



Adelaide High School

2020 annual report to the community

Adelaide High School Number: 768

Partnership: Adelaide - Prospect

Signature

School principal:

Ms Cez Green

Governing council chair:

Dr Alex Lovat

Date of endorsement:

24 February 2021



Government
of South Australia
Department for Education

Context and highlights

Adelaide High School is a contemporary and dynamic secondary school situated in the heart of the Adelaide CBD, catering for students from year 8 to year 12, and is also home to the Centre for Deaf and Hard of Hearing (CDHH). The enrolment in 2020 is approximately 1457, and 17 students are enrolled in a FLO program in 2020.

The school is classified as Category 5 on the DfE Index of Educational Disadvantage and we are part of the Prospect partnership, sharing a zone with Adelaide Botanic High School.

The school population includes 45 Aboriginal students, 56 students with a disability, 283 families eligible for school card assistance, 369 students funded for EALD, NESB 65.4% and 13 students who are enrolled in the Centre for Deaf and Hard of Hearing.

The school leadership team consists of Principal, Cezanne Green, who began this role in mid-2017, and is supported by an Executive team consisting of seven Assistant Principals. Adelaide High School is currently structured around a House system, with eight House Leaders, as well as eight Learning Area leaders. Furthermore, key leaders support the organizational and visionary aspects of the school such as a Data and Improvement leader, Timetable and Innovation leader, Sports Director, three wellbeing leaders, a psychologist and speech pathologist, one CDHH leader, a Learner Intervention leader and a School Promotions leader.

There are approximately 110 FTE teaching staff, and 1029 SSO hours.

The school is South Australia's only Special Interest Language School, enabling students to enrol to study up to two of eight languages. We are also a proudly accredited IES school, hosting various study abroad programs and providing study tours for our students. This year, embracing technology to connect with our sister schools has strengthened our connections and relationships across the globe.

Furthermore, specialist rowing and cricket programs are also offered at Adelaide High School, and are recognised as highly accomplished programs, accessing world-class facilities and connecting with various organisations, supporting students to develop key skills and dispositions to thrive as successful sports people and learners.

Highlights:

- * Official opening of Performing Arts Centre
- * Beginning of new build
- * Preparing for Yr 7 into high school 2022
- * Established a partnership with A/Prof Larissa McLean-Davies from the University of Melbourne
- * CDHH leader, Amy Geue, won a teaching excellence award

Governing council report

2020 was undoubtedly one of the most challenging years for the Australian community at large and for Adelaide High School, its students, parents/caregivers as well as for our Governing Council. When the year started, the school staff and students were preparing to deal with the expected disruptions due to the new building works scheduled for the year. However, it was the community-wide spread of COVID-19, which began in March 2020, that disrupted all classes and sent students to study from home. As many of us also remained at home due to the health crisis, our respect grew for the staff at the school who had to quickly adjust to our norm for 2020 of constantly changing government directives of whether to keep our children at home or allow them to attend face-to-face classes. As the worldwide pandemic kept the community in a constant state of flux between lockdowns and re-openings, the staff at the school switched quickly to online delivery of the curriculums. As the year came to a close, many of the school's scheduled activities had to be postponed and in many cases cancelled. Despite these challenges, it was inspiring to see the students and staff band together to make 2020 an experience that will enhance the teaching and learning at the school in the coming years. The lessons learnt in 2020 will, I believe, be vital in the short-term as the COVID crisis continues into the 2021 academic year. Due to government restrictions, the Governing Council held the vast majority of its meetings online. As well as discussing the COVID-19 crisis, the Council's online meetings focused on the \$20 million worth of structural work to our school buildings that will see AHS welcome year 7 students from 2022. As many of you may have seen, the new building facing the school's main oval will soon be completed and is expected to be a central location for our students. As the former building on the site housed the school canteen, these services were taken up by an external provider for much of the year. The council has ensured that the food offered remained healthy and affordable for our families throughout 2020 and will continue to be so in 2021. 2020 also saw the opening of our new Performing Arts Centre housing music, drama and dance. The centre's functionality is a testament to the foresight of past and present school staff and student groups who contributed to its design. We would like to acknowledge our local State MP Minister Rachel Sanderson for her participation in our Council meetings and for her support for the project from its inception. We would also like to thank the South Australian Minister for Education, the Honourable John Gardner MP and Mr Rick Persse.

