Penola High School

2022 annual report to the community

Penola High School Number: 931

Partnership: South East Coast & Vines

	Signature
School principal:	Mr Steve Carli-Seebohm
Governing council chair:	Tamara Ploenges
Date of endorsement:	**17 March 2023**

Government of South Australia

Department for Education

Context and highlights

Penola High School is 400kms South East of Adelaide and 50kms North of Mount Gambier. It was established in 1962. Students are drawn from a radius of approximately 25kms from the school (60% of our students travel by bus.) The Year 7 and 8 intakes of 19 and 21 respectively, was drawn from Penola, Nangwarry and Kalangadoo primary schools in the normal catchment area.

Approximately 43% of the students are in receipt of School Card. Penola High School is a Category 4 Index of Disadvantage site, with an enrolment of 101 students at the end of 2022. The 2022 enrolment included: 7 with a recognised learning disability and 5 Aboriginal students.

Even though it began with a hybrid model of learning, Penola High School had many highlights through student success and participation in 2022. We welcomed the inaugural Year 7 cohort to secondary schooling, coinciding with the annual Athletics Carnival, where students showed great commitment and sportsmanship, engaging the new younger cohort. 2022 saw the continuation of the Boys Program, and the introduction of a Girls Program. These programs encourage students to improve decision-making, work as a team and use initiative.

Our newly appointed leadership group of Middle School Ambassadors was formed. The small group of students looked at how to maintain positive wellbeing for the middle school students through lunchtime activities, special days to celebrate and ways to improve areas around the school.

Students were able to welcome back extra-curricula events, being visits from organisations such as the Road Awareness program and P.A.R.T.Y, where students were given advice on how to make better informed decisions when it came to road safety. Students also took their learning off-site. The Year 9-10 Agriculture students attended a Crop Science Investigators field day which provided them with experiences related to technology advances in Agriculture, with a focus on providing increased food production. The Year 10 students joined in a regional Hospitality Immersion Day where they gained hands on experiences and learnt what happens behind the scenes at some of the local wineries.

Penola High School students continued to participate in a wide range of sporting events and are known for their sportsmanship and leadership. Our Year 9/10 Touch Football team was particularly successful and achieved a place in the state finals, with other sports such as Soccer, Netball, Lawn Bowls and Football also having involved our students. During Term 4, students from Year 10 participated in the Youth Opportunities Personal Learning Program, strengthening their confidence and resilience. Conducted through face-to-face workshops, 15 students graduated from the program.

Penola High School students were once again, able to participate in the Tumbelin Adventure Therapy Program, designed to support and enhance young people's learning experiences by addressing their wellbeing and resilience. Academic achievement, particularly in SACE, was a significant, with 100% of the Year 12 cohort attaining their SACE certificate.

Funding saw the completion and opening of the new Middle School area, parents and community members touring the facilities, whilst students shared their learning.

Governing council report

The Governing Council at Penola High school provides an opportunity for parents, caregivers, and community members to work with the school principal and their team to set and monitor the direction of the school.

What a ride this year has been. The passing of Mr Matthews, many disruptions, and anxiety caused by COVID. The school worked through hybrid learning models, online learning options and minimal visitor's onsite due to restrictions. There have also been numerous staff changes, farewelling Lesley and welcoming Steve; but despite the rocky start, the staff, students and community have been flexible, supportive and resilient.

Firstly, I wish to publically acknowledge Lesley who decided to retire at the end of Term 3. Her vision was to make sure Penola High School was heard, and to build a culture that supported positive relationships. Lesley began her time at Penola High School with a strong media presence which allowed the school to be showcased to a wider community. Lesley continued the great work of Ngaire and worked extremely hard with the Governing Council to make sure the right people were made aware of the potential our school had if we were to receive funding. Lesley should be commended for her passion and commitment. Whilst we were sad to see Lesley go, we welcomed Steve.

Steve hit the ground running, and like many who join the family at Penola High School, he instantly felt welcomed. Like the two previous principals, Steve has the same goals - raising student voice, embracing the new school values and strengthening relationships. All this whilst also ensuring our schools academic success growth reflects the research that says, when students feel a sense of belonging at school, they have positive relationships, value learning and engage with their school environment. From a chairperson's perspective, I am looking forward to the Principal's panel in 2023 and finding a principal who will hopefully be here for a long time not a short time.

