successful intervention strategy for the 2015 year.

3.2 INDIGENOUS STUDENTS

At the commencement of 2014 we had a student enrolment of 20 indigenous students, this number dropped to 19 by the end of the year. Five of these students were undertaking Year 12 studies and they were all successful in passing the Year 12 compulsory Research Project subject. All Year 10 students were successful in obtaining passes for the compulsory subject Personal Learning Plan.

During the course of the year one student obtained full time employment and another student signed up for an apprenticeship in automotive. Three of our Senior School students completed school based traineeships in Retail and Civil Construction. These students then obtained their SACE certificates and we wish them well in their chosen careers. One student will continue on with their education by further studies at University in 2015.

A Year 12 twelve student was encouraged to apply for the Lions Youth of the Year Quest where students were required to give impromptu speeches on two unseen questions and a prepared speech on a topic of their choosing. A number of accolades were received from students at the Presentation Assembly, Silver and Bronze Sports Awards, Senior School Academic Award and Senior Citizenship Award being presented.

Aboriginal perspectives are being taught through cross curriculum learning in all subject areas. Teaching staff are being provided with relevant resources to help implement indigenous awareness in their teaching.
Student progress is monitored through Individual Learning Plans that are reviewed regularly and 'Keeping Them on Track' reporting. Strategies are put into place where there is an identified need for students requiring additional literacy and numeracy support. APAS funding is utilised to support our Senior School students with their SACE studies.

Students were involved in numerous activities throughout the year which included a community supported Harmony Day in the Town Square. During Reconciliation Week Indigenous performer, Adam Hill, entertained students with his musical and language knowledge as well as personal stories.

A small representation of students attended an interactive forum in Mount Gambier with local and surrounding schools with the main focus being racism within schools. It provided students with interactive strategies on how we can reduce racism within our schools and to support those that are being subjected to it.

Students are encouraged to be involved in any extra-curricular activities that the school may host. Representation was shown in the whole school production "Battle of the Bands", Led Steers, Cattle Handlers Workshop, Wool Classing Workshop, Duke of Edinburgh, Knock-out sports, Science and Engineering Challenge and Maths Quiz Night.

Bronwyn Longbottom  Carolynn Crouch
Aboriginal Education Teacher  Aboriginal Community Education Officer
3.4 PERFORMANCE DEVELOPMENT

The school’s performance development processes have been reshaped in 2014 to align more closely with the Professional Standards for Teachers together with the Teaching for Effective Learning Framework. Furthermore, the school budgeted $20,000 to ensure the professional learning needs of the staff were fully supported. This year, staff began utilising the TfEL Compass as a tool to facilitate professional discussions based on peer and student feedback on individual teacher’s pedagogy. The school has established policy and processes to ensure all staff are undertaking this. Central to this has been the successful implementation of professional learning teams where staff meet fortnightly in teams to discuss areas for improvement and share strategies for their classroom practices with this being reflected in the staff satisfaction survey (pg. 22).

Based on this the 2015 year will feature:

- The TfEL Framework / Professional Standards being utilised as the guiding frameworks for teacher programming, feedback and professional discussions facilitated by structured professional learning teams
- The TfEL Compass being utilised by all teaching staff as a tool for their professional growth particularly as it pertains to pedagogies that support powerful learning
- The establishment of a site-specific system for monitoring student and teacher achievement over designated time periods identifying pedagogical practices that facilitate powerful learning across all year levels.
4.0 STUDENT ACHIEVEMENT

This year:
- 82% of our students across all year levels improved their grades in two or more subjects
- 79% of our students received at least one A grade throughout the academic year
- There was a 63% growth in the number of individual students who have received at least one A grade in a subject.

The graphs below show the breakdown of grades for Years 8, 9 and 10 over the last three years.
Analysis of individual year level cohorts as they progress through the school (see below) reveals that our Year 10 students have seen steady growth in the overall level of attainment since Year 8. Our current Year 9 students have plateaued with only minimal improvements being observed. Further interrogation of individual achievement data will be necessary in order for the school to identify the possible reasons for this.

