



Naracoorte High School

2022 annual report to the community

Naracoorte High School Number: 786

Partnership: Wrattenbully

Signature

School principal:

Ms Lynette Corletto

Governing council chair:

Andrew Shepherd

Date of endorsement:

8 March 2023



Government
of South Australia
Department for Education

Context and highlights

2022 saw Year 7s arrive in our high school at the same time as students' commenced learning from home. Our amazing team of educators, both teachers and ancillary staff, navigated this changing landscape with agility and expertise to ensure our students were effectively supported.

Amongst the activity of Term 1 we competed in Interschool Athletics where Harrison Clarke broke the Under 14s triple jump record. Sporting highlights throughout the year include our 7/8 Boys Football Team as runners up at the state-wide school competition. Open Girls Basketball Team playing the school wide finals competition in Adelaide. Our 7/8 boys Basketball and Cricket Teams as reigning 2022 winners in the state-wide school competition.

Locally Zara East broke a 26 year old school record for Athletics with Harrison Clark breaking three separate records which have held of 28, 52, 53 years at Naracoorte High School.

Other highlights include hosting the Regional Worldskills VETiS Carpentry Competition where our own Max Midwinter received the gold medal for his design and technical skills.

Our Steer Team achieved successful results and were awarded 2nd Most Professional School from 30 schools.

Additionally they were awarded Best Black Angus Carcass; 1st Purebred Export Class and 1st Schools Purebred Heavy Domestic Class.

We acknowledge the work of our SGC members throughout the year particularly Lucy Wardle as chair and school captains Angus McKenzie and Poppy Moyle-Read.

We thank our governing council chair Andrew Shepherd and members of the Governing Council for your support throughout 2022. We acknowledge the contributions of Sarah Edwards who has been a long standing staff representative on the Governing Council in her time at the school and wish her all the best in the future.

We congratulate Zoe Brown on her achievement in receiving the highest ATAR for the Naracoorte High School class of 2022. We wish our graduating Year 12s all the best in the future.

Governing council report

2022 was the start of a new era for Secondary Schools with the transition of Yr 7's to High School. The staff at NHS had been working tirelessly behind the scenes last year getting organised, setting subjects, recruiting staff and I'm sure most families adapted to the transition without too many dramas.

Day 1 also saw us welcome new Principal Lynette Corletto. Lynette came to us from the Mount Gambier area, where she had previously been working in the Education Department office after also being a principal and teaching down there prior to that. Lynette has fitted in to our school very well and along with her leadership team has spent a lot of time looking at our school structures and curriculum subjects to see how we can improve as a school going forward.

2022 has seen us get back to a bit more normality as we have been learning to live with COVID 19, and I believe we had very few interruptions throughout the year. Which must have been easier on Parents, students and Teachers alike, well done to all though for the way everyone has handled the last two years.

Sadly, as always, we say goodbye to another group of school leavers and some of our staff at the end of the year, thank you for your time at Naracoorte High and all the best for your future.

To the students who have represented our school academically, athletically or in any extra-curricular field, well done to you all.

To Tammy Schinckel and the Pathway Team a massive pat on the back for the "Pathways to a Pay Packet" evening, another successful evening working collaboratively with the community.

Governing Council hasn't had any many major projects around the schoolyard this year but have been working collaboratively alongside the staff and leadership to help make Naracoorte High School a better place to be at.

We have seen the introduction to online ordering for our school canteen in the last part of the year and hopefully this will make things easier in the future. Fiona and team have done an amazing job in the canteen in the last year, well done.

Fiona could do with a bit more parental support, so if you could spare a day or two to help it would certainly be appreciated.

Governing Council is a fantastic way of having some input into your child's school environment - I strongly encourage anyone who is interested to come along to the AGM in Term 1 2023. There are so many ways you can be involved, whether it be on the main committee or one of the sub committees - Buildings and Grounds, Finance, Ag, Canteen, etc. Thank you to the current GC committee for your support and to everyone else who has contributed. This will be my last year as Chairperson, and I thank you for your support over the past 3 years

Well done to Team NHS on another great year.

Andrew Shepherd

Naracoorte High School Governing Council Chairperson

Quality improvement planning

3% below our 2022 target, which equates to 2 students shy of achieving our goal at Year 7 and 3 students shy at Year 9. Within the context of 13 and 10 students close to SEA at Year 7 and 9 respectively it is foreseeable that with focused attention to this cohort we are on track to achieving our targets in 2023.

