



Naracoorte High School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Naracoorte High School Number: 786

Partnership: Tatiara - Wrattobully

Name of School Principal:

Mr Kym Grant

Name of Governing Council Chair:

Mr Andrew Shouksmith

Date of Endorsement:

8/3/2017

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.

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. It is the school's firm belief, that teaching and learning is the core business at the heart of our school.

In 2015/16 we reviewed all aspects of our school through a process of community consultation and input. Much of the 2016 year has been dedicated to facilitating such processes with the view to shaping our school's direction for the next three years. In essence our school has redesigned itself to align with both our community expectations as well as developing a vibrant and responsive educational experience for our students that reflects 21st century learning. This has involved the implementation of a fully revised Site Improvement Plan at the beginning of 2016 that reflects and supports a progressive and innovative focus. Our intent can be summarised as "all student students, all of the time, without exception". Policies and practices have been implemented that monitor all individual students on a regular basis. Already we are witnessing significant improvement in student achievement as evidenced by:

A total of 67 students have received Merit awards this year, together with 32 students receiving academic awards. These awards are part of our new House System recognising all students who have demonstrated progress in their studies as well as contributing to our school through extra-curricular and community activities.

Eight students received the School's highest honour, the "Naracoorte High School Medallion" which is awarded to students who have maintained exceptional academic achievement as well as making a significant contribution to the community throughout the 2016 year. Additional successes will be highlighted throughout this report.

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

We commend this report to our community.

Governing Council Report

It gives me great pleasure to present the Governing Council's report for 2016 and to share with you some of the highlights of the year. Firstly, this has been a year of change that may have challenged some of the students, their parents, staff members, and certainly the Governing Council. We have seen the reformation of the "House" structure, where the old established system based on sporting excellence, has been transformed into a system that rewards academic achievement and encourages and acknowledges participation in every aspect of school life.

We have introduced a much improved system of assessing academic progress, comparing it to State and National Standards, and feeding this information back to parents. I am happy to announce that the school is steadily improving its standing in all fields, and has achieved the highest outcomes in the South East. Along with this, we have been able to track individual achievements, and are now able to give parents or caregivers ongoing feedback on student performance.

At the end of last year there was some criticism of the school from some members of the community, who chose to air their views in the media. Far from shying away from this, the School and Governing Council embraced this as an opportunity to consult with the community, and see what their expectations and aspirations for the school really were. A number of Community Forums were held and the results from the majority of the participants indicated that the School is heading in the right direction. The Independent Learning Centre goes from strength to strength and is actively looking for larger premises. As this is being written, another contingent of students are heading off to Cambodia, as part of their extension program.

In summing up I would like to congratulate Principal Kym Grant and all the staff on another outstanding year, with the foundations of some exciting changes being put into place for the next few years. I would also like to give the other members of the Council my heartfelt thanks for easing me into the Chairman's role, and especially to Margaret Rishworth for keeping me informed.

Improvement Planning and Outcomes

Our School has dedicated significant time to ensuring our key priority areas and associated targets aligned with staff, student, parent and the wider community expectations. It also captures the key recommendations of the External Review. The new Site Improvement Plan was implemented in the 2016 year and has been continually refined through ongoing internal reviews. The resultant Key Priority Areas and associated targets for the 2017 year are as follows:

DEVELOPING POWERFUL LEARNERS

All staff are developing and sharing high yield practices that engage, challenge and intellectually stretch learners with a focus on task transformation /Student Voice.

Targets

- Agreed improvement strategies for both Numeracy and Literacy are incorporated into all teaching programs
- 10% improvement in the number of students exceeding PAT M & PAT Rc DECD Standard of Educational Achievement(SEA) in Years 8-10 • There is a 10% decline in the number of students not meeting SEA in Years 8-10
- There is a 5% improvement in the number of A and B grades at Years 8 - 10 • There is a 10% reduction in student suspensions and withdrawals as a result of improved engagement • 10% improvement in student learning dispositions in years 8-10 • 10% improvement in the Student Voice audit from 2016 • 10% improvement in the number of students in higher NAPLAN bands in both Literacy and Numeracy • Maintain 100% SACE completion rate for eligible students • 5% improvement in the number of A & B grades at Stage 1 & 2 • 10% Improvement in the number of Year 11 students achieving in Mathematics for the year • 5% improvement in the Literacy requirement of the SACE

HIGH QUALITY TEACHING

All staff are engaged in a professional development process that is informed by quality and readily accessible data and promotes a culture of accountability and ongoing improvement in student achievement and professional growth.