Table: Achievement Progress for the current Year 10 cohort

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>16.31%</td>
<td>29.59%</td>
<td>33.81%</td>
<td>17.45%</td>
<td>2.25%</td>
</tr>
<tr>
<td>2013</td>
<td>17.62%</td>
<td>33.98%</td>
<td>28.08%</td>
<td>12.08%</td>
<td>3.0%</td>
</tr>
<tr>
<td>2014</td>
<td>20.35%</td>
<td>33.28%</td>
<td>33.12%</td>
<td>9.48%</td>
<td>1.32%</td>
</tr>
</tbody>
</table>

Table: Achievement Progress for the current Year 9 cohort

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>15.11%</td>
<td>30.11%</td>
<td>37.93%</td>
<td>12.28%</td>
<td>3.00%</td>
</tr>
<tr>
<td>2014</td>
<td>15.86%</td>
<td>30.46%</td>
<td>38.12%</td>
<td>11.09%</td>
<td>3.77%</td>
</tr>
</tbody>
</table>

Our goal is to continue our work on increasing the percentage of A and B grades across all year levels and reducing D and E grades. In 2015 teachers, as previously mentioned, will be involved in professional learning teams with the aim to further increase teachers’ understanding of what constitutes effective teaching and learning. An emphasis on assessment redesign and in school as well as cross site moderation processes will be a feature of this.
4.1 NAPLAN

Figure: Proficiency bands 2014
**Student Mean Score**

Figure: Year 9 Mean Scores for all aspects

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>53%</td>
<td>44%</td>
<td>52%</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td>2013</td>
<td>53%</td>
<td>44%</td>
<td>52%</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td>2014</td>
<td>53%</td>
<td>44%</td>
<td>52%</td>
<td>59%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Growth**

**NAPLAN School Growth: Year 7-9**

**NAPLAN Analysis**

In 2014, 79.7% of students achieved a band 7 or above in numeracy, 72% of students achieved a band 7 or above in reading, 63% achieved a band 7 or above in writing, 74% achieved a band 7 or above in spelling and 58% achieved a band 7 above in grammar.

There has been a slight decrease in the number of students who have been identified as below the benchmark in numeracy (4.2%) and in reading (2.5%) in comparison to 2013. It is these areas that have been a focus of the school for the previous three years.

Over the last few years the mean test scores in every aspect of the tests have remained steady with just a small variation, in the mean with the exception of writing which has seen a steady decline.

Our goal for 2014 was to increase the percentage of students who were in band 10 in numeracy and reading. Unfortunately we witnessed a drop of 7% in Numeracy and a drop of 7% in reading. This is disappointing and highlights the need for us to identify alternative pedagogies to ensure students are demonstrating the traits of powerful learners in these two aspects.
As previously mentioned a number of numeracy and literacy intervention strategies have been implemented to support students to increase their achievement in all areas of learning. The school has gained a NAPLAN Analysis tool for numeracy in November 2014 and this will be utilised to identify student misconceptions at the individual level enabling teachers to refine programs to address these.

Writing has been identified as an ongoing area of action for the 2015 year.

**Year 9 Literacy Aspect**

Whilst there is a slight discernable upward trend for both spelling and grammar, writing still remains an area for development. Overall there is no significant upward trend evident with our Literacy results which is disappointing, particularly with regard to the literacy intervention programs that we have implemented. Whilst we are witnessing growth in the middle and upper bands for reading, the high percentage of students in the lower growth bands will provide the impetus to further develop our intervention strategies.

The aspect of persuasive writing must continue as a focus for improvement as an unacceptably high percentage of students are appearing in proficiency bands 5 and 6. More timely and rigorous analysis of student writing samples and a consistent approach to explicit teaching within this genre need to become the basis for good practice in classrooms.

Staff professional learning and a coherent approach to the explicit teaching of genre, text and grammar are required in 2015 as the basis for improvement.

**Year 9 Numeracy Aspect**

In 2014, 98% of students achieved at or above the National Minimum Standard: which is an increase of 7% of the previous cohort. We have however witnessed a decline in the percentage of students in bands 9&10, decreasing from 15.2% to 8.5% has seen an increase in the percentage of students achieving at the uppermost bands, Band 9 and Band 10.

The results have shown improved rates of growth in the middle and upper bands. Year 8, 9 and 10 Maths teachers are using PAT Maths results to help plan for the learning needs of identified students in their class.

Approaches to Algebra, an identified area of weakness, have been redeveloped; practice questions have been used to help students understand the style of questions used in the NAPLAN.

