



# Parafield Gardens High School

## 2022 annual report to the community

Parafield Gardens High School Number: 1137

Partnership: Hollywood Lakes & Gardens

### Signature

School principal:

Ms Kirstin Amos

Governing council chair:

Kylie Grenfell

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Parafield Gardens High School catered for year 7-12 students in 2022 while providing an extensive transition program for 220 Year 6 students moving to High School. It is situated 16kms from the Adelaide CBD. The enrolment in 2022 was 1226. Enrolment has risen steadily from 900 over the last few years. The local education partnership is Hollywood Lakes and Gardens. The school has an ICSEA score of 923, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage. The school population includes 7% Aboriginal students, 23.5% students with disabilities, 45% students with English as an additional language or dialect (EALD) background, 1.5% children/young people in care. 11% enrolled in VET and 41.65% of students eligible for School Card assistance.

2022 has been unique for all Secondary Schools as the inaugural year of Year 7s being a part of High School and we are very proud of the students and our staff for the achievements of 2022.

Another First for 2022 is being trusted with 2 District Special Classes. We are privileged to have the opportunity to include 24 young people with diverse needs and talents in our community. These 24 young people engage actively in all school activities and can be proud of the progress they have made in their learning over the year and our community is much richer for their inclusion.

Building on from 2021, 2022 focussed on growing our Learning Culture – encouraging our students to take control and responsibility for their learning behaviours.

To support this we started by naming our Learning Communities. Students voted to use Kurna names after seeking permission from Kurna Elders, names were taken and students are beginning to associate with each Learning Community.

As part of this work staff are listening to students about HOW they learn best and we now have an agreement about HOW we teach - a Pedagogy agreement that we are all aligning with, which students are appreciating.

Our first Site Improvement Goal is around reading improvement – we all know that the easier reading is for you, the easier life becomes – whether its filling in a job application on line, studying at University, completing Trade School modules or reading a playlist, decoding language and making sense of words, graphs and other texts is important to be successful in any chosen pathway

This is why we have focused on the explicit teaching of reading across all subjects and all year levels. 86% of students in our targeted reading program improved their reading age significantly in just 8 months. While this is only one indicator of success, it is indicative of success across all subjects and all year levels.

Mathematics is also a learning focus for us with the Maths faculty concentrating on how to teach Maths to students of varying levels of skill in the one class.

We are providing:

- Multiple entry and exit points to cater for a range of learning abilities
- Teaching Mathematical vocabulary explicitly
- Using hands on activities to make the learning real

We will continue with this work in 2023 and hope to inspire even more young people to love Mathematics and language while taking charge of a responsibility for their learning.

## Governing council report

The work of Governing Council in 2022 was focused on supporting the school to move forward with major initiatives as follows:

Years 7s into High School

Policy –Positive Behaviour for Learning (Restorative Focus), and adding items to the Uniform Policy

Canteen – Rory's won the tender process and has won a contract for 3 years. Governing Council monitors service and provides feedback as it comes to light.

Build Culture of Mutual Respect, Achievement and Determination through open and transparent communication

As a result the school implemented many initiatives over the year to build a culture of Learning and open communication with the parent community while promoting caring and positive relationships, supporting the achievement of academic excellence and providing pathways to success for all students.

Governing Council has some great ideas that are becoming more possible now that COVID restrictions have been relaxed such as:

- Student led "Hand, Heart and Mind" evening where students get to show their families something they have made, something that they are passionate about and something they have enjoyed learning
- Looking at communication apps such as See Saw for Middle Years
- Running more Face to Face information sessions to help families understand the DayMap and Google classroom systems
- School fete
- Swimming Carnival
- Working bee

# Quality improvement planning

## 2022 target data

PGHS met 3 2022 targets completely while achieving partial success in many and making significant progress with all. On reflection, the targets set were not achievable as the data they were founded upon was ambiguous. As a result, we have chosen to change our targets for 2023 and we will use student data from Week 2 census which will allow more accurate targets and monitoring throughout the year.

