Para Hills High School

2021 annual report to the community

Para Hills High School Number: 0574

Partnership: Montague

	Signature
School principal:	Mrs Alina Page
Governing council chair:	Eion Abbott
Date of endorsement:	**24 March 2022**

Government of South Australia

Department for Education

Context and highlights

The school has a strong focus on improving outcomes for all. Our literacy interventions, delivered by specialist literacy intervention teachers, achieve outstanding results, with student progress being almost double the expected rate of progress (of 12 months of progress for 12 months of education). Our strong set of results indicate that our Aboriginal student achievement is in line with the achievement of non-Aboriginal students. A stretch strategy is in place to ensure students maintain and improve on the results they come into Para Hills with.

The school has a special interest in performing arts. Our Dance and Drama programs are award winning, highly popular and sought after. A new Performing Arts Centre has just been opened in late 2021 which houses these faculties. These state of the art facilities are just the latest in a series of facilities improvements in the last few years. Beyond the old-fashioned faade, the school has newly renovated learning areas that are modern and equipped for 21st century learning.

Student voice and leadership and student participation are an area of focus for the school. Our mission is to empower creative life-long learners with the passion and resilience they need to navigate a changing world. The SAASTA Connect and Aboriginal language and culture program develop lasting links with local culture, country and community.

We provide a range of supports on site, aiming to improve both academic achievement and personal and social wellbeing, seeking to develop young people confident in their abilities, secure in their identity, aspiring in their purpose, and valued for their contribution. These supports include bilingual and youth workers, Allied Health and a range of external organisations that work with our diverse community.

Governing council report

The Governing Council includes 13 parents, including 1 parent representing our Aboriginal community, 2 staff, 2 student leaders, 2 community members and the Principal. Our Governing Council are actively involved in the life of the school. Members of the Governing Council attend school events, present prizes and certificates, advocate on behalf of the school and actively participate in the life of the school, including the development of student and parent voice.

2021 highlights:

• The budget for this year was on target and balanced, with some savings realized that supported the preparation for the arrival of year 7s in 2022.

• Community engagement: Governing Council participated along members of the local community and friends of the school, to several school events, including the Showcase, Presentation evening, school assemblies alongside members of the broader school community.

• Year 7 into high school: the Governing Council supported the strategies to prepare for the integration of year 7s in 2022, including advocating for building works to improve the facilities at the school. As a result, the Gym was upgraded, the Faade of the school is planned to be upgraded, and exploratory upgrade planning for the Tech and Art areas are underway.

• The Site Improvement plan – the governing council support the focus on developing literate, capable learners with a broad world outlook. The parent body are proud of the school's success in improving literacy outcomes for students, and actively support the diverse strategies the school employs to realise these.

The Governing Council have been strong supporters of new courses introduced at the school. These included, in 2021, an Outdoors Education course, a Construction Pathways Course for students in Years 10 and 11, which combines elements of SACE Maths and English with construction skills, a SAASTA Connect program for years 8-10, which encompasses a Ngarrindjeri language course and extremely positive feedback for our SAASTA Academy which achieves results exceeding state average. Tech Studies and Outdoors Education SACE courses were offered for the first time in 2021. Furthermore, the school's creative and dedicated curriculum leads secured funding to develop a Driving for Success course, where students have the opportunity to accrue hours towards their driving license under the supervision of a qualified driving instructor, a unique course in the Northern Schools.

Quality improvement planning

The School's focus is on improving literacy outcomes, including reading and writing, as well as focusing on maximizing student achievement across all year levels. Our Inspire program provides a differentiated approach to assessment, planning, intervention for students who need some extra support with their literacy skills. This program is in its second year of operation.

NAPLAN results reflect the impact of Inspire on the growth of students

Our Site Improvement Goals have focused on:

1. Continuous improvement in achievement in reading
2. Continuous improvement in writing
3. Continuous improvement in achievement (with a focus on SACE outcomes).