This year we welcomed the Year 7 students to high school. I am sure there were many hiccups along the way, but myself a parent of a Year 7 student, felt that our children were treated with much respect, listened to, and supported, considering their transition to teenagers as well as high school.

Students at Penola High School have participated in many great activities including sporting events, arts programs, Tumbelin and Youth Opportunities. We also offered a number of extracurricular subjects such as Agriculture, Hospitality and Pathways to Construction. Staff members went above and beyond their roles to ensure students could participate in the extra curricula activities, continually showcasing their efforts.

I would like to congratulate all Year 12 students for their dedication and commitment to their learning throughout the year. I hope your time at Penola High School has been rewarding. You all looked great at your graduation. Thank you also to student leaders, Georgia and Logan, who have supported their peers by being their voice. The SRC worked hard all year and should be very proud of their accomplishments.

The most exciting project of 2020 was the imminent commencement of our redevelopment of classrooms into a Middle Schooling space. These works were due to commence in April 2021, and it was hoped that the Year 8 and 9 students would be using the space in Semester 2 2021. However, due to circumstances out of our control these dates were pushed back by 12 months. I was lucky enough to attend the grand opening in early November this year to see the new space. It was great to see past Principal Mr Peter Muller officially open the space. He spoke so fondly of his time at Penola High School, and there is something so special about him and his lovely wife, Margaret Mullers' continued involvement in the school. I wish to also acknowledge the front entrance upgrade, the library progress and all other little projects around the grounds.

I would like to say a farewell to all the staff leaving at the end of 2022. I hope you have enjoyed your time at Penola. I wish to express my gratitude to all staff at Penola High School, in what was another difficult year for many reasons. Our children are very lucky to have such compassionate and supportive people in the corner, just nudging them slightly in the right direction. These staff members help them become the better version of themselves - we as parents can only dream for.

Finally, thank you to the members of the Governing Council: Megan McGuinness, Teresa Stewart, Belinda Sanders, Matthew Phillips, Bridgette Cutchie, Stacey Marlow, Sue Bell, Anne Johnson, Charmaine as well as Vicki McDonald-Burgess who makes our job as easy as possible. I want to say thank you to you all. Your efforts are invaluable! I encourage retiring members to consider re-nominating and I welcome any parents who are interested in contributing to the school community to consider nominating for 2023. It certainly is a rewarding experience!

Quality improvement planning

In 2022 the improvement goals were set to focus on Literacy and Numeracy, with the 3 ESR goals being around connection to school priorities; agreements of pedagogical practice; and authentic student agency. There was a number of processes put in place around the SIP goals and staff began working on improvement plans within the Literacy and Numeracy areas of the school. Leadership completed their instructional Leadership professional development with a project directly aligned with Literacy improvement against the SIP.

However, as the year progressed, and the school faced a number of challenges with consistent leadership, interruptions to learning and programing, and staffing issues, progress on the SIP stalled, and eventually halted. The Step 4 and 5 processes around review and implementation did not occur through this period of time.

Literacy improvements still attempted to follow agreements; however, this was inconsistent across the wider school cohort. Numeracy was pursued with some rigor by the math's educators; however, the ambitions of the improvement journey were hampered by the model not being tailored to suit a smaller number of students within our site. Future improvements will take this modification into consideration.

Term 4 brought a change in Principal to the school, which included a review of the SIP in its entirety. Discussions with PC and LET, and engagement with the wider teaching staff. lead to a change in SIP. It was completely rewritten and attempted to refocus on goals with greater emphasis on achievable literacy and Numeracy against student agency, the Australian curriculum units and pedagogical practice.

The new SIP now has a goal around Literacy, and a goal around Numeracy, that has a focus on teachers negotiating with students learning goals, reviewing learning intentions and success criteria, and differentiating the curriculum to suit teaching and learning within each subject and the classroom.

A schedule of specific meetings and targets was generated for teaching staff to use as a map for checking progress against the SIP for 2023, as well as being able to have dedicated time to access the professional development through Corwin around success criteria and learning intentions.

Data collection and analysis will continue to play a major part of pedagogical practice within the SIP, as staff have been given time through meetings, instructed sessions form the Deputy Principal, around how to engage, understand and interpret NAPLAN and PATM/PATR data, and the use of tools such as Power BI.