The school will continue to further develop its literacy and numeracy intervention programs for the 2015 year. Moreover, a concerted effort will be made to work more closely with our primary feeder schools to identify students requiring intervention earlier.

**5.0 SENIOR SECONDARY**

Our Senior School’s educational culture is a healthy and balanced one. Students are not viewed narrowly as just an academic subject score and emphasis is placed on helping students to develop as well rounded citizens.

Our students are encouraged and supported to develop a broad perspective of learning that acknowledges academic achievement plus the other skills, understandings, values and dispositions that contribute to a universal view of a well-rounded person.

Our school has a strong social justice agenda and many mechanisms in place to make it a good place to be, acknowledging that our students come from a variety of different backgrounds with differing attitudes towards what they want from school and where they want to be in the future.

Nevertheless, we accept that it is still a high priority to keep as many students with us as long as possible to enable us to prepare them successfully for their chosen post-compulsory life, therefore, we intervene quickly when we notice or intuit that a student is at risk of not reaching their goal. Such intervention this year has included, offering individuals the opportunity to undertake School Based Apprenticeships, Traineeships, VET, Community Learning and community based programs.

In 2014 Senior School students participated in a number of experiences that promoted pathway options, successful study habits and mental wellbeing.
Students were involved in pathway options through a Course Counselling package that included the Mount Gambier Career Expo, SACE information night, course Counselling Information Day and a one on one interview for individual course selection for 2014. 95% of students in Years 10 and 11 participated in all aspects of the course counselling package and 100% of students participated in at least one aspect of the package.

Successful study habits were promoted through individual case management for each Year 12 student, the creation of their own individual study timetable through discussions and information packages, and guest speakers focusing on exam preparation and good study habits.

Mental wellbeing support, focused on stress management, time management and dealing with pressure. Information was portrayed through guest speakers, newsletter articles and the individual case management of students.

Overall our Year 12 results in 2014 were an improvement on last year and there were some excellent individual results as well as subjects that performed above the state average.

Naracoorte High School students compared well to the state averages, with 94.57% achieving grades in the A-C range, compared to the state average of 92.25%.

Of those students applying for places at University or TAFE, 85% were offered their first choice in the first round of offers.

Whilst our overall results are excellent, the percentage of students achieving at the highest level is lower than State comparisons. As a school we must look upon these results as an impetus to review the teaching practices being utilised in our Senior Secondary School.

There were however a number of subjects that exceeded State averages in the attainment of B and A grades. These included: History, Mathematical Applications, Chemistry, Technological Studies, Information Processing and Publishing, Physical Education and Visual Arts.
The overall percentage of A and B grades (53%) is slightly up from 2013 (50.9%) yet still below the State average of 64.29%. D and E grades (1.3%) however were below that of the State comparison (3.62%).
Table: Stage 1 Student Achievement

Our results at Stage 1 have remained relatively static with 42.2% A and B grades being achieved compared to 43.7% in 2013. D and E grades in 2014 were 13% compared to 18.8% in 2013.

Table: SACE Completion Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Potential Completers (School)</th>
<th>Completers (School)</th>
<th>% School</th>
<th>% State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>39</td>
<td>35</td>
<td>89.74%</td>
<td>92.24%</td>
</tr>
<tr>
<td>2013</td>
<td>34</td>
<td>32</td>
<td>94.12%</td>
<td>93.56%</td>
</tr>
<tr>
<td>2014</td>
<td>52</td>
<td>47</td>
<td>90.38%</td>
<td>94.36%</td>
</tr>
</tbody>
</table>

SACE completion rates were slightly lower than in 2013. This can be attributed to three students gaining full time employment early Term 4 prior to them completing their SACE.
5.2 Students in Year 12 Undertaking Vocational or Trade Training Specific Activities

VET Courses
Overall Naracoorte High School students were involved in nine different VET courses including: (Automotive, Beauty and Skin Care, Doorways 2 Construction, Commercial Cookery, Childcare, The Look Hair & Beauty Course, Hairdressing (at TAFE), Hospitality and Retail. Overall, 85 of Naracoorte High School students were involved in VET courses in 2014.