Improvement in literacy skills

1. Our students' achievement in reading has shown improvement in PAT reading in 2021.The school's analysis indicates that the progress of our students, particularly those receiving reading intervention exceeds state average and expected growth of 12 months progress for 12 months of education. Year 7 data for our new year 8 intake in 2020 indicated that only 54% of our students entered high school with age-appropriate achievement in literacy (reading and writing). In 2021, 37% of the students fell within this category. Through our delivery of an evidence-based intervention, by the end of year 9 the majority of year 9 students demonstrated reading skills at a level that allows them to access the high school curriculum. Of particular note is the progress of our students in the literacy intervention program, Inspire, who achieved on average the equivalent of 17 months of growth in 9 months of intervention. The school is continuing to focus on embedding the explicit teaching of literacy skills (reading and writing) across all subjects, with a particular focus on explicit teaching of vocabulary and text types.

2. SACE outcomes reflect a good focus on high achievement and the majority of the grades are A and B grades. The schools carefully monitors A-E achievement across the year, with data collection and analysis every 5 weeks.

In a drive to ensure that our staff are prepared and knowledgeable and have the most up-to-date evidence-base in their practice, the school ensured that 2 staff members undertook the Orbis Literacy 7-9 training in 2021, with 8 staff undertaking the first of 2 years' training in LETRS, which provides teachers with in-depth knowledge about the best evidence-based approaches to supporting student development of literacy skills. Furthermore, our staff participate in the Thinking Maths program, aimed at developing skills in the teaching of Mathematics using modern and engaging strategies.

The school's drive towards greater consistency of practice across subject areas has seen school-wide agreements implemented, with a consistent and concerted focus by all subject areas in delivering explicit vocabulary instruction and emphasizing the literacy requirements of the subjects.

A formal curriculum review was undertaken to identify strengths and areas of growth. This included extensive consultation with over 180 students across the school. This has formed one of the cornerstones of the new site improvement plan