Quality improvement planning

The Adelaide High School Site Improvement Plan (SIP) is established using the DfE Improvement Cycle, beginning with analysing and prioritising data trends and actions. Key leaders analysed NAPLAN data and identified writing as an area of growth, noticing an alarming trend of high band year 7 students unable to maintain this band level as year 9 students. Cohort data indicates that over the past five years, students are steadily falling out of this band, therefore our priority is to retain these students and lift all students' literacy skills to ensure growth for every learner.

Another area of focus for our SIP is the need to access data more effectively to track and monitor student learning, in order to deliver Quality Differentiated Teaching Practice (QDTP) supporting stretch for every learner. Utilising Power BI to enable teachers to 'know your students', as well as formative assessment strategies, will inform teaching and learning next steps, task design and pedagogical approaches.

In the absence of NAPLAN, targets were adjusted to focus on utilising the writing assessment tool, Brightpath, as a lever for adjusting our literacy pedagogies and monitoring writing growth.

All SIP actions were reflected and supported in all professional learning opportunities and the driver for most professional learning on student free days throughout the year. This ensured the SIP was a visible and dynamic tool to guide our teaching and learning commitment at AHS.

SIP Goal 1: Improve high band writing achievement for all year 8 and 9 students

Increase the average Year 8 & Year 9 English GPA by 0.4 from the average Year 8 & Year 9 English GPA in 2019

Demonstrate 20-point growth from Year 8 2019 T3 Brightpath average score to Year 9 2020 T3 Brightpath average score

SIP Goal 2: Improve tracking and monitoring for intervention and stretch of every learner to increase whole school achievement data

Increase mean GPA in 2019 from 79.4 to 80 in 2020

Increase mean GPA in 2019 from 69.6 to 71 in 2020 for ATSI learners

Professional learning included workshops on 'high-impact writing strategies' facilitated by A/Prof Larissa McLean Davies from the University of Melbourne, who connected with our SIP actions and targets, and provided practical strategies to support writing growth in all learning areas. Introducing the AHS 3D Pedagogical Framework, with a focus on direct, dialogic and discovery phases of teaching and learning, also supported the focus on literacy improvement across the school.

Moreover, English staff facilitated the Brightpath writing assessment tool with year 8 and 9 students. Moderating as a team and analysing student scores allowed teachers to identify key teaching points and target approaches specific to student needs. Overall, the targets stated above were met as a result of a strong commitment to Brightpath, clearly aligned professional learning and a focus on oral language within 3D Pedagogy.

Regarding SIP goal 2, developing a new Power BI platform and providing professional learning for all staff has supported teachers in accessing student data effectively, leading to the identification and sharing of QDTP strategies with the aim to stretch every learner. Learning Area leaders have worked closely with the Data & Improvement Leader to create specific platforms to support data collection and analysis integral to their area needs, further contributing to a site-specific Power BI data source. An increase in the mean GPA across the school was realised, because of Learning Area leader guidance and support within their teams in tracking and monitoring learning outcomes.

The SIP is reviewed regularly, with Learning Area leaders expected to share plans and outcomes in relation to an Action Plan at meetings, and a formal 6 month and 12 month review with key leaders was undertaken to determine effectiveness of practice, and create a vision for 2021.

Improvement: Aboriginal learners

Data-informed planning

- Strategic one plan goals developed to address student data and achievement in collaboration with key teachers, families, ASETO, Primary School transition teams and other intervention teams
- Teacher coaching in use of data to inform differentiated practice

Tracking and monitoring growth and achievement

- AET individual and cohort tracking utilising daymap, power BI & achievement
- Utilising literacy & numeracy progressions as well as capabilities for students achieving growth within grade bands
- Individual, termly achievement grade sample tracking by cohort.

Assuring consistent, high-quality classroom practice

- AET teacher coaching for teaching teams to identify students at risk
- AET & ASETO professional learning connecting culture to classroom practice for all

Applying rigorous, evidence-based learning interventions

- AET & ASETO working in collaboration with AHS learner intervention team
- AET & ASETO professional learning for evidence-based interventions including QuickSmart Numeracy

Engaging families as partners in literacy and numeracy learning

- Regular on-site meetings with families to co-design learning and engagement plans in partnership with Student Support Services, AET, ASETO and teaching teams
- Collaboration with families regarding home-based interventions and strategies to support and encourage literacy and numeracy development and confidence.
- Parent/Caregiver coaching/support for student organisation, access to literacy & numeracy learning and learning load.