The 3 ESR goals have also been reviewed and critical analysis of progress against these goals was explored through the ESR that occurred at the start of Term 1. These goals will be rewritten and addressed in the SIP for 2023.

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
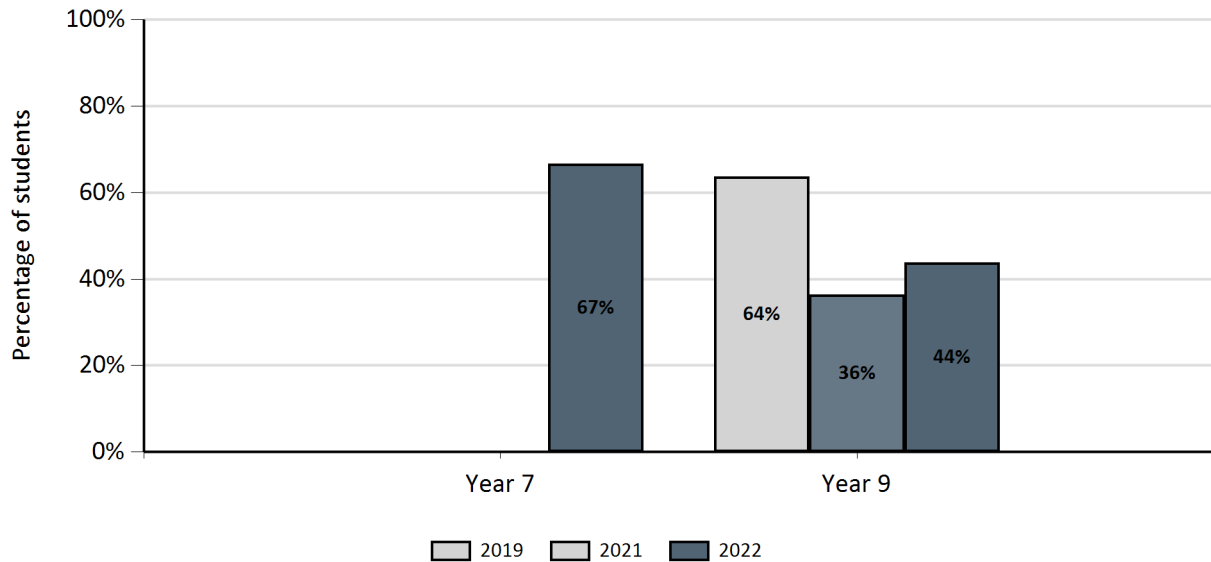
*NOTE: No NAPLAN testing was conducted in 2020.

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.
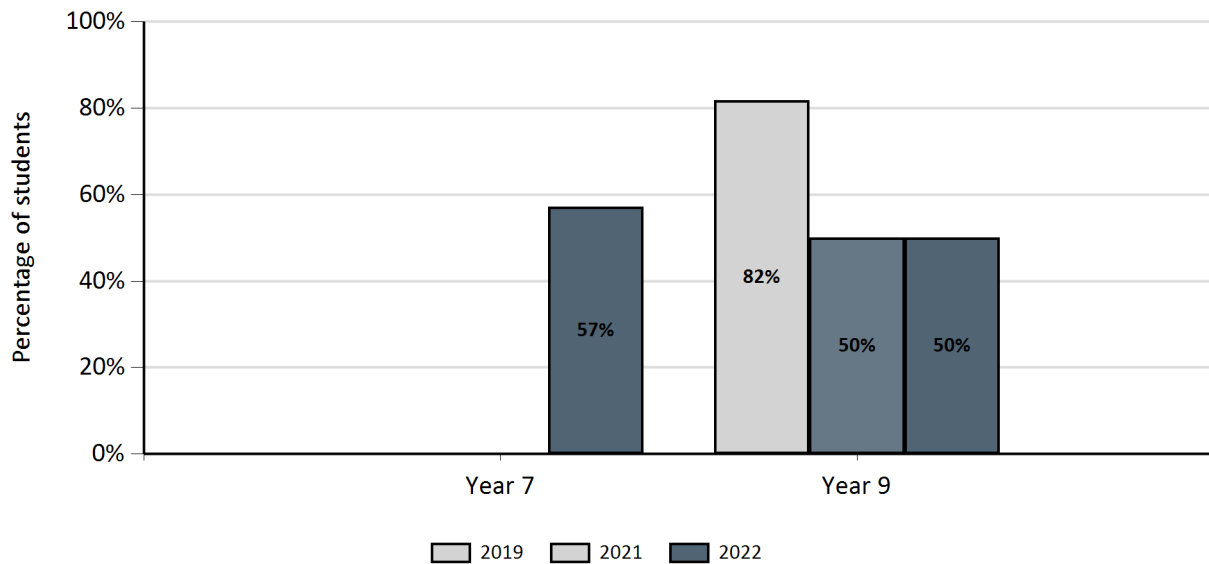
Numeracy