Targets

- 100% of staff are effectively utilising peer and student feedback to inform their practice • 100% staff effectively utilising PDP and participating in regular Prochats for their development • 100% of staff are engaged in regular self-reviews of their student achievement data, which is documented and informs their professional growth and development

STRENGTHENING COMMUNITY PARTNERSHIPS

A culture of quality service enabling greater parental and wider community engagement with the school

Targets

- All staff, parents and students are engaging in the available aspects of Sentral • Opportunities to further utilise community links to enhance student learning and facilitate the implementation of a community volunteering program are explored and implemented including STEM • 10% increase in the number of parents who are satisfied with the school and the service it provides Achievements in 2016 towards our targets included:
- 82% of students in Years 8 -11 are exhibiting positive learning dispositions i.e. engagement, resilience, exhibiting a positive growth mindset and working through challenges. • 90% of Year 8 students, 83% of Year 9 students, 79% of Year 10's and 88.6% of Year 11 students have demonstrated progress in one or more subjects • 33.4% of students have improved one grade band or more in three or more subjects over the course of three terms • There has been a 57% increase in the number of A and B grades for our Year 8-10 students • There has been a 14% improvement in the number of A & B grades in our Year 12 cohort with 60% of our students in the A & B range. This equates to 18% above state average • 100% of staff surveyed either strongly agreed or agreed that our Performance Management processes were effective

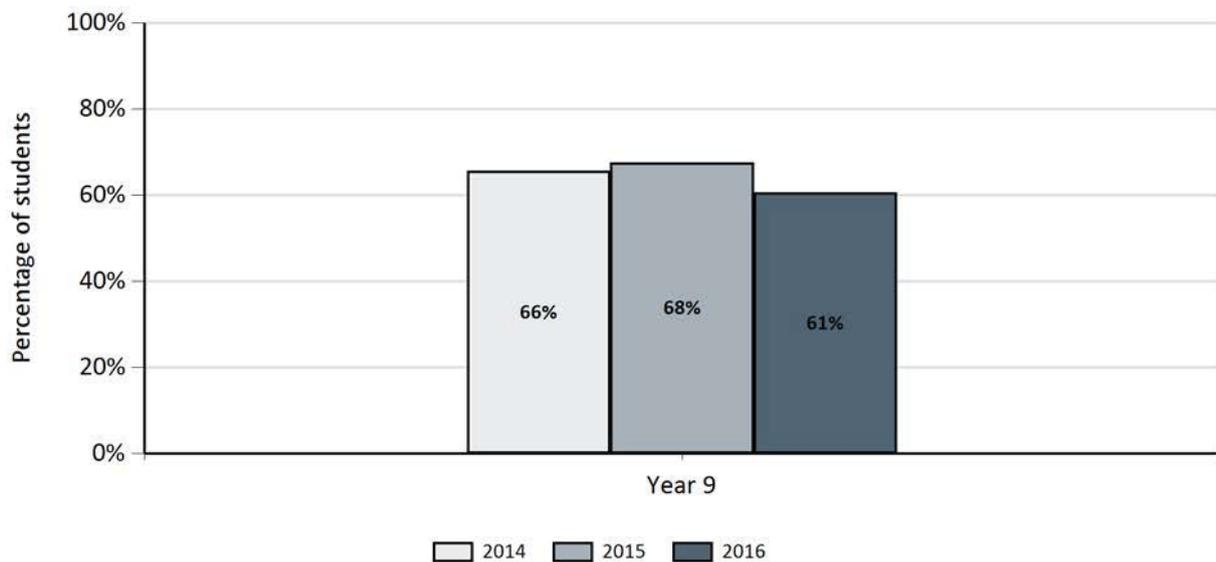
Additional achievements towards our targets can be found throughout this document.

