



Para Hills High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Para Hills High School Number: 574

Partnership: Montague

Name of School Principal:

Janette Scott

Name of Governing Council Chair:

Julie Douglas

Date of Endorsement:

29 March 2017

School Context and Highlights

In 2016, Para Hills High School celebrated its 44th year. There were approximately 520 students, including 400 in years 8-13, 48 in the Special Unit, and 70 in the Flexible Learning Options program. There were approximately 51 teaching and 26 support staff. Our school contributed to the Montague Partnership and the Northern Adelaide State Secondary Schools Alliance (NASSSA). Improving student achievement remained a key priority to build on the considerable improvement in previous years. All staff worked hard to improve students' numeracy and literacy skills, such as writing, reading comprehension and vocabulary, as well as estimation, graphing and statistics.

Highlights included

A successful Acquaintance Night to meet Year 8 parents

Author Monty Prior, Poet Luka Haralampou performed for Year 8-10 students; SACE students performed a stunning production of A Midsummer's Night Dream

A successful Sports Day, a great Year 8 Camp at Victor Harbor & Year 9 Camp at Mylor

Whole school assemblies held to celebrate Harmony Day, Reconciliation, ANZAC Day Assembly, and Shakespeare's life (with 400 cupcakes).

Year 11 \$20 Boss students won 2 state wards which were presented in Melbourne at the National Awards

A team of Year 11 students won the inaugural NASSSA Venture Dorm Entrepreneurial Challenge; others were involved in NASSSA Debating Competition and Maths Olympics

Student leadership activities included Year 12 female students attending the YWCA's 'She leads High' Conference; 28 Year 9 students attending the 'yLead Altitude Day'; the NASSSA Youth Action Team and NASSSA Student Conference

29 Year 9 students received new bicycles, helmets and bike locks through the Happiness Cycle Program

We hosted a 'Chef in Residence', Sebastian Bitter, for one week to work with Year 8-11 students

Student fundraising activities included the Biggest Morning Tea, BBQ at Bunnings, casual days to assist the Hutt Street Centre

STEM involvement included Year 10 students in the Science and Engineering Challenge, multiple UNISA and Uni of Adelaide

programs, SA's Nuclear Fuel Forum, Quadcopter Club members displaying their quads at the Mobara Festival

African drumming and Ukulele student groups performed throughout 2016 and learnt from professional musicians

Visual Arts students worked with professional artists and designers at school and in their studios

Fabulous Year 12 Formal was held in August, exciting Arts Showcase in November, and formal Presentation Evening in December.

Governing Council Report

Major areas of Council's work in 2016 included:

- approving and monitoring the 2016 budget and reviewing the external Work Health and Safety audit report
- approving and monitoring progress towards the site improvement priorities
- reviewing strategies used to communicate with parents and providing feedback about the use of emails, a Facebook page, and introducing Skoolbag
- considering parent, staff and student input and providing advice in relation to the provision of laptops to Year 11 and 12 students
- approval of design of a certificate of appreciation for retired Council members
- providing advice and monitoring facilities development and improvements
- discussing NASSSA directions, activities and the implications for PHHS
- discussing and supporting the applications for funding for a chaplain and a Japanese Assistant Teacher
- co-developing the 2017 Site Improvement Plan, and Numeracy and Literacy Improvement Strategy
- reviewing the proposed dates for pupil-free days and school closure day for 2017
- determining M&S fees for 2017

A number of presentations were made by various staff members to the Council during 2016 meetings. These included:

- an overview of the 2015 SACE and VET results
- summary reports about students' academic achievement and 2016 NAPLAN data
- a presentation about the 2016 PAT M & R data and how teachers were using it to improve students' achievement
- 2016 VET program and new enterprise programs, Venture Dorm and \$20BOSS
- summary of incidents of bullying
- Better Schools Funding allocations
- STEMWorks

The Governing Council chairperson spoke to parents on the school's Open Night in May and at the Year 7 Parent meeting in November. The Finance Committee was very active in 2016, meeting prior to each Council meeting and several times in October and November to develop the 2017 draft budget. Careful monitoring of the school and canteen finances as well as school financial policies was undertaken by the committee. Reports were presented to each Governing Council meeting for discussion and decision.

The Governing Council chairperson, the principal and the president of the SRC attended each of the NASSSA Council's meetings in 2016 and reported back to the Council.