*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	21	21	3	1	14%	5%
Year 07 2021-2022 Average	21.0	21.0	3.0	1.0	14%	5%
Year 09 2022	16	16	0	0	0%	0%
Year 09 2021-2022 Average	19.0	19.0	0.0	0.5	0%	3%

*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.
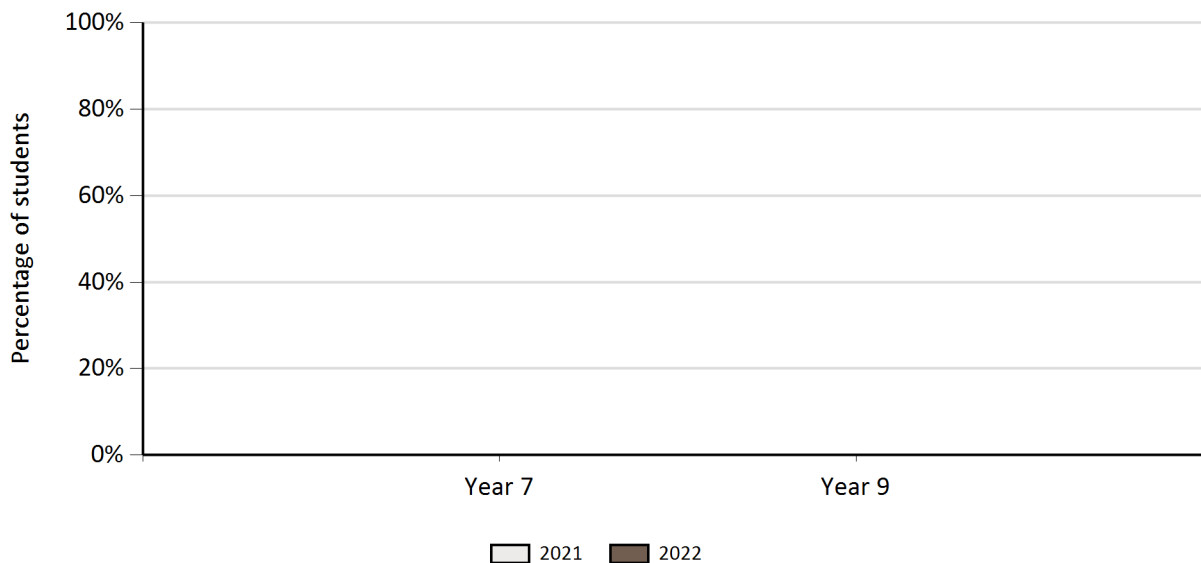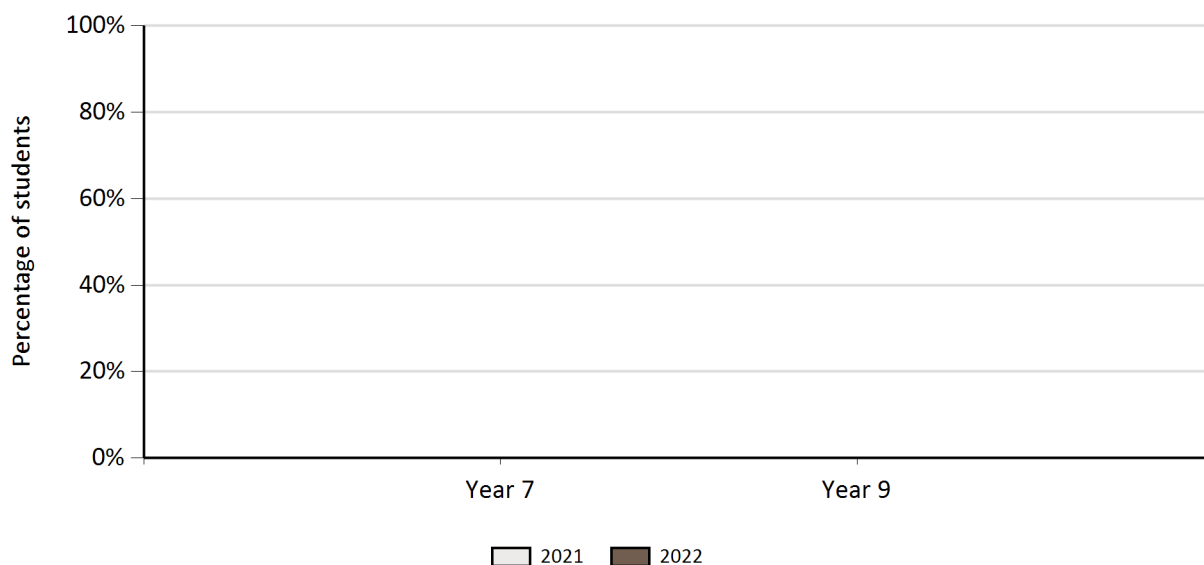Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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 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: Tracking & Monitoring