Collaborative moderation allows teachers to calibrate their marking. Further work is planned for 2022 on school-wide consistency in providing formative feedback and explicit teaching as part of a drive to ensure not only moderation of assessment, but also high quality, consistency of professional practice that is centered on explicit instruction.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
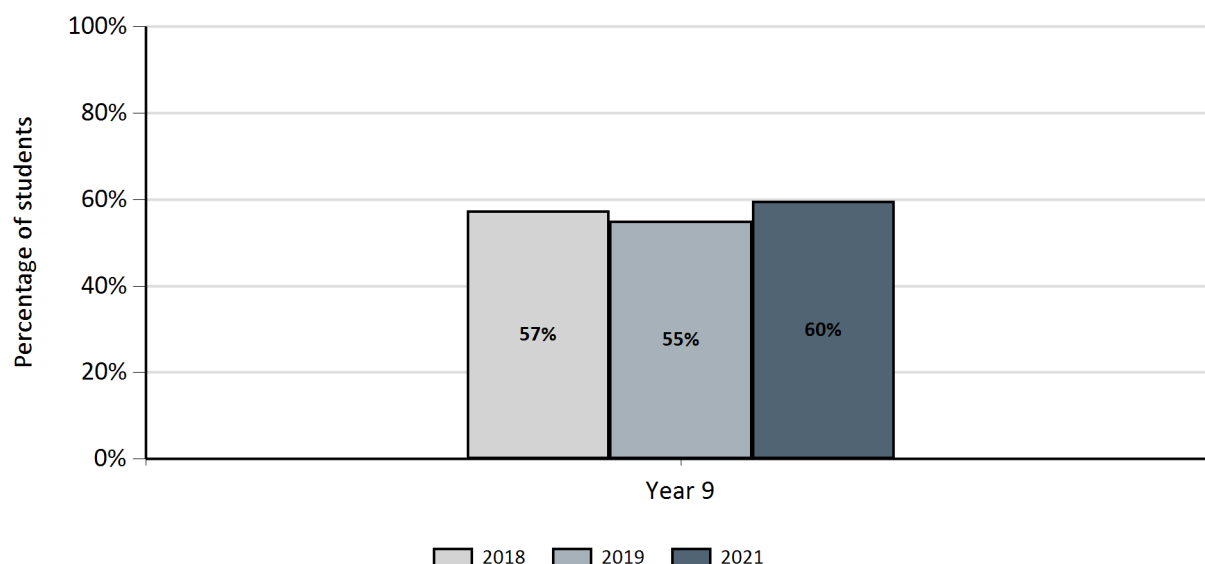
Reading
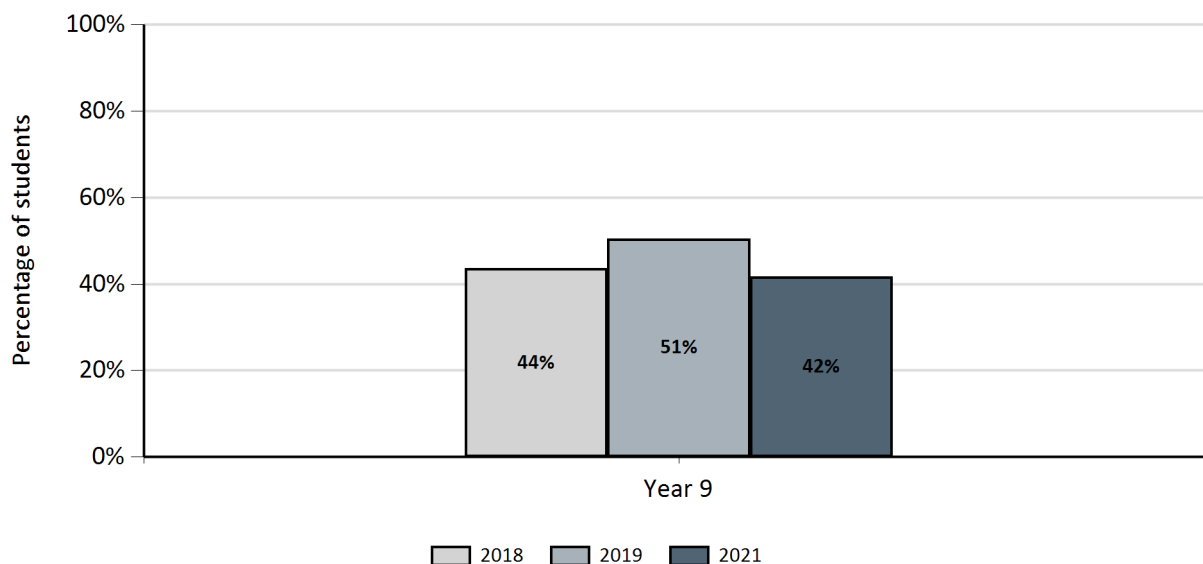
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	23%	35%