Performance Summary

NAPLAN Proficiency

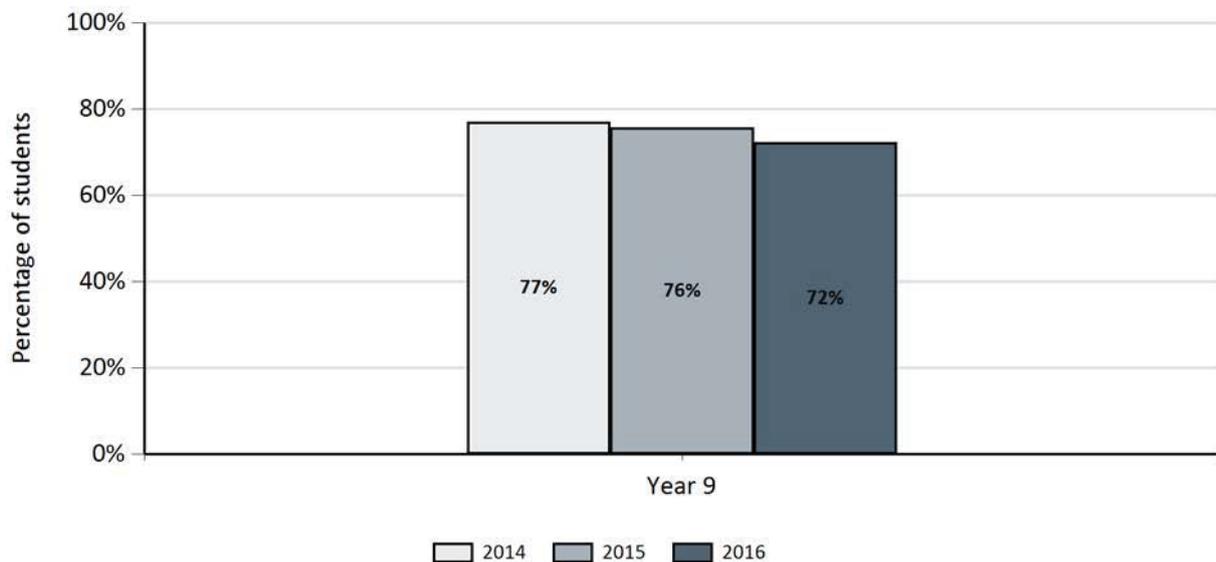
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	21%	25%
Middle progress group	56%	50%
Upper progress group	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	17%	25%
Middle progress group	59%	50%
Upper progress group	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 2016	76	76	8	9	11%	12%
Year 9 2014-16 Average	82.0	82.0	10.0	7.0	12%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
95%	94%	97.8%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	0%	2.68%
A	1%	4%	8.53%
A-	8%	5%	12.68%
B+	11%	9%	14.52%
B	16%	12%	15.79%
B-	16%	16%	14.37%
C+	18%	20%	12.80%
C	17%	18%	10.80%
C-	7%	11%	4.50%
D+	3%	4%	1.53%
D	1%	1%	0.86%
D-	0%	0%	0.40%
E+	0%	0%	0.23%
E	0%	0%	0.20%
E-	0%	0%	0.09%
N	0%	0%	0.02%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
90%	88%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	57.45%	70.45%	85.42%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	11%	10.2%	10.41%

School Performance Comment

We are proud of the many achievements experienced this year as they pertain to improved learning outcomes for our students.

Senior School

In 2016, 86.8% of Stage 1 students achieved a C grade or above in their subjects. Stage 2 students exhibited significant improvement, with 97.8% achieving at least a C- grade in their subjects. In total, 100% of Potential SACE Completers achieved their SACE, which is an improvement on the 2015 result of 88%.

Twenty two of our Year 12 students registered for an ATAR from the cohort of forty eight students. The mean 2016 ATAR was 69.76, compared to the 2015 mean of 60.76. 17.9% of our students received an ATAR above 90 with the highest being 99.15. Significant improvement of our Year 12 results was also witnessed in terms of performance standards. There was an increase in the number of A grade band results, from 9% in 2015 to 17.4% in 2016. There was also a resultant decrease in the number of results at D+ and below from 5.6% to 2.2%, which is below the State percentage of 3.3%.

In 2016 100% of our year 12 students who applied for University entrance (n=20) received their first or second preferences in the first round of offers. There were also 89 Stage 1 and 2 students who undertook a range of VET options to complete their SACE and transition into an apprenticeship, traineeship or employment.

These included certificates provided via VISA by the School as well as certificates students undertook as a part of School Based Apprenticeship/Traineeship.