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

2022 saw the continuation of data tracking and monitoring as a focus for Aboriginal learners. There was an attempt to have set staff individually monitor students, however, this was not completed. Part of the Principal changeover has placed greater emphasis on the need to complete this comprehensively throughout 2023. Partial plans have been completed, however, only 4 of the 7 identified students resemble suitable plans for future initiatives.

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

One of our identified Aboriginal learners successfully achieved the highest ATAR score for the entire Stage 2 cohort, and while offered a possible tertiary education placement has moved into industry with an apprenticeship. Overall results for our Aboriginal learners stayed consistent, with grade results indicating at standard achievement across subjects.

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
95%	96%	100%	100%

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+	2%	0%	0%	0%
A	7%	4%	7%	7%
A-	9%	7%	10%	8%
B+	12%	9%	17%	7%
B	12%	15%	20%	13%
B-	16%	7%	10%	15%
C+	4%	26%	15%	13%
C	23%	22%	10%	24%
C-	11%	7%	12%	13%
D	5%	0%	0%	0%
D-	0%	2%	0%	0%
E+	0%	2%	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
91%	88%	90%	99%

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	80%	80%	90%	87%
Percentage of year 12 students undertaking vocational training or trade training	35%	20%	24%	42%

2021	2022
100%	100%
20%	12%

School performance comment

Penola's performance score has remained static at 0.42 for the past 4 years. There was decline in our NAPLAN scores in 2022. There was 0% growth in the High Band Achievement. This same result was reflected in Reading. There has also been a drop in Numeracy to a flat 50% for the last two years, and High Achievement in this area remains low at 5%, or even below that from the last 4 years. 0% was the result in this space for 2022. NAPLAN writing achievement has remained low with SEA of 32%, and High Band again at 0%. Writing retention continues to be recorded as low.

SACE completion was at 100% in 2022, with a range of students achieving ATAR scores relevant to their career and future pathways.

When analyzing the grade data across Years 7 to 10, there is several points of interest to consider. In 2022, out of all grades given in these year levels, the following percentages of student assessments and grades per subject are: Year 7 - 57%; Year 8 - 67%; Year 9 - 56%; and Year 10 72%. Of those being considered high achievement (with all A grades given across all subjects in years 7 to 10) the results are not high: Year 7 - 5.5%; Year 8 - 8.4%; Year 9 - 1.7%; and Year 10 - 7.2%. A counterbalance to this result, however, is that all grades given across all subjects and year levels below a C level was only 5%.

The SIP focus moving forward into 2023 is around student goals, learning intentions, success criteria and differentiated learning, which will see learning strategies embedded in the classrooms to address student achievement in subject areas.

School data reflects that at our junior levels there is limited improvement, however, when entering the senior years and undertaking SACE there is improvement and success in regard to completion and overall results. This indicates students are finding their pathways through to completing schooling at Penola.