Improvement Planning and Outcomes

Five improvement priorities were identified in the 2016 Site Improvement Plan. These were:

1. Improve students' numeracy and literacy skills
2. Develop innovative teaching strategies to increase student engagement, growth mindset, and extend their learning
3. Improve attendance and enhance student well-being
4. Increase student completion of the SACE and achievement of their preferred post-school pathway
5. Increase our school's profile in the wider community.

Priority 1 School actions:

- T&D for all teachers to extend their skills and capacity to teach literacy, writing & numeracy skills - use of the ACARA numeracy and literacy continua to guide task development ie concepts and standards - implementing a writing agreement
- classroom observations of explicit teaching of numeracy, literacy & writing skills - close monitoring of individual students in SACE Stage 1 literacy and numeracy subjects - more use of PATM&R and NAPLAN data

Outcomes: Mean scores for all aspects of NAPLAN were higher than 2015 and all Band 7. This was especially pleasing for the area of Writing. This level had not been achieved by previous cohorts. Students writing demonstrated longer, complex and information rich sentences using accurate terminology. 97% of SACE Stage 1 students completed the Literacy requirement.

Priority 2 School actions:

- professional learning and a research project on intellectual stretch, which contributed to NASSSA's application for Critical and Creative Thinking Capability project. - increased curriculum negotiation with students ie Yr 8-9 Science students appointed a group to suggest topics and experiments. (Being expanded in 2017). - increased goal setting and use of rubrics to assist students visualise and document the requirements as goals.

Outcomes: Improvement in school grades each term. Increased numbers at Homework Club.

Priority 3 School actions:

Close monitoring of student absences; regular communication with parents; interventions by Student Counsellor, Year Level Managers & senior leaders; case management; on-site psychologist service to reduce anxiety; liaison with DECD and other services; analysis and responses to MDI data; increased use of growth mindset & resilience strategies

Outcomes: Attendance did not increase. MDI data indicates positive well-being for year 8-9s.

Priority 4 School actions:

New SACE/VET courses added: Music, Construction, Creative Arts, Community Studies B

New university entrance processes supported: STAT, FUni Assessment Day

Outcomes: At risk students completing SACE & getting uni offers.

Priority 5 School actions:

Primary school Science support

Increased range of professionals working with students

Increased number of students involved in community, tertiary & industry based programs

Outcomes: Increase in industry, community, and primary school partnerships, & Yr 8 numbers.

Staff, students and parents supported the continuation of these priorities in 2017. Whilst improvements have been made in all priority areas, these are still works in progress.

Major strategies will include

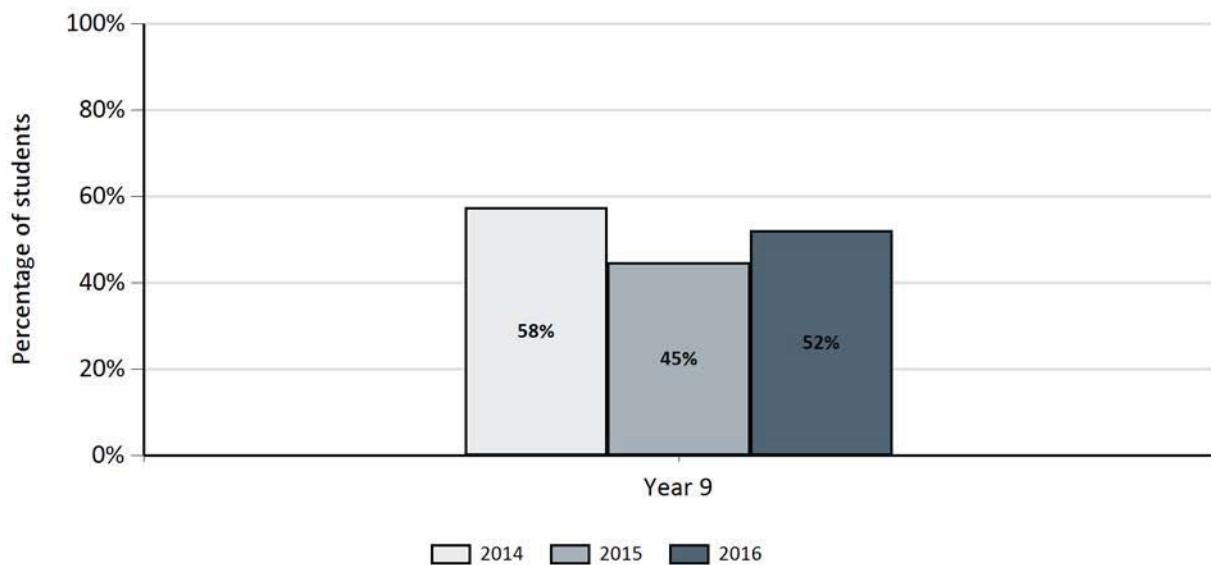
- further professional learning to increase the capacity and skills of all teachers to teach writing
- professional learning in the area of action research to improve teaching practice and increase innovation in partnership with academics from UniSA and all NASSSA schools
- the development of professional learning communities to support each teacher's action research project
- collaborative curriculum development in mathematics, science and technology to improve teaching and learning in STEM, Years 6-9 Science through our Specialist Science Schools Project, with other NASSSA schools in DECD's Critical and Creative Thinking Capability project.