Promoting the continuity of learning.

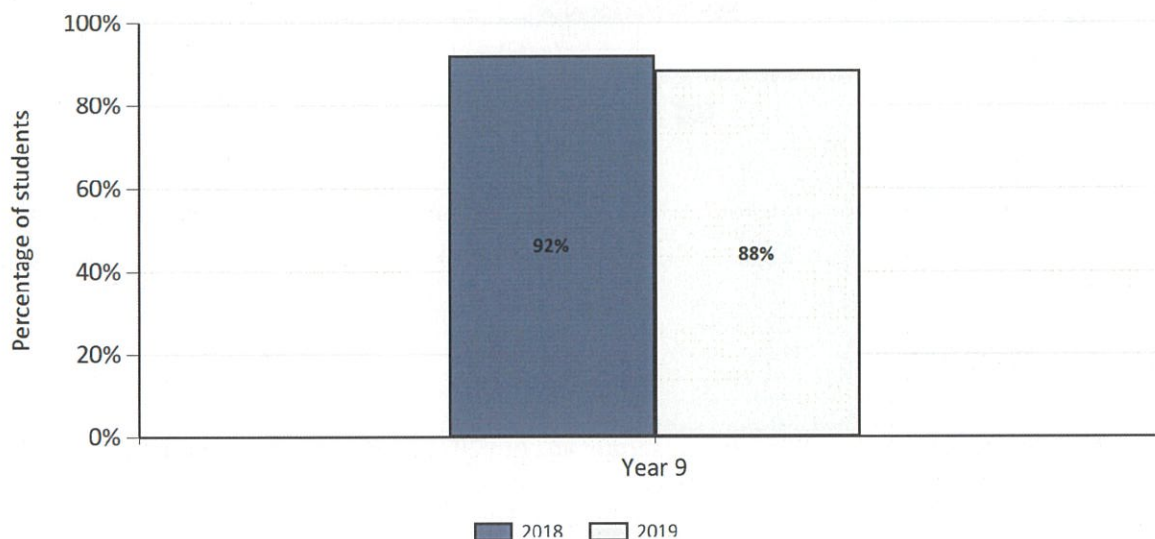
- Clearly established partnerships with primary school transition teams, families and student support services.
- Transition conversations begin up to year prior to enrolment when families begin to discuss high school options.
- Additional transition program and visit for all Aboriginal Learners.
- Transition meetings with teaching teams supported by families, students support services & key HIVE teams.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