The higher bands retention of 33% (NAPLAN), which equates to 8 students, is significantly below our target of 80%. Further work is needed to identify and track our higher bands students to maintain their progress. It is important to note that both year 7 and year 9 cohorts did not do NAPLAN in 2020 due to COVID and this may have some bearing on the retention rate given the higher bands data is not from the preceding test.

Further to this, our PAT progress identifies 13% below the target at Year 7, which equates to 12 students shy of achieving our goal. These 12 students are just below the standard for educational achievement with 5 achieving a scale score of 119.8 and a further 7 achieving 118.3 and with focussed support we can foreseeably be on track to achieving our target in 2023.

Within the context of Year 8 and 9 we have achieved our PAT progress targets for 2022. It is foreseeable that we will continue an upward trajectory and remain on track for 2023. At year 8 two students are just below SEA (achieving a scale score of 119.80) and three more recording a scale score of 118. At year 9 five students achieved a scale score of 125.1

In evaluating our progress in 2022 we will continue work toward our first goal: To increase the number of students achieving SEA, and retain higher bands, in NAPLAN Reading between assessments year 7 to year 9. Will will strengthen this work by focusing on the challenges of practice as follows:

- If we develop all teachers' ability to identify comprehension skills for improvement they will prepare core texts for each new topic in their subject with the intention of building students' understanding of the language as well as knowledge of the content.

- If we strengthen teacher's ability to design before, during and after reading activities with a particular focus on 'close reading' as a during reading activity our teachers will support their students to improve their reading comprehension and competence in reading academic texts.

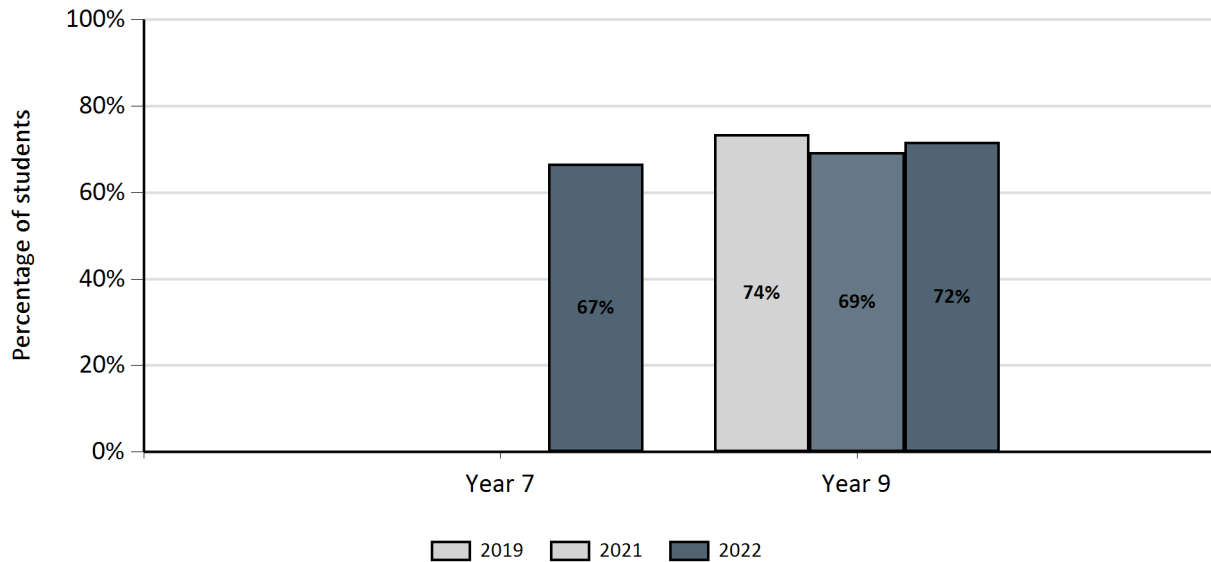
In addition the staff team agree to setting as second goal as follows: Retain and increase the number of students achieving A and B Grades in SACE. This will be framed through the challenge of practice: If we implement agreed High Impact Strategies (Differentiation, Explicit Teaching and Feedback) with a focus on assessment, quality data analysis and collaborative learning design, then we will increase the number of students achieving in the higher bands (A and B) in SACE.