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	N/A	N/A
Year 1	N/A	N/A	N/A	N/A
Year 2	N/A	N/A	N/A	N/A
Year 3	N/A	N/A	N/A	N/A
Year 4	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A
Year 6	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	86.0%
Year 8	89.8%	84.4%	85.8%	85.7%
Year 9	93.7%	85.5%	81.0%	78.6%
Year 10	85.0%	90.2%	86.5%	79.8%
Year 11	88.3%	77.8%	92.9%	67.0%
Year 12	89.1%	82.5%	80.9%	91.8%
Secondary Other	N/A	N/A	100.0%	N/A
Total	89.4%	84.6%	85.6%	81.8%

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

Attendance comment

Attendance was recorded at 81.5% across the year of 2022. Individual year levels were as follows: Year 7 - 85.3%; Year 8 at 86.4%; Year 9 - 81.1%; Year 10 - 68% and Stage 1 and 2 at 82.7%.
Policies around attendance improvement, teacher follow up and contact with families have been implemented; adjustments to the schools messaging system sending parents messages earlier about non-attendance; and designation of attendance data and follow up sitting with one leadership role and responsibility.

Behaviour support comment

Total behavior reports from teaching and support staff on the student management system totaled 722. These reports reflect low to medium levels of behavior concerns including classroom disruptions, non-compliance and other negative student behaviors.
Across the year, 11 suspensions were used as a consequence for higher level behaviors.
A change in school Principal in Term 4 brought higher levels of expectations and a reset of acceptable behaviors and a review of student management systems. This will result in a higher record of consequences for behavior due to resetting expectations with students in 2023. Longer term projections are a reduction in negative behavior reporting. A switch to a positive focus and reporting on positive behaviors as part of a school wide positive behavior system will collect data to use alongside negative behavior reporting.

Parent opinion survey summary

The Parent Engagement survey was not undertaken in 2022.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	20.0%
PE - PAID EMPLOYMENT IN SA	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	60.0%
VI - LEFT SA FOR VIC	2	10.0%

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

Penola High School has a comprehensive system in place to ensure every staff member and volunteer on site has a relevant history screen prior to commencing work at the site. The school has a Volunteer Policy. Screening records are maintained through the EMS records as well as HRS and site files for employees, volunteers, contractors and Governing Council members. The shared user agreement with the Penola Men's Shed continues, with appropriate screening occurring for every member in order to gain membership. Our new Mentor program which utilizes volunteers as mentors from the wider Penola community all go through a process prior to being involved actively in the program.

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	22
Post Graduate Qualifications	6

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	11.7	0.0	6.3
Persons	1	13	0	8

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

Financial statement

Funding Source	Amount
Grants: State	$2,798,938
Grants: Commonwealth	$1,000
Parent Contributions	$59,661
Fund Raising	$1,000
Other	$68,665

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	Continued access of the PCW program. Use of SSO 3 in case management. Targeted group sessions for students to address social and emotional needs as part of the well-being strategy	Behaviour support and safety plans developed and implemented for students. Group agreements achieved through students completing work to build social skills and resilience.
	Improved outcomes for students with an additional language or dialect	Additional support provided in learning, adjustments of learning plans	Subject completion and success at Stage 1 and 2 levels for students with adjustments.
	Inclusive Education Support Program	Teachers working on adjustments and differentiated curriculum and tasks for students with additional needs and learning supports Flexible learning options created depending on student needs and future pathway plans.	Higher attendance in senior year levels. Support with attendance and behavior concerns, and access to learning outcomes.
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	SSO support utilized to assist identified students against time allocation and funding. Working with teachers to implement learning adjustments and plans as required. WREN network accessed and student support provided when utilizing this service. Online learning options and Online education utilized as needed.	Improved attendance and access to learning programs for students. Improved results and completion of subjects relevant to learning pathways
Program funding for all students	Australian Curriculum	PFD utilized for professional learning around pedagogies, high impact teaching strategies and teaching and learning processes to improve overall teaching approaches and practice. Continued work with networks in other sites and teacher collegiality across the portfolio and partnerships.	Continued teacher learning and understanding of their skills and craft as educators with contemporary evidence based best practice modes of teaching.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Continued use of funding to improve teaching capacity and student support within the site. Programs that support teacher development in pedagogy and high impact teaching strategies to improve student results.	Programs developed for Literacy and Numeracy development, alongside progressions for SIP and access to pedagogical support. Teachers developing greater understanding of data, accessing data, and utilization of data effectively.
	Specialist school reporting (as required)	NA	NA

	Improved outcomes for gifted students	NA	NA