Middle progress group	66%	48%
Lower progress group	*	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	31%	34%
Middle progress group	48%	48%
Lower progress group	21%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	67	67	3	1	4%	1%
Year 9 2019-2021 Average	78.0	78.0	3.5	2.5	4%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
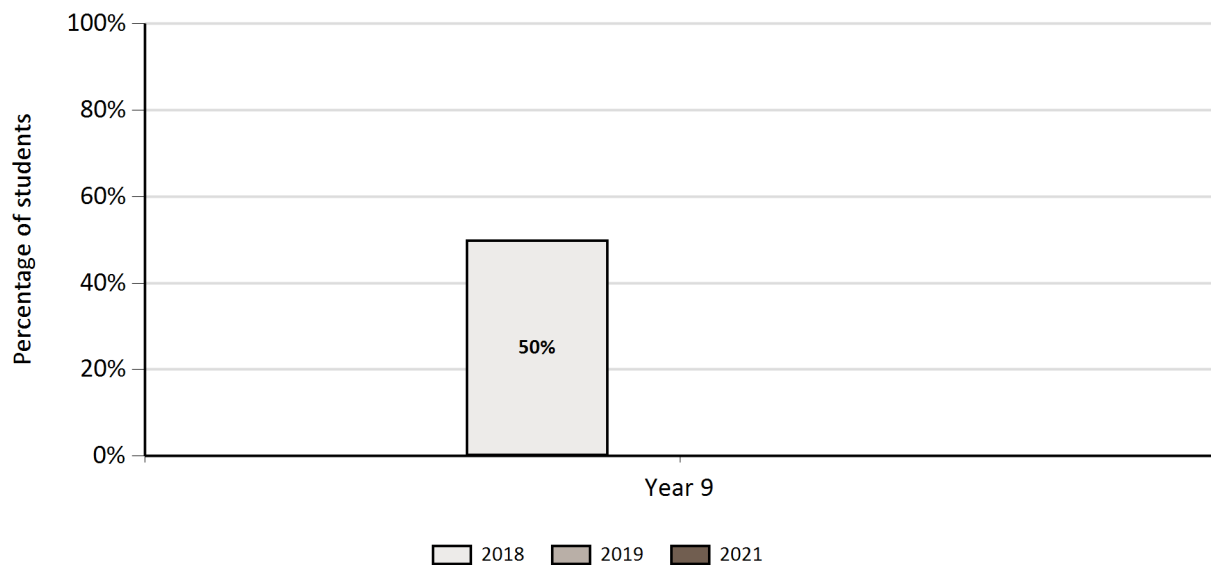Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
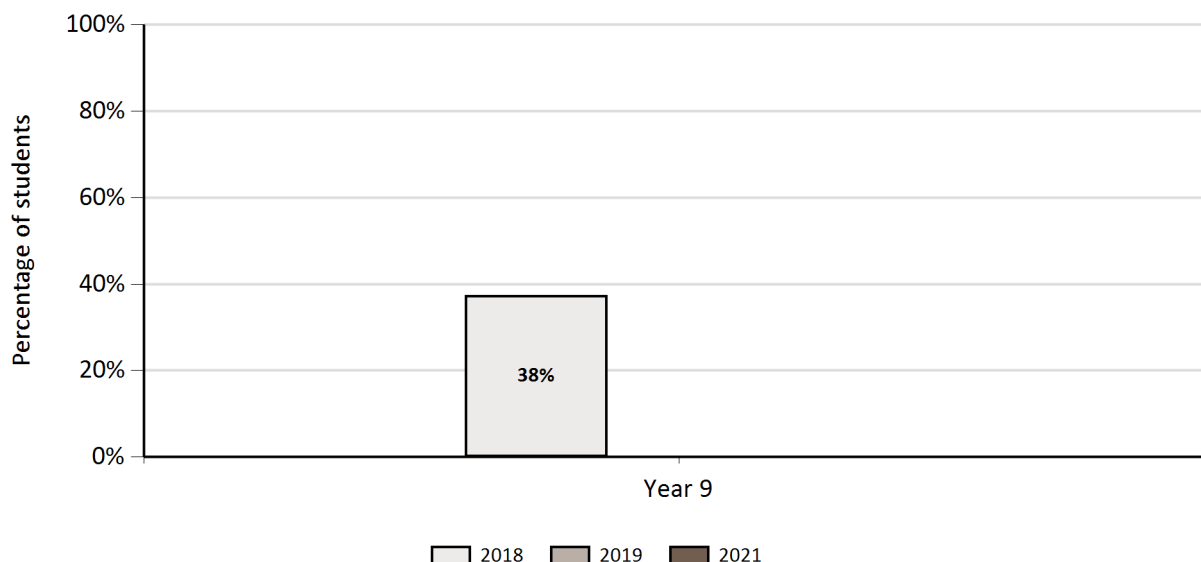Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