Performance Summary

NAPLAN Proficiency

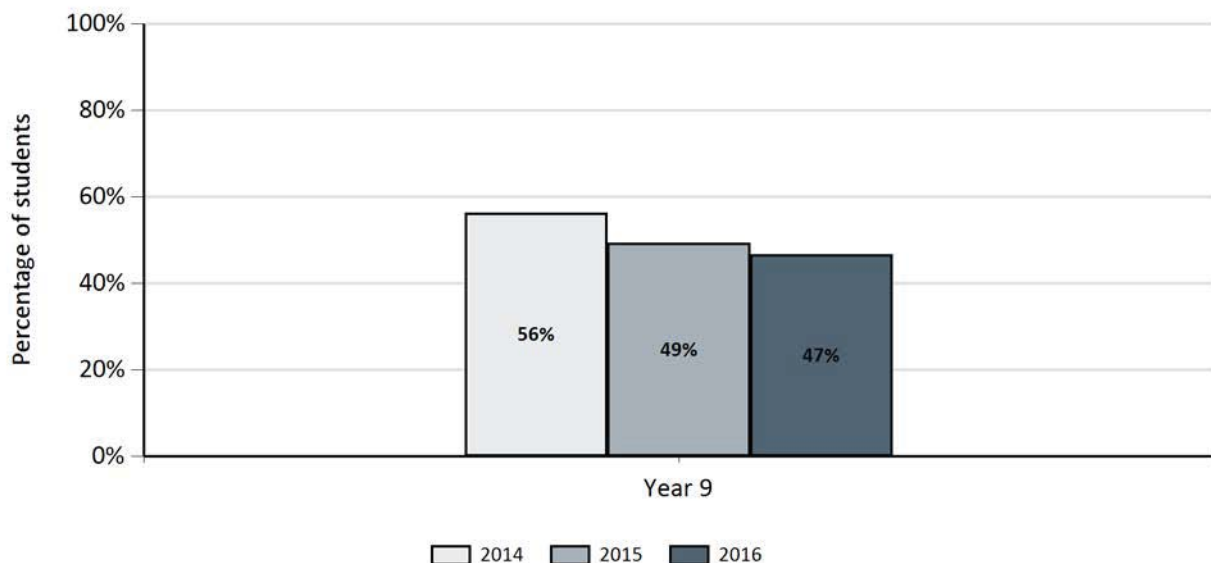
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	19%	25%
Middle progress group	58%	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	24%	25%
Middle progress group	61%	50%
Upper progress group	15%	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	73	73	8	3	11%	4%
Year 9 2014-16 Average	73.3	73.3	5.7	4.0	8%	5%

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%	91%	93%

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%	2.0
A	1%	2%	4.0
A-	3%	6%	7.5
B+	7%	7%	7.2
B	13%	16%	12.1
B-	17%	18%	13.4
C+	19%	18%	20.5
C	23%	14%	19.0
C-	11%	8%	7.7
D+	4%	3%	2.2
D	0%	1%	2.2
D-	0%	1%	1.5
E+	0%	1%	0.4
E	0%	1%	0.0
E-	0%	1%	0.3
N	0%	0%	0.0

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
96%	87%	89%

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	46%	30%	31%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	90%	89%

School Performance Comment

NAPLAN

2016 data demonstrates the difference that is made by our teachers. This was evident in all aspects of NAPLAN, and particularly in Writing, where we had not had a cohort of students achieving Band 7 on average. It was pleasing to note the smaller numbers of students making low progress than elsewhere and larger numbers making average progress. It was evident that by May 2016, less of our Year 9s had made above average progress than in other sites. By September, PAT R showed further improvement, whereas PAT M did not for this cohort. Extra teacher support was added for Year 9 Maths in semester 2.