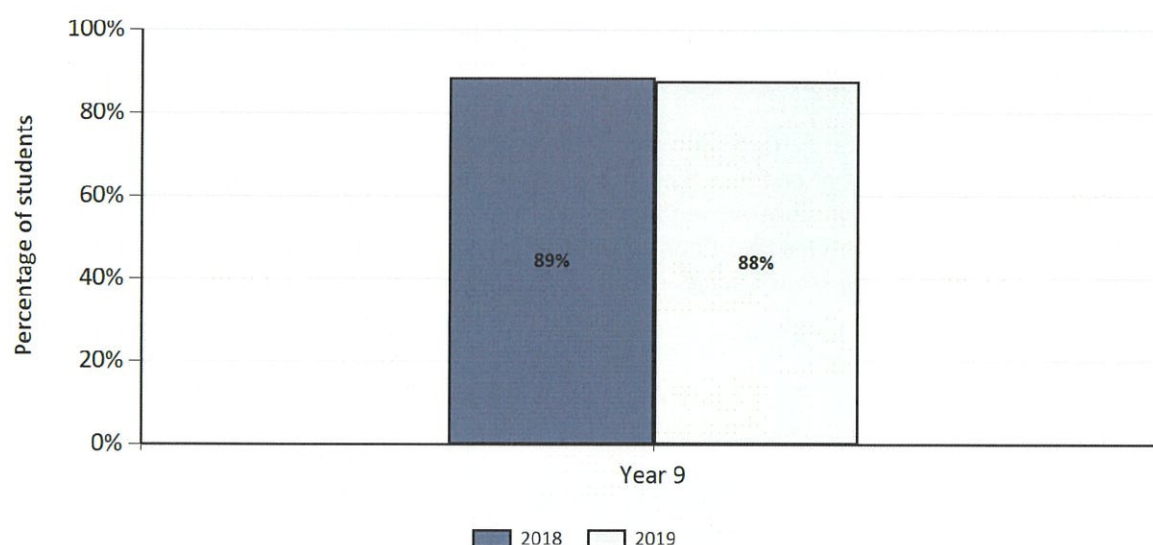


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	31%	25%
Middle progress group	53%	50%
Lower progress group	15%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	26%	25%
Middle progress group	54%	50%
Lower progress group	20%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	295	295	92	110	31%	37%
Year 9 2017-2019 Average	297.3	297.3	92.7	118.0	31%	40%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
98%	97%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	4%	5%	5%	4%
A	11%	14%	13%	14%
A-	14%	15%	16%	17%
B+	15%	16%	18%	17%
B	17%	14%	12%	13%
B-	15%	13%	12%	13%
C+	12%	9%	11%	11%
C	7%	7%	8%	7%
C-	4%	4%	3%	3%
D+	1%	2%	1%	1%
D	1%	1%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

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

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

2017	2018	2019	2020
98%	96%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	97%	99%	98%
Percentage of year 12 students undertaking vocational training or trade training	6%	7%	11%	15%

School performance comment

Despite the challenging year that was 2020, the Adelaide High School community thrived demonstrating perseverance, divergent thinking, innovative practices and genuine compassion, which was brought to life through the commitment to ensuring learning, in all its forms, remained the link that connected us together.

2020 was a positive year for our Year 12 students despite the adversities they faced. Our Dux of the School received an ATAR of 99.6 and our International Dux of the School gained an ATAR of 95.1. Overall students earned 58 A grades of which 16 were merits. Adelaide High School had a SACE completion rate of 97.7%.

The 2020 SACE results saw growth in a number of areas:

- 78.2% of all Stage 2 grades were in the A and B bands up from 75.3%.
- There was a 35% increase in the number of students achieving an ATAR of 90 or above
- 36 students achieved an ATAR of 95 or above

These results have allowed us to reflect on the practices that have been successful in order to continue this journey in 2021.

Establishing the AHS 3D Pedagogical Framework, focusing on 'Direct, Dialogic & Discovery' phases of teaching and learning, helped shape pedagogical practices for teachers, creating a consistent yet flexible approach to support student learning needs. This is embedded within our SIP which correlates to the success of our targets and goals. These targets were met through intentional and explicit actions that were supported by professional learning, enabling teachers to see the connection between the SIP document and 3D practices within the learning environment.

The English GPA data for our year 8 & 9 students exceeded our target, and this is due to the intentional focus on oracy and dialogic discussions, as well as developing key literacy skills such as paragraphing and vocabulary as identified in Brightpath teaching points. Furthermore, whole school GPA has improved across learning areas (mean GPA from 79.4 to 82) and we believe this is a result of numerous factors. Firstly, all learning areas are committed to developing a consistent scope & sequence of learning, enabling staff to share and plan together and focus deeply on pedagogical content knowledge. Professional learning around Power BI data and implementing appropriate QDTP strategies has supported teachers to consider how formative assessment and next steps in learning impact on task design and outcomes.

School sport proved to be a challenge with many restrictions in place, yet 1937 participants in 98 sports teams and events made up of 816 students demonstrated agility, sportsmanship and school spirit, leading to many successful victories and learning opportunities. Similarly, we saw an increase in the number of students participating in an Arts co-curricular activity, engaging with our local community performing at venues such as the Adelaide Town Hall and Rundle Mall.

Attendance

Year level	2017	2018	2019	2020
Year 8	94.2%	94.2%	94.6%	92.6%
Year 9	92.8%	92.5%	91.7%	90.3%
Year 10	93.0%	92.7%	92.7%	90.2%
Year 11	92.7%	91.4%	91.7%	90.2%
Year 12	92.5%	92.5%	90.7%	89.6%
Secondary Other	91.7%	89.4%	91.1%	91.8%
Total	93.0%	92.6%	92.3%	90.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance Rate 92.3% in 2019.

Attendance Rate 90.8% in 2020.

Decline in all year level attendance 8 – 11. Slight improvement at Year 12.

It appears COVID periods that affected attendance are not included in DfE stats.

During Covid an Attendance Strategy was established. Student Services and the Executive monitored student attendance daily. The Intervention Team used a case management approach to monitor students at greatest risk.