SBA Courses
In 2014 Naracoorte High School continued to promote SBAs as a way for students to combine paid work, competency based training and the completion of their SACE. Ten students completed an SBA during the year. This was mainly in the Retail Industry, but also included completions in Hospitality, Heavy Vehicle Mechanical Technology, Civil Construction, Agriculture and Automotive.
In total, 10 SBA and 85 additional students participated in Nationally Accredited VET or SBA programs.
Outcomes
A number of students were signed onto School Based Apprenticeships after participating in Work Experience or during VET courses. The number of Naracoorte High School students involved in VET courses in 2014 increased significantly in response to the options available both locally and regionally, including Agriculture, Hospitality and Doorways 2 Construction, Children’s Services and Information Technology.

The Training Guarantee for SACE Students provided opportunities for students to enter Certificate II courses after demonstrating a career path was being followed through participation in Certificate I courses and Work Experience placements.

Recommendations for 2015:
- VET Courses and School Based Apprenticeship programs will be increasingly referred to as Vocational Pathway Programs.
- More Year 10 students will take up VET courses in 2015
- The school program and timetable will need to become even more flexible to cater for the increased numbers of students undertaking Vocational Pathways programs
- A career strategy implementation plan will be initiated for Years 8 – 12 to allow students to explore and experience career options
- Work Experience will continue to be a major career strategy for students in Years 10 – 12 and increasingly more common for students in Year 9
- Students will be given more opportunities to be involved in Vocational Pathway Programs and Career Strategies to expand their employability skills
6.0 STUDENT DATA

6.1 ATTENDANCE

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2014 Term 1</th>
<th>2014 Term 2</th>
<th>2014 Term 3</th>
<th>2014 Term 4</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>92.6%</td>
<td>92.0%</td>
<td>89.4%</td>
<td>84.5%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.4%</td>
<td>88.5%</td>
<td>86.2%</td>
<td>80.0%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.1%</td>
<td>84.1%</td>
<td>86.2%</td>
<td>80.7%</td>
<td>85.7%</td>
</tr>
</tbody>
</table>
### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Year 8</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 9</td>
<td>90.7</td>
</tr>
<tr>
<td>Year 10</td>
<td>87.6</td>
</tr>
<tr>
<td>Year 11</td>
<td>87.5</td>
</tr>
<tr>
<td>Year 12</td>
<td>95.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.4</td>
</tr>
</tbody>
</table>

Studies have shown that an attendance rate lower than 86% seriously impacts on a student’s chances of success in their secondary schooling. While in 2014 it was pleasing to see that most year levels exceeded this percentage, there was an across-the-board reduction in attendance rates despite the same structures and processes being in place. Certainly, the data is negatively impacted by a small group of chronic non-attenders who have been reported to the Attendance Branch in their successive years at the school.

Our Site Target of 93% has yet to be reached. Analysis of the 2014 data reveals a significant increase in the number of families seeking exemption for their child to attend family holidays. Furthermore, an increasing number of non-English speaking background families are seeking exemptions to travel overseas for both family and cultural reasons: The school has a small number of students who are chronic non-attenders. This can be attributed to a variety of reasons associated with the personal and social circumstances of individual students. Relevant staff have collaborated with interagency personnel to ensure that these students are supported and are receiving an appropriate level of education. Moreover, home visits, using external case managers have served to reengage some of these students yet there are still some, despite these attempts who have yet to engage with the school. The attendance rate of indigenous students in Years 9-12 averages 90% to 97% across the year, with an increase evident in the latter part of the year.

The school informs parents of the need to exempt students for extended holidays and to record medical consultations out of town as sickness. There are a small number of families who still ignore such processes despite follow up from the school and in some cases even with the use of an interpreter. We believe geographical isolation and the seasonal occupations of many parents are still impacting on the number of family days students take off school.

**Recommendations for 2015:**

- Continue to publicise to parents the important link between attendance, retention to Year 12, learning achievement and choice of career pathways
- Review of attendance patterns over the last two years by the student counsellor
- Review structures for keeping family mobile phone numbers up to date
- Explore the use of MGM Wireless text messaging of unexplained absences to parents/caregivers
6.2 DESTINATION

Table: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
<td>DECD</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>30</td>
<td>21.4%</td>
<td>4.7%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>22</td>
<td>15.7%</td>
<td>8.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4.3%</td>
<td>1.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>27</td>
<td>19.3%</td>
<td>4.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5</td>
<td>3.6%</td>
<td>4.9%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>14</td>
<td>10.0%</td>
<td>7.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>15</td>
<td>10.7%</td>
<td>49.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21</td>
<td>15.0%</td>
<td>19.3%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

Post-secondary destinations include Year 12/13 school leavers post SACE completion and Year 11 students who have left to permanent, part time or seeking employment. A pleasing number of school leavers have gained full time employment or are moving on to tertiary, TAFE and other training. Those seeking employment are in many instances, students undertaking a “gap” year, a choice which is becoming more prevalent amongst our school leavers.