PAT Reading Comprehension

- 62.5% of Year 8s achieved well above or above average, 16% average, and 21.5% were below benchmark - 7 Year 8 students (from our intensive Literacy class) did the Year 6-7 tests and achieved significantly lower than the benchmark scale score.
- 12% of Year 8 students who did PAT in year 7 did not show progress. See comment in Behaviour section.
- Year 9 and 10 students showed strong improvement. The Humanities Coordinator and each English teacher analysed the data, used it in term 4 to inform their teaching, and it has been shared with 2017 class teachers.

PAT Maths

- Year 8 and 10 students showed strong growth
- 73% of Yr 8s achieved expected yearly growth in 6 months, though still only 40% were working at SEA standard
- 43% Year 9s achieved SEA and 51% achieved annual expected growth
- Year 10s average growth was over 6pts (expected growth is 2pts); 84% achieved expected growth and 63% achieved SEA. Our Numeracy Coach worked with each teacher and class to analyse the data and develop goals for each student.

SACE

100% of Year 10 students completed the Personal Learning Plan; 97% of SACE Stage 1 Literacy results were a C or better; 77% of SACE Stage 1 Numeracy results were a C or better. This was disappointing after the improvement made in 2014 and 2015 (80%, 87%). Closer monitoring and interventions will occur in 2017.

46% of SACE Stage 2 grades were As and Bs, with 37 A and 92 B grades.* This included 2 Merit and 3 A+ grades. 89% (66 out of 74) completed the SACE, which was excellent as this cohort had many students who were at risk of not completing throughout the year. Very close monitoring and many strategies, such as "super study sessions" were added to support these students.

19 Year 12 students also completed VET Certificate 3s

33 students received university offers, 19 getting their first choice. Offers included: 6 in Engineering; 4 in Health and Community Services (health, nursing, social work, sport health); 4 in Health Sciences (health & medical science, pharmacy); 4 in Business; 3 in Creative Arts/Screen & Media; 2 in Law/Criminology; 2 in Education; 2 in Science; and 4 in Foundation Studies (UniSA). 2 offers came through students doing the STAT test; 6 through new Flinders University selection program.

* Our Stage 2 Chemistry, Physics and Specialist Mathematics grades from the SMS@UniSA program are included in this report. These grades are not in the SACE Board data for SMS schools.

Attendance

Year level	2014	2015	2016
Year 08	87.9%	90.7%	87.0%
Year 09	89.2%	86.4%	86.9%
Year 10	86.6%	87.4%	85.5%
Year 11	87.1%	85.9%	86.3%
Year 12	90.5%	83.7%	84.7%
Secondary Other	88.3%	81.0%	90.9%
Total	88.6%	87.2%	86.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance is an ongoing challenge for our school. Many of our new enrolments in years 9-12 are students, who have not been engaged or have been bullied in other schools (both non-government and government) and are looking for a new start. Some have become chronic non-attenders, have high levels of anxiety and remain poor attenders, despite many interventions being put in place. Attendance is very monitored closely and there is exceptionally close contact between our school and families. This is reflected in our lower than the state level of unexplained absences.

Behaviour Management Comment

Incidents of face to face and cyber bullying and violence decreased from 2015 to 2016. This has been a trend for several years. Ongoing, challenging behaviours were most noticeable among some students in the Year 8 cohort in 2016. The Year 8 Manager and Head of the Middle worked tirelessly with parents and students to implement individual student development plans and interventions. The progress of a small number of Year 8 students was negatively affected by their limited ability to change their mind-set, behaviours, and also attendance patterns. Work is continuing with these students in 2017.

Client Opinion Summary

Parent

41 parents (of 44 students) were selected randomly and provided feedback to staff at the annual Course Counselling Day held in September 2016. This method was used as previous postal and electronic surveys were rarely responded to. 11 parents reported being 'highly satisfied' with all aspects of the school and 30 were 'satisfied'. 6 suggested improvement could be made to our communications. In addition, 39 supported the planned introduction of the 1:1 laptop program for yr 11-12 students in 2017.