Strategies to improve attendance during the year to monitor lateness and attendance included:

*Whole school attendance and lateness strategy

*Covid Attendance Strategy

*Intervention by the Hive Team (Intervention staff), PC and subject teachers

*House Leaders monitored with PC teaches attendance and assisted them to contact caregiver

Behaviour support comment

- Term 4 pilot of Restorative Practices with key students, teachers and leaders to support proactive behaviour responses
- Alignment of HIVE language screening strategy with AHS consistent behaviour responses
- Screening of all students who move through suspension and exclusion processes
- Collaborative behaviour support planning for individual students in collaboration with families, student, key teachers and leaders.
- Social Emotional Learning program pilot for engaging students with language difficulty or disability and social emotional difficulty in order to access learning in a classroom setting
- Initial planning to align Behaviour Support Toolkit to Response to Intervention Framework and whole school behaviour policy

Client opinion summary

The Parent Engagement Survey results indicate that the majority of our parent community agree or strongly agree with the positive statements proposed, and our school results are generally higher in the positive range in comparison with all schools summary data. In particular, 87% parents agree/strongly agree with the statement that people respect each other at this school and 90% agree/strongly agree that they receive enough communication. However, the survey identified that parents would like more help from the school with their child's learning, with 26% wanting support with helping their own child, and 29% stating they would like the school to address their child's learning needs better. This is a key area of focus for our school this year, as we continue to know our students by interpreting data and using formative assessment strategies, as well as implementing quality differentiated teaching practices to address individual learning needs. We will explore a range of ways to work in partnership with parents.

Intended destination

Leave Reason	Number	%
Employment	4	1.1%
Interstate/Overseas	62	16.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	10	2.7%
Transfer to Non-Govt School	14	3.8%
Transfer to SA Govt School	29	7.9%
Unknown	247	67.5%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All teachers are screened through TRB and DfE processes including the new Working with Children Check (WWCC). Records are kept as per DfE requirements by the Business Leader.

All volunteers and families working with students, undertake relevant screening through the DfE (WWCC)... and records are kept by the Business Leader.

All staff, volunteers, coaches undertake a relevant induction process to ensure their familiarity with Site and DfE policies, practices, and processes.

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	196
Post Graduate Qualifications	106

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	110.8	1.7	27.1
Persons	0	118	2	30

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

Financial statement

Funding Source	Amount
Grants: State	\$15,890,858
Grants: Commonwealth	\$155,860
Parent Contributions	\$1,787,892
Fund Raising	\$20,635
Other	\$1,954,933

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Access to school based multidisciplinary team supported by onsite psychology and speech pathology for wholistic 'team around the child' approach to student behaviour management and engagement.	Individual connection and collaboration with external agencies.
	Improved outcomes for students with an additional language or dialect	Students with an additional language had access to EALD literacy classes, and an EALD homework club was also established.	Most students demonstrated LEAP growth, and access to EALD club.
	Inclusive Education Support Program	Students with disabilities accessed a school based multidisciplinary team supported by onsite psychology and speech pathology for wholistic 'team around the child' approach to student learning, engagement and improvement	All 4 year 12 students who accessed a modified SACE program completed SACE.
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	Aboriginal learners had access to onsite psychology and speech pathology, as well as a whole school intervention and improvement team, which included two AETs and an ASETO, to address both behavior and learning concerns through clear identification of the root cause of the behaviour, disengagement or learning difficulty. This team utilized the 6 key elements of the Aboriginal learners strategy to strategically target areas of need in supporting cohorts within the wider Aboriginal Learner community.	Improved behaviour, engagement with learning, and learning outcomes evidenced these successful interventions.
	Australian Curriculum	Ongoing refinement of a whole school response to intervention framework supported strategic collaboration with key curriculum teams and teachers to target access to learning through language friendly classrooms.	A more collaborative approach to curriculum development & understanding of QDTP.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Whole school engagement programs provided to students. This funding also supported the appointment of a Psychologist to support Wave 1 intervention and the ASETO received supplementation hours.	Strategy supports more students verified with a learning difficulty/disability.
	Specialist school reporting (as required)	Supporting leader salary and SSO support within the Specialist Languages program and processes.	Refined process & commitment to studying one of the two languages in Stage 2.
	Improved outcomes for gifted students	Opportunities for acceleration in various learning areas for students to support individual growth, as well as enriched learning programs for all.	Targeted and intentional intervention to support individual growth.