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

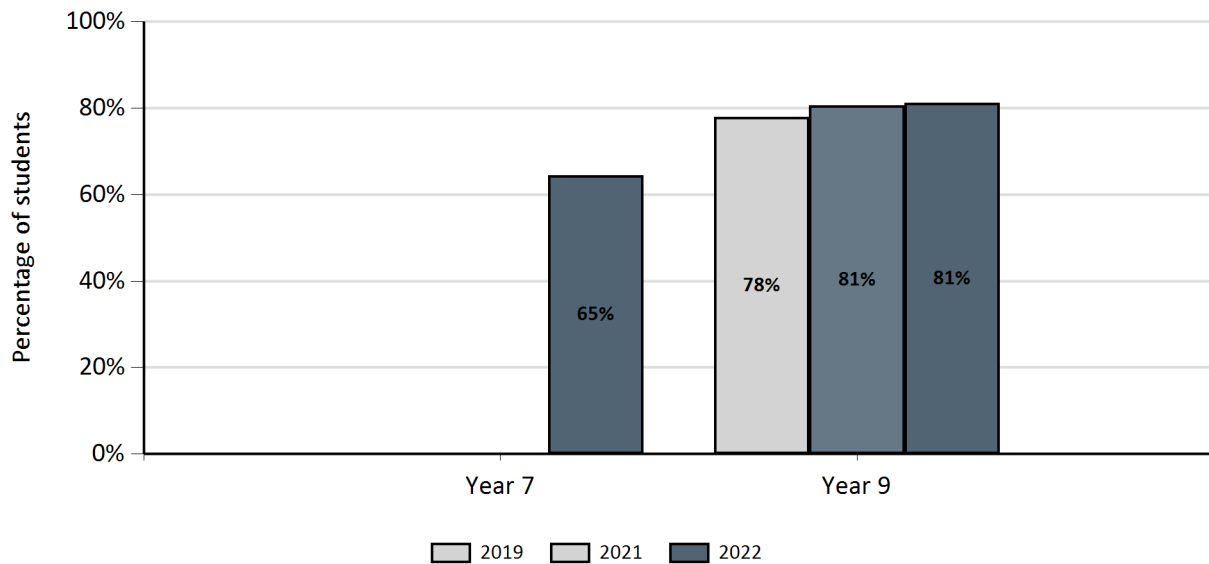


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 07 2022	93	93	11	19	12%	20%
Year 07 2021-2022 Average	93.0	93.0	11.0	19.0	12%	20%
Year 09 2022	85	85	11	12	13%	14%
Year 09 2021-2022 Average	86.5	86.5	10.5	16.0	12%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

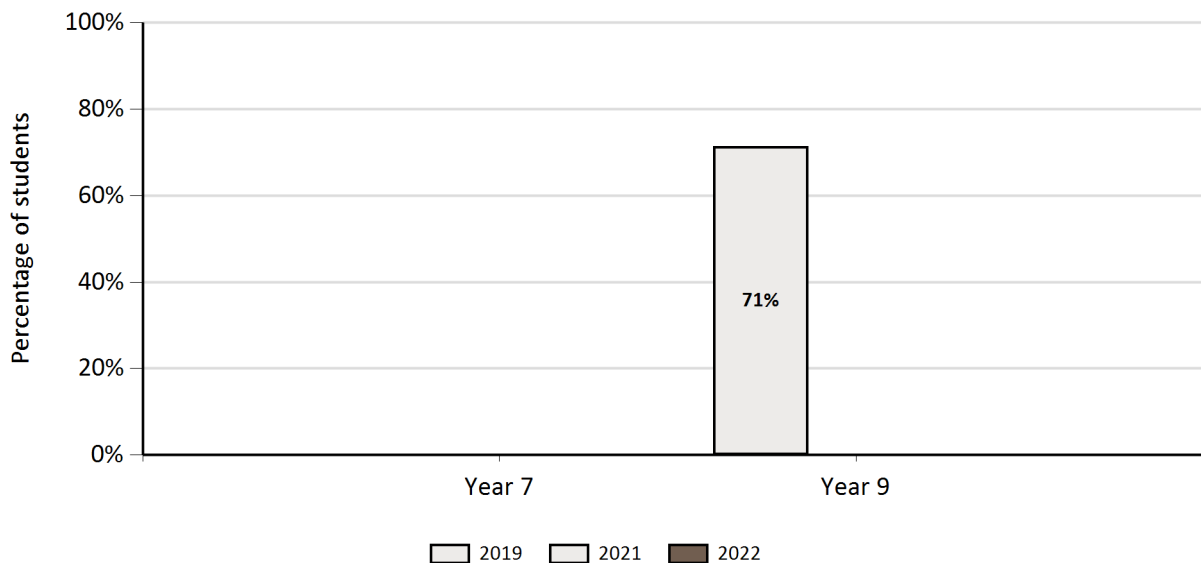
[^]includes absent and withdrawn students.