Literacy

Whilst there is a discernible upward trend for all aspects of Literacy reflected in both NAPLAN (96% meeting minimum standard) and PATR, reading comprehension and writing still remain as areas for development. Whilst we are witnessing growth in the middle and upper bands, the high percentage of students in the lower growth bands and those not meeting DECD Standard of Educational Achievement will provide the impetus to further develop our intervention strategies.

Staff professional learning and a coherent approach to the explicit teaching of comprehension and writing will be a focus for the 2017 year. It is our intention to provide additional resources for the continuation of a Literacy leader in 2017 to develop a whole School approach to supporting Literacy with a focus on comprehension.

Numeracy

In 2016, 97% of students achieved at or above the National Minimum Standard for our NAPLAN which is a decrease of 1% of the previous cohort.

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

The School will continue to further develop its Literacy and Numeracy intervention programs for the 2017 year.

The School is also undergoing a variety of activities and changes to pedagogy associated with task transformation to ensure students are able to effectively problem solve and have the necessary metacognitive skills to engage with more difficult questions in both NAPLAN and PAT testing.

Attendance

Year level	2014	2015	2016
Year 08	92.4%	91.5%	91.0%
Year 09	89.4%	87.7%	85.6%
Year 10	86.0%	87.1%	82.3%
Year 11	90.3%	89.9%	89.7%
Year 12	93.6%	91.8%	93.4%
Secondary Other		47.4%	
Total	90.2%	89.5%	88.5%

Data Source: Site Performance Reporting System, 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 Management Comment

Naracoorte High School has very clear policies in relation to Bullying, Harassment and Student Behaviour Management that are widely published. There were two official reports of bullying in 2016 ranging from verbal to physical abuse. There were five other incidents reported. Of these, four incidents stemmed from inappropriate comments made on various social media platforms. All of these were successfully resolved, as no recurrences were reported by those students concerned. The total number of suspensions for inappropriate behaviour has significantly declined with a reduction of 92% over the 2016 year. This can be attributed to a more restorative culture pervading our school as well as exploring more engaging options for students.

Client Opinion Summary

Parent satisfaction with the School has seen ongoing improvement over the past two years. The overall improvements in the number of agree responses are attributed to a range of initiatives including: regular communication with parents, a greater focus on individual student engagement and resiliency, clear and accessible policies and a new promotion and communications strategy.

All other indicators showed an improvement in positive responses from 5% to 15%.

The highest positive responses, a total of 85% of parents said that "I can talk to my child's teachers about my concerns" and the "school looks for ways to improve".

Some parents did express concerns regarding the behaviour management of students as well as school maintenance. Further investigations as to these issues will be undertaken to ascertain key areas for action.

For our students, one of the highest responses was 87.2% for "my teachers expect me to do my best". This reaffirms our School's culture of having high expectations of both staff and students.

The highest disagree response in 2016 from students was for "student behaviour is well managed at my school" with 7% of students disagreeing or strongly disagreeing. This is an improvement from 18% in 2015. Our Student Leadership group has begun consultative work in reviewing our Code of Conduct for all students, staff and parents to be distributed throughout the School. This coupled with a revised Student Behaviour Management policy with a greater focus on student responsibility has seen the number of suspensions reduce by 92% over the 2016 year.

All staff have completed the psychological health survey for the past three years. In this time we have witnessed ongoing improvement in areas such as leadership, role clarity and employee development. The implementation and refinement of Professional Learning Teams, peer observations and student feedback has contributed to such positive responses. Staff have strongly agreed that they are satisfied with the performance management process of the School.

Intended Destination

Leave Reason	School	
	Number	%
Employment	44	34.4%
Interstate/Overseas	19	14.8%
Other	4	3.1%
Seeking Employment	7	5.5%
Tertiary/TAFE/Training	5	3.9%
Transfer to Non-Govt School	12	9.4%
Transfer to SA Govt School	13	10.2%
Unknown	24	18.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD 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

Teacher Qualifications 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	64
Post Graduate Qualifications	33

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.8	30.2	0.9	14.5
Persons	1	35	1	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$5,034,062
Grants: Commonwealth	\$22,681
Parent Contributions	\$262,481
Fund Raising	\$638
Other	\$226,643

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	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
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with 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 10% improvement in students meeting SEA
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	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)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	