6.3 BEHAVIOUR MANAGEMENT- BULLYING AND HARRASSMENT

Whilst Naracoorte High School is widely acknowledged as being a calm and focused learning environment, we have a number of students who: have a disability; suffer from personal issues that impact on learning; and/or experience complex family circumstances. All of this impacts on how they interact with others and how they behave at school.

As proactive measures to minimise bullying and harassment, we have very clear policies that are widely published; provide regular information sessions to students about their responsibilities; and offer a wide range of programs intended to enhance social and emotional well-being for our students.

There were nine official reports of bullying in 2014 ranging from verbal to physical abuse. Of these, six incidents stemmed from comments made in social media. Five of these were successfully dealt with as no recurrences were reported by those students concerned. The table below refers to incidences of bullying and harassment that resulted in a suspension or exclusion. The incident recorded may represent one student repeating inappropriate behaviour or multiple students involved in one off events.

Table: Bullying and Harassment Incidents years 2012-2014

<table>
<thead>
<tr>
<th></th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
In general, student satisfaction with the school is good; however issues surrounding the management of student behaviour management were a concern as well as the maintenance of the school. Much background work has already been conducted around the development and implementation of a new student behaviour management policy and process. This will be implemented in 2015 in collaboration with the Student Governing Council.

It is pleasing to note that our students have perceived the motivation to learn; feedback from teachers and high expectations has shown significant improvement in the past two years. This highlights a greater emphasis being placed on powerful learning and the pedagogies required to effect this.
### 7.2 Parent Opinion

**Figure: Parent Opinion Survey 2014**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school works with me to support my child’s learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is making good progress at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school looks for ways to improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child likes being at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student behaviour is well managed at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child feels safe at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A strong sense of appreciation for the work that staff undertake with students was again evident. What is clear however is the need for a greater emphasis on more effective communication with parents. The school has begun steps to address this in 2014, with an emailing system trialled across all year levels. Feedback regarding this was extremely positive, as parents believed that they were able to connect more closely with the school in order to support their children during this process. A communication strategy will be implemented in 2015 whereby subject teachers will be able to more readily communicate with parents via email, providing them with information regarding progress, assessment and hints for parents to support their children in their learning. The school will also be purchasing the Day Map software, which will further facilitate closer links with parents as it pertains to their child’s learning.

Maintenance of the school was also perceived as an area the school could improve upon.

**Recommendations for 2015:**

- Continue the development of a communication policy, with the support of the Governing Council, to improve communication both within the school and with parents
- Encouraging current parents, as well as prospective parents, to visit the school to see the school in operation
- Promote the ways in which students are supported and extended in their learning
- Assessment plans being sent home to parents for their sighting or available online via Edmodo so that they are informed of learning expectations
There was a noticeable upward trend in the Staff opinion data across all domains. It is also pleasing to note that the biggest improvements have been in relationships and leadership. This reflects the work that has been done to improve psychological health and confidence and trust in the school’s leadership group.
8.0 STAFF

8.1 Compliance with the DECD Criminal History Screening

Naracoorte High School provides numerous activities both within and outside of school that does at times require support from individuals other than educators. Furthermore numerous community groups utilise the school facilities for child based activities. In all cases the site 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

8.2 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Table: Teacher Qualification Levels 2014

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>61</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>30</td>
</tr>
</tbody>
</table>

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.

8.3 Workforce Composition including Indigenous staff

Table: Workforce Composition 2014

<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>0.6</td>
<td>28.6</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>34</td>
</tr>
</tbody>
</table>
### 9.0 FINANCIAL STATEMENT

#### Table 14: Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$4,931,292</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$8100</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$239,516</td>
</tr>
<tr>
<td>4 Other</td>
<td>$195,686</td>
</tr>
</tbody>
</table>
10.0 VALUE ADDED PROGRAMS

INDEPENDENT LEARNING CENTRE

We have had an exciting year at the ILC in 2014.