*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



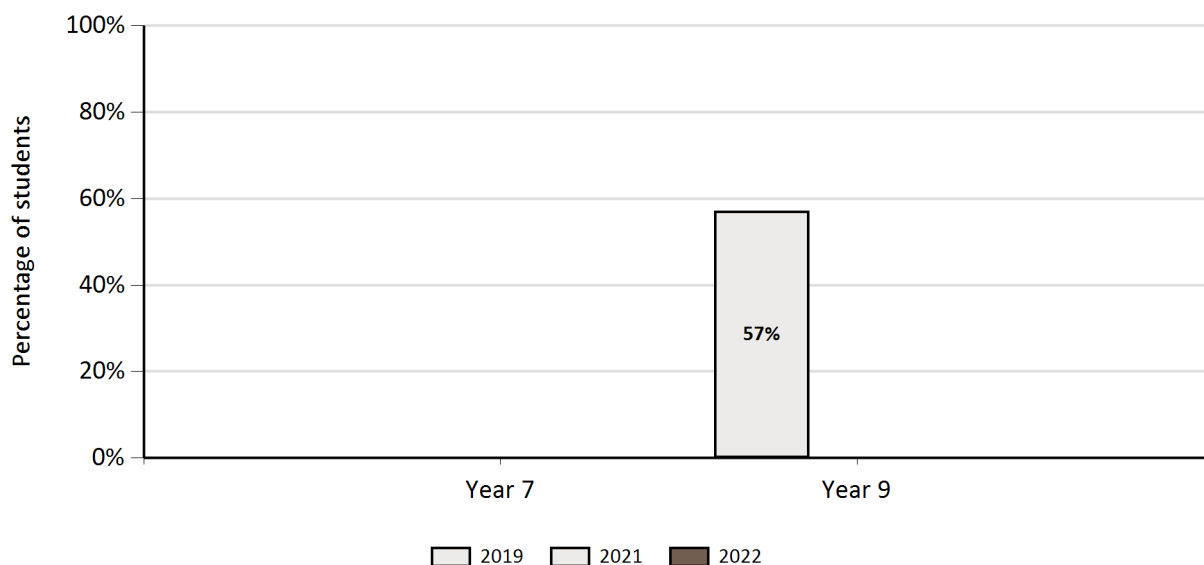
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Data Informed Planning

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

100% of staff attended Differentiation and Mind Frames workshops facilitated by Student Support Services in week 10, Term 2 2022 resulting in increased teacher confidence in imbedding strategies. Clarity about curriculum and differentiation planning templates provided to all staff to support planning for differentiation in terms 3 and 4 2022 In term 3 2022 100% of teachers have chosen one subject area to use the Know Understand and Do template as the starting point to plan a unit. Teachers collected student impact evidence (work samples) relating to the unit of work that demonstrated learning for 3 students in their class (one at, below and above SEA). This data/information was shared at the SFD in week 3 term 4 2022
 Established protocols for screening and targeted intervention using existing data (RMF, PAT-R, PAT-M, MacqLit).
 Established intervention programs (literacy and social-emotional development). Established process for internal controls regarding additional support.

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

Baseline observation data collected in 10 classrooms across the site in terms 1 and 2 2022. These indicated good articulation of learning intentions, activation of prior knowledge, use of metacognitive strategies and problem solving, and highlighting of technical language or unknown vocabulary. What was identified in some of the observations was the need to differentiate task design to engage all learners at their various entry points to the AC.
 As at week 3 term 4 2022 76% (26 out of 36) of staff had a unit of work written up using KUDs and the agreed template for their learning area or DfE unit.
 ASETO and AET provided support to teachers re LEAP levels and curriculum specific resources (to align with appropriate text selection).

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	98%	99%	96%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2019	2020	2021	2022
A+	1%	3%	2%	0%
A	7%	14%	9%	5%
A-	10%	13%	11%	9%
B+	13%	9%	9%	12%
B	10%	18%	5%	10%
B-	12%	12%	16%	14%
C+	14%	13%	17%	20%
C	26%	10%	27%	20%
C-	6%	5%	4%	5%
D+	0%	0%	1%	2%
D	0%	1%	0%	1%
D-	0%	1%	0%	1%
E+	0%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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

2019	2020	2021	2022
98%	97%	99%	95%

Data Source: SACE Schools Data reports, extracted February 2022

*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	34%	5%	5%	18%
Percentage of year 12 students undertaking vocational training or trade training	70%	67%	62%	39%

2022	2021
95%	100%
27%	39%

School performance comment

STAGE 2

27 A grades were achieved by the cohort across 12 different subjects at Stage 2, including 50% of the cohort achieving within the A grade band for Creative Arts and Physical Education respectively, 4 students achieved A's for Information Processing and Publishing, with 3 for Research Project B. 30% of SACE completers utilised VET studies toward their SACE. The 2022 SACE cohort saw 61% achieving an ATAR. A small number of students will continue their SACE studies into 2023 as they continue with their school-based apprenticeships.