In addition, 61 parents of Year 8-9 students were interviewed on the same day. The key points are summarised below:

1. the majority had smartphones, checked emails and provided computer and internet access at home for students
2. 3 out of 4 parents preferred email as a first point of contact.
3. 2 out of 3 parents knew about DAYMAP and how to access, but only approximately 1 out of 3 checked DAYMAP to see students' attendance and homework.
4. 3 out of 4 parents would find it beneficial for all students' work and grades to be presented on DAYMAP.
5. 3 out of 4 families felt clearly informed about the course counselling process and approximately half of the parents surveyed saw course counselling information from the newsletter and information sent home.

(NB Skoolbag was purchased and established in term 4 and DayMap has been used more in response to this parent feedback.)

Teacher

Teacher responses to a variety of satisfaction surveys conducted during 2016 were very positive. Staff cited good support, consultation and decision-making processes, and a strong collegiate culture as the main reasons for their satisfaction with the school as a work site.

Student

MDI data indicated that Year 8-9 students had higher than average state connections with school staff and engagement with learning. Students indicated there were high expectations made of them and good support provided. Students' responses showed that harassment was slightly above the state average, which was disappointing, however it is felt that very high levels of reporting occur as students know that harassment will be dealt with and resolved at this school.

Year 10-12 students were very positive in relation to consultations with them about the 1:1 laptop program, multiple career and tertiary education planning activities provided during the year, and tutoring and homework club support.

Intended Destination

Leave Reason	School	
	Number	%
Employment	17	10.8%
Interstate/Overseas	8	5.1%
Other	2	1.3%
Seeking Employment	47	29.9%
Tertiary/TAFE/Training	57	36.3%
Transfer to Non-Govt School	2	1.3%
Transfer to SA Govt School	21	13.4%
Unknown	3	1.9%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The school's Business Manager, Student Counsellor and VET Manager are the key staff involved in these processes. Each is aware of the Screening processes involved and they are undertaken for all staff, volunteers, and VET students in relevant work placements.

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	77
Post Graduate Qualifications	27

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	1.0	41.1	1.0	20.8
Persons	1	50	1	25

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

Financial Statement

Funding Source	Amount
Grants: State	\$919,904.49
Grants: Commonwealth	\$31,681.00
Parent Contributions	\$139,258.30
Fund Raising	\$7,136.45
Other	\$6,614.90

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	NA	NA
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Yr 10,11 and 12 ESL classes and an additional Stage 1 Maths class was provided; in class support was provided to SACE Stage 2 Research Project and Integrated Learning students; tutoring for yr 9 EAL students was provided	Yr 12 EAL students completed Res Project at C- or better. EALD audit progress.
	Improved Outcomes for Students with Disabilities	In-class support targeted across years 8-12 and FLO to ensure progress made. Year 8, 9, 10 and 11 literacy classes provided intensive support. Support also provided for PLP students.	100% achieved PLP Regular attending NAPLAN students made 2+ years progress.
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	Aboriginal students supported by AET, ASETO, in-class tutors, AIME, homework & Res Project mentors and teachers. Attendance & achievement closely monitored. Participation in SAASTA Academy and AIME fully supported. Close work with primary schools and families for +ve transitions. Parent mtgs held each term and regular contact made. NA Collaboration with Flexicentre resulted in successful learning programs for a number of students. Specific 1:1, class and small group support was provided for students with low levels of literacy and numeracy in year 8 and 9. Learning Areas delivered & moderated AC curriculum & new resources purchased.	4/4 Yr 12 Aboriginal students completed SACE; 2 offered uni places PATR & M & NAPLAN results showed positive growth in literacy and numeracy. Re-engagement.
Program Funding for all Students	Australian Curriculum	NA	NA
	Aboriginal Languages Programs Initiatives	NA	NA
Other Discretionary Funding	Better Schools Funding	Yr 8-11 literacy & numeracy improvement through additional classes, 1:1 tutoring. Yr 10-12 support inc 1:1 Res project, PLP, & Yr 11 Maths; chef & artists in residence; 1:1 & cohort career & leadership development; T&D.	Increase in A&B grades in Research Project; SACE Stage 1 English; NAPLAN & PAT.
	Specialist School Reporting (as required)	Our Science team is co-designing tasks with Year 6-7 teachers in 6 primary schools to extend their students' learning and increasing their students' access to laboratories, equipment and more complex experiments.	15 teachers & 180 primary students involved. Expo in National Science Week.
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	