2014 has been a very busy year at the Independent Learning Centre Naracoorte Campus. Tammy Schinckel has continued as Campus Manager and appointed Lisa Riley as a .8 teacher, and Mick Dennis as a .2 teacher. We employed Joanna Menz as a full time Social Worker .8 at the ILC and .2 at the main campus. During Term 3 when Jo took leave we appointed Mel Jordan 6 hours a week and Jen Brown fifteen hours a week to replace Jo as a Social Worker. Both ladies had previously worked at the ILC as the Youth Worker. Andrea Henschke continued on for eighteen hours a week in Administration, taking over the major responsibility of attendance.

Kay Hole was employed for three hours a week and delivered Visual Art Studies and Community Studies Art to our students. In Semester 2 we employed Loraine Dixon – Community Camera Club member as an HPI for two hours a week to assist Lisa in the delivery of Photography. We also employed RE-Engage to assist in the delivery with Tammy of new programme, Deadly Treadly. We continued to run an Evolve programme – a well-being programme based upon local community members coming to the ILC weekly to run sessions for the students covering various topics from Financial advice, Women’s Health, Mental Health and Wellbeing and Nutrition and Health in the first semester. We ran a similar programme for boys called Step Up. In Semester 2 we ran Free to Be, an extension to Evolve for the girls. We continued with the popular Garden group and have two plots at the Naracoorte Community Garden.

We used the $10,000 grant that we were successful in obtaining from ICAN to run a Mental Health Forum in Naracoorte Town Hall. The ten students involved in organising this event did an amazing job, and over 800 people attended from the South East, including 160 to an evening session with Andrew Fuller. We attracted eighteen different organisations to attend on the day and provide interactive activities for all of the students attending.

We also introduced the programme Head, Heart, Hand Project Abroad this year. We wrote a Stage 1 Integrated Learning Assessment Plan and Stage 2 Community Studies around this programme, which culminated in taking students to Cambodia in the September school holidays. Seven students saw this programme through to the end and participated in a life changing experience in Cambodia.

Throughout 2014, 63 people have accessed the ILC. We have an enrolment of approximately 50 students at any one time. 80% of our students are FLO. Students range from 15 years of age – 73 years of age. 60% of our students are employed either part or full time. 26 % are on School Based Apprenticeships. Through partnerships with TAFE SA, Limestone Coast Training Solutions and many other Registered Training Organisations, there are a number of students currently making a contribution to the community by participating in the workforce through school-based apprenticeships and traineeships (26%), as well as work experience with a number of local businesses.

We are proud of our Stage 1 students with the majority of our Stage 1 students gaining at least 80 credits towards their SACE. In another area of growth and excitement for the ILC, 100% of our students were involved in programmes that accessed community links and connection to our Naracoorte Community.

Attendance has continued to be a focus of the ILC this year and our average attendance for 2014 is 86% increasing 4% from last year. This is something to keep building on, but a great achievement in comparison to like education facilities throughout the state.

In recognition this year, we won the Naracoorte and Lucindale Council Best Community Event when we ran the Community Cooking Challenge for Youth Week in 2013. We had three staff nominated in the SA Excellence in Public Teaching awards and the Centre itself was a finalist in these awards. We were also a Winner in the SA Great Awards in the category of Flinders University Education. One of our students, Thomas Fogarty, was a winner of the Regional School Based Apprentice of the Year Awards and went on to be a finalist in the State School Based Apprentice of the Year Awards. We were recognised as a best practice ILC in the Southern region of South Australia and a model for other schools to follow, and presented at a state Education Conference for best practices of flexible education at the Hilton in Adelaide. We also were successful in obtaining a grant for $10,000 to assist in taking the group of students to Cambodia for Head, Heart, Hand.
Several students have been recognised and supported during the year by grants from the Stand Like Stone Foundation – we thank them for their support. Some of the students involved in Head, Heart, Hand also received financial assistance from the Naracoorte branches of Lions Club and Soroptimists – their support was greatly appreciated.

We look forward to more success stories in 2015, as we provide the best educational opportunity for people who can work independently and need flexibility in their study life for other commitments.