YEAR 7

NAPLAN (9 students, 1 absent, 1 withdrawn).

67% of Year 7 students (62 out of 93) achieved SEA as measured by NAPLAN Reading, with a further 14% (13) close to SEA.

41% (11) maintained higher bands achievement.

11.8% (11) demonstrating higher bands achievement, with 12.9% (12) close to higher bands.

Progress: 30.8% (24) decreased; 55.1% (43) maintained; 14.1% (11) increased.

PAT (91 students).

57% of year 7 students (52 out of 91) achieved SEA as measured by PAT-r Comprehension with a scale score of 120 or above. A further 5.49% (5) achieved a scale score of 119.8, with a further 7.69% (7) achieving a scale score of 118.3

YEAR 8

PAT (74 students).

85% of year 8 students (63 out of 74) achieved SEA as measured by PATr Comprehension with a scale score of 121 or above.

YEAR 9

NAPLAN (85 students, 3 absent)

71.8% (61 out of 85) of Year 9 achieved SEA as measured by NAPLAN Reading, with a further 11.8% (10) close to SEA; whilst 33% (8) maintained higher bands achievement.

12.9%(11) of Year 9 demonstrating higher bands achievement, with 10.6% (9) close to higher bands.

Progress: 32.9% (25) decreased; 56.6% (43) maintained; 10.5% (8) increased.

PAT (81 students)

81% of year 9 students (61 out of 75) achieved SEA as measured by PATr Comprehension with a scale score 126 or above.

Baseline observation data collected in 10 classrooms across the site in terms 1 and 2 2022 indicated good articulation of learning intentions, activation of prior knowledge, use of metacognitive strategies and problem solving, and highlighting of technical language or unknown vocabulary. What was identified in some of the observations was the need to differentiate task design to engage all learners at their various entry points to the Australian Curriculum.

100% of teachers and classroom support SSOs completed professional development re identifying and preparing core texts (Pearson & Gallagher 1983; Fisher and Frey 2013) and BDA strategies. Faculties began using Reading Comprehension BDA Strategies to support learning design in terms 2 and 3. The Arts Faculty completed an audit of literacy texts that students are exposed to within The Arts and what learning looks like in each classroom 7 -12.

Classroom displays including anchor charts and word walls have been implemented in Science with student glossaries being used across Year 7-10 and evidenced in student workbooks.

Attendance

Year level	2019	2020	2021	2022
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	90.0%
Year 8	90.4%	90.9%	90.4%	88.4%
Year 9	91.7%	87.4%	91.4%	85.1%
Year 10	88.1%	88.5%	87.8%	86.2%
Year 11	86.3%	85.8%	84.8%	75.9%
Year 12	88.8%	88.0%	87.6%	87.5%
Total	89.1%	88.4%	88.8%	85.9%

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

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

Attendance comment

Co-morbidity issues for vulnerable families have an impact for our habitual non-attenders. With limited to no supports available beyond the school to address the underlying causes our Youth worker undertook family engagement, working intensively with local agencies and service providers to combat the issues that result in low attendance for our chronic absentees. Attendance improvement plans are now developed with families to address chronic absenteeism and all of these cases are referred to Truancy and/or child protection due to the nature of the concerns surrounding poor attendance at school. The school will engage the buy-in-service of an AHP2 Social Worker in 2023 to strengthen our work in this space.

Behaviour support comment

To enhance the capacity of staff to effectively respond to the needs of children and young people who have experienced abuse and trauma, within the context of an increasing number of affected students, all staff completed the Strategies for Managing Abuse Related Trauma online training course delivered by the Australian Childhood Foundation, In response to increasing complexity associated with changing demographics and the transition of Year 7s to high school all staff undertook professional development in Restorative Practices. This lays the foundations for a whole school approach to behaviour support.