There were 43 Aboriginal students enrolled at the school across years 8-12 in 2021. The school improvement activities linked with the ALAR were focused on improving data tracking for Aboriginal students and improving achievement and engagement of Aboriginal students.
The Achievement of Aboriginal students at SACE is comparable with the achievement of non-Aboriginal students at the school. The SAASTA program helps support and promote high achievement at the school. 5 of the 6 graduating Aboriginal students pursued further education at University level.

In middle school the school introduced a SAASTA connect program which brings in students from primary school supporting transition and connection into high school, as well as building a focus on language and culture, with additional resources deployed to engaging with the community, mentoring and learning support to improve literacy and numeracy standards.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The school's focus on reading resulted in an improved from 75% maintained or improved performance to 100% maintained and improved performance in NAPLAN reading in 2021. There has been improvement in the average scores for reading for Aboriginal students in 2021 compared to previous performance in 2019.
Students benefit from multiple interventions, including in-class support, small group or individual withdrawal support, academic mentoring, case management and counselling. The school aims to provide a one-stop-shop for the local community and this has resulted in greater levels of engagement of the local community.
Cultural awareness training for whole staff in 2021 and professional development in Aboriginal Pedagogies have led to the introduction of cross-curricular projects that link culture, science and language, or elements of health and physical education with Mathematics and Science.
The school completed its Reconciliation Action Plan in 2021. Covid has hampered the formal launch of the plan, although elements of the plan implementation are well underway.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
94%	97%	97%	99%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	2%	1%	1%	79%
A	9%	7%	4%	4%
A-	8%	13%	13%	10%
B+	7%	16%	19%	0%
B	13%	11%	9%	8%
B-	14%	16%	9%	17%
C+	20%	14%	20%	0%
C	15%	14%	14%	16%
C-	6%	5%	9%	0%
D+	3%	1%	2%	0%
D	1%	1%	1%	0%
D-	1%	2%	0%	0%
E+	0%	0%	1%	0%
E	0%	0%	0%	0%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
98%	98%	96%	99%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	95%	98%	98%	96%
Percentage of year 12 students undertaking vocational training or trade training	41%	52%	38%	47%

2021
99%
60%

School performance comment

SACE completion and achievement
The school has recorded its 8th successive year of SACE improvement in 2021, with over 60% of grades obtained being A/B grades, in a year when academic subjects were the dominant component of SACE subjects – almost double the number of SACE results compared with previous years. 46% of our students elected to pursue a University pathway, with 98% having a defined post-school pathway that was in either education, employment or training.
Significant strengths were recorded in Stage 2 English subject performance, where nearly 80% of grades were in the A/B band and the Arts, where 74% of grades were in the A/B bands. 1 merit was achieved in the Arts.
At Stage 1 Aboriginal Studies maintained the strong achievement trend of 75% A/B grades, followed closely by Mathematics subjects. Following a review of the curriculum offering in 2021, which included improved pathways planning and student engagement, the schools offered Outdoor Education and Technology subjects at Stage 1 for the first time, with good levels of success and strong engagement in these subjects.
Modified SACE subjects achieved 100% completion at Stage 2, above state average completion rates.

NAPLAN performance
NAPLAN numeracy in 2021 has shown a 5% increase in the number of students achieving the Standard of Educational Achievement.
In NAPLAN reading the highest growth has been recorded in the performance scores of students who have received a level of intervention in reading, particularly those moving closer to achieving the required Standard of Educational Achievement. Students achieve on average 17 months' growth in 9 months if intervention.
The number of students arriving at school with a need for English Language acquisition increased substantially in 2021, which resulted in significant levels of support required to improve literacy achievement. This resulted in significant levels of growth for students, although for some this was not enough to bring them up to the DfE Standard of Educational Achievement yet. The school's focus on preventative intervention and normalisation of support for all will continue to support good growth in this area.

Attendance

Year level	2018	2019	2020	2021
Year 8	85.5%	86.5%	75.9%	87.9%
Year 9	85.0%	81.4%	81.5%	80.5%
Year 10	79.9%	79.9%	77.9%	87.8%
Year 11	87.9%	89.1%	82.3%	82.4%
Year 12	88.8%	86.5%	83.6%	89.0%
Secondary Other	88.3%	87.2%	81.8%	82.6%
Total	85.7%	84.7%	80.5%	85.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

School processes for monitoring attendance include daily monitoring by care group teachers and throughout the day at each lesson by subject teachers. Parent contact is made by SMS each morning for any student absence. Our Student Services team oversee whole school attendance with year level managers who each monitor a year level. Students and parents can monitor attendance through our portal. In 2021 our overall school attendance was 85.7%, an increase of over 3% from the previous year, at a time when absence due to COVID absence and a slower return to school after periods of online learning from home had a negative impact.