Parent opinion survey summary

The survey indicates that families feel education at school is important to their young person's future and feel equipped to help their young person plan what they will do after school. An area for future development relates to learning at school. Specifically useful discussions with the school about young people's learning and addressing their needs. A range of comments received call for a review of the reporting processes with respect to the assessment and reporting cycle. This will inform piece of work in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	13.8%
NS - LEFT SA FOR NSW	1	1.7%
PE - PAID EMPLOYMENT IN SA	16	27.6%
QL - LEFT SA FOR QLD	2	3.4%
SM - SEEKING EMPLOYMENT IN SA	13	22.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	22.4%
U - UNKNOWN	1	1.7%
VI - LEFT SA FOR VIC	3	5.2%
WA - LEFT SA FOR WA	1	1.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The Working with Children Check is required for volunteers (Including parent volunteers who are working with young people who are not their own) and all employees.

A copy of the child related employment screening is kept on site and the site register is maintained by the Business Manager.

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	52
Post Graduate Qualifications	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	1.0	28.2	1.0	14.2
Persons	1	32	1	23

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$5,000
Parent Contributions	\$285,523
Fund Raising	\$0
Other	\$6,552,760

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

2022 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 2022 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	At the end of term 1 teachers referred the names of students to the School Improvement Team for further screening (i.e. SDQs, MacqLit and Boxall). 120 students identified and provided with interventions/adjustments as part of this process . 20 students identified for wave 2 intervention. 3 MacqLit sessions per week - testing in May, July and September.	80% (16/20) have demonstrated growth. 20% (4/20) are not making sufficient progress and have been referred for further investigation toward personalised supports.
	Improved outcomes for students with an additional language or dialect	EALD teacher assessed students using the LEAP level assessment and then used this to inform personalised planning. EALD teacher provided support to teachers re LEAP levels and curriculum specific resources (to align with appropriate text selection).	EALD student reporting a LEAP level of 10 or below were provided Intensive English Language support within a targeted program in Semester 2 facilitated by the EALD Teacher.
	Inclusive Education Support Program	Whole staff professional development was completed in Specific Learning Disorders and Understanding Learning Difficulties. The following resources and tools were shared: Understanding Learning Difficulties in the Classroom; Other developmental disorders that can impact on learning; Dr Louisa Moats – Teaching Reading is Rocket Science, Knowledge of Language structure and Examples of Application to Teaching; Memory mates – a classroom-based intervention to improve attention and working memory in primary-aged students; Letter-sound test response sheet; Phonological & Phonemic Awareness Screener & Formative Assessment.	Inclusive Education Support Funding provided personalised supports and learning programs focused on skill building in line with the goals and adjustments articulated with individual students' One Plans. Individual progress has been achieved and student goals have been reviewed to support the next step in each students' development.
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 Program Assistance Scheme funding was used to employ a SSO for 3x80 minute sessions per week in term 3 for our 4 year 12 students to help with their externally moderated pieces focusing on literacy . Rural and isolated funding assisted students to engage with learning opportunities beyond the township by supporting travel to Adelaide for Visual Arts, Pathways and Engineering. STEM, Agriculture, Mathematics and Science opportunities were accessed across the region in neighboring communities.	3 out of 4 Aboriginal students gained their SACE at the end of 2022. 1 is continuing his Certificate 3 to complete mid-year and then gain SACE . 1 student gained an ATAR. Our Engineering Team progressed to the state competition.
Program funding for all students	Australian Curriculum	Collaborative moderation of student work samples against the achievement standard designed to improve teacher knowledge and expertise.	Consistency of teacher judgment.
	Aboriginal languages programs Initiatives	N/A	N/A

Other discretionary funding	Better schools funding	100% of teachers completed professional learning with Mandy Nayton, Chief Executive Officer of Dyslexia SPELD Foundation WA. The online course "Reading comprehension - essential steps before, during and after text reading" details the essential components of effective reading comprehension instruction. In addition staff completed the "Reading brain and implications for explicit teaching" online course with Dr Maryanne Wolf to gain a new understanding of reading development in typical and diverse learners.	100% of Science teachers in the middle school are accessing DfE units of work to contextualise and sequence existing learning programs, identifying core texts within the SHE (Science as a Human Endeavour) task at Year 7 and to inform planning for 2023. 100% Science teachers teaching agreed core texts within the SHE task at Year 8, 9 & 10. 100% HPE teachers teaching agreed core texts using BDA strategies as evidenced in teacher planning documentation. 100% of faculties engaged with exemplars of agreements and statements of practice re: literacy agreements and provided feedback toward development of a draft.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A