Behaviour support comment

The school has a relatively low numbers of negative incidents and has recorded a significant decrease in the number of incidents resulting in suspensions and exclusions over the last 3 years, with exclusions in 2021 being half of the values in 2020. The school's restorative approach means that students are supported to address and resolve issues that arise. Our excellent wellbeing for learning provision provides a multitude of supports and the school attributes the calm and engaged atmosphere at the school to the individual attention and provision of high-quality, educational and non-educational supports for our student population.

Parent opinion survey summary

The school surveys parents three times a year, with the DfE parent survey occurring once a year.
In 2021 a total of 276 parents answered the parent surveys, which asked them to rate various aspects of the school. Some of strengths identified through the surveys were:
- the extent to which staff support students to achieve their best
- the extent to which parents and students are aware of the standard of work the student is working at
- the majority of parents are satisfied with the communication they receive
- the degree to which they feel their children are valued, encouraged and supported at school
Parental engagement is promoted across the year, and the school runs frequent parent forums to keep parents connected with student learning: Daymap and Schoolzine are the main two communication media and parental support and training in their use has been instrumental in increasing participation. Parent information and training sessions operate through the year and aim to familiarise parents with school strategies and processes designed to support their children at home.
Parent literacy information and training sessions provide an opportunity for parents to better understand and support student literacy in the home, extending the work of our Inspire program. The feedback on the sessions and materials made available to parents has been overwhelmingly positive.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	2.5%
NS - LEFT SA FOR NSW	2	2.5%
PA - PARENTING/CARER	1	1.3%
PE - PAID EMPLOYMENT IN SA	3	3.8%
SM - SEEKING EMPLOYMENT IN SA	11	13.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	3.8%
U - UNKNOWN	56	70.9%
WA - LEFT SA FOR WA	1	1.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

PHHS maintains history screenings as per Department for Education requirements (https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening). Volunteers have the relevant history screening forms completed and cleared prior to any volunteering on site The school keeps a database to record all information and ensures that regular checks for updating records are carried out before adults can enter the site to work with students. The on-line renewal process is commenced for individuals months prior to the expiration.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	76
Post Graduate Qualifications	35

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	1.4	41.1	1.7	23.4
Persons	2	47	2	33

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$9,832,977
Grants: Commonwealth	$21,496
Parent Contributions	$173,691
Fund Raising	$1,793
Other	$0

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

2021 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Provision of Case management and individual counselling for students by employing youth workers. Employment of BSSO and EALD teacher to support English language development. Staff training in LEAP levels.	Improved retention and SACE completion.
	Improved outcomes for students with an additional language or dialect	Employment of BSSO and EALD teacher to support English language development. Staff training in LEAP levels. Monitoring and tracking of student wellbeing, achievement and engagement. Provision of culturally-appropriate ac	Improved achievement of EALD students at NAPLAN. Accelerated acquisition rates o
	Inclusive Education Support Program	Employment of individual support workers (mentors, SSOs, teachers); purchase of specialized resources; staff training	N/A
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Expansion of mentoring and tutoring program, curriculum modification as to include Aboriginal perspectives and Aboriginal pedagogies. Whole staff T&D . Increased allocation of AET time. Set up of SAASTA Connect, language and culture classes.	Increased recruitment, engagement, attendance and achievement of Aboriginal students.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	Introduction of Ngarrindjeri language by employing a language tutor. The program is open to students at the school and students from surrounding primary schools.	Increased recruitment, engagement, attendance and achievement of Aboriginal stu
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	Improved mentoring and case management; introduction of achievement tracking and academic mentoring conversations and processes.	Improved A-C grade achievement; improved SACE results.