## NAPLAN

The Year 7 target was 75% SEA and 15%HB. We achieved 53% of students reach SEA and 9% in the high band.

The Year 9 target was 75% SEA and 15%HB. We achieved 34% SEA and 3% HB.

4 out of 7 students just below High Bands in both Year 7 and 9 moved into HB NAPLAN Reading.

## PATR

The Year 7 target was to increase SEA by 17 students (8%) and HB by 8 students (4%). We achieved an increase to SEA by 3 students (2%)

and an increase to HB by 2 students (1%).

The Year 8 target was to Increase SEA by 17 students (8%) and HB students by 8 students (4%). We achieved an increase to SEA by 5 students (3%) and to HB students by 2 students (1%).

## PAT M

The Year 7 target was to increase to SEA by 21students (10%) and to increase HB by 7 students (3%). We achieved an increase to SEA by 4 students (2%).

The Year 8 target was to increase SEA by 22 students (10%) and HB students by 8 students (4%). We achieved an increase to SEA by 4 students (3%) and to HB students by 1 students (1%).

The SIP work has continued to drive improvement across the school at all year levels. All staff engaged in the high impact Before, During and After Reading strategy and many reported improved skill in their students which should transfer to SEA results in 2022.

RAP Reading Acceleration Program.

The literacy support intervention classes resulted in 90% of Year 7s and 83% of Year 8s improving their phonic decoding age and decoding skills, some by up to 8 years

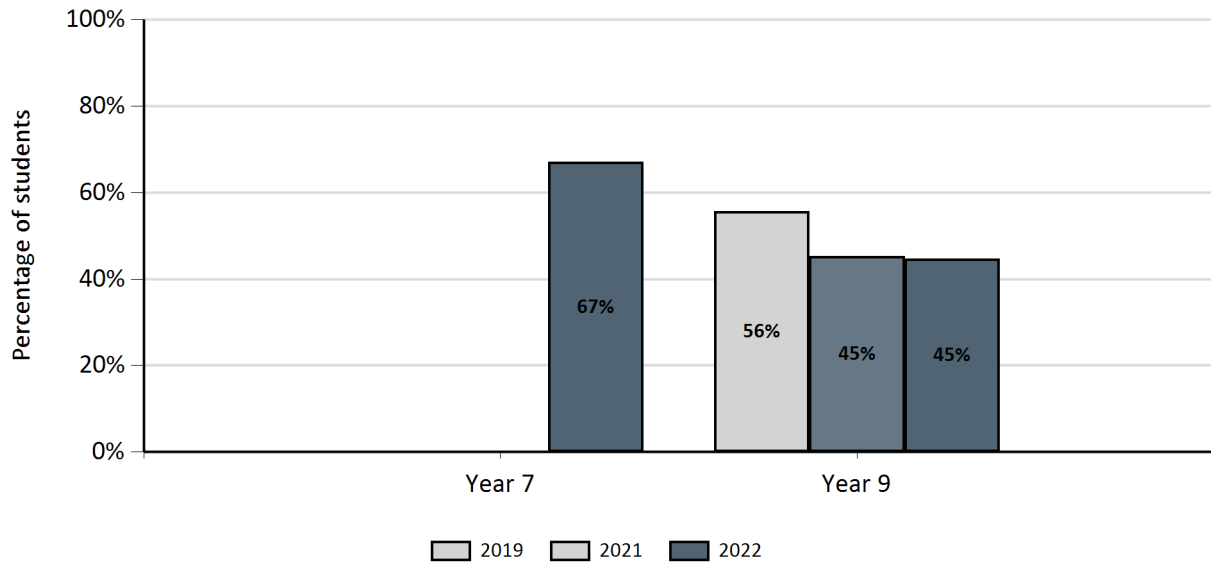
SACE data showed 55 % of grades in the A and B band and a further reduction in grades below C- 97.9% of grades were C- and above. 32% of students completed SACE with VET. Ensuring that the students are on a pathway when they leave PGHS. The number of students eligible for an ATAR increased to 68% which was 82 students. Overall, 3 students received Merits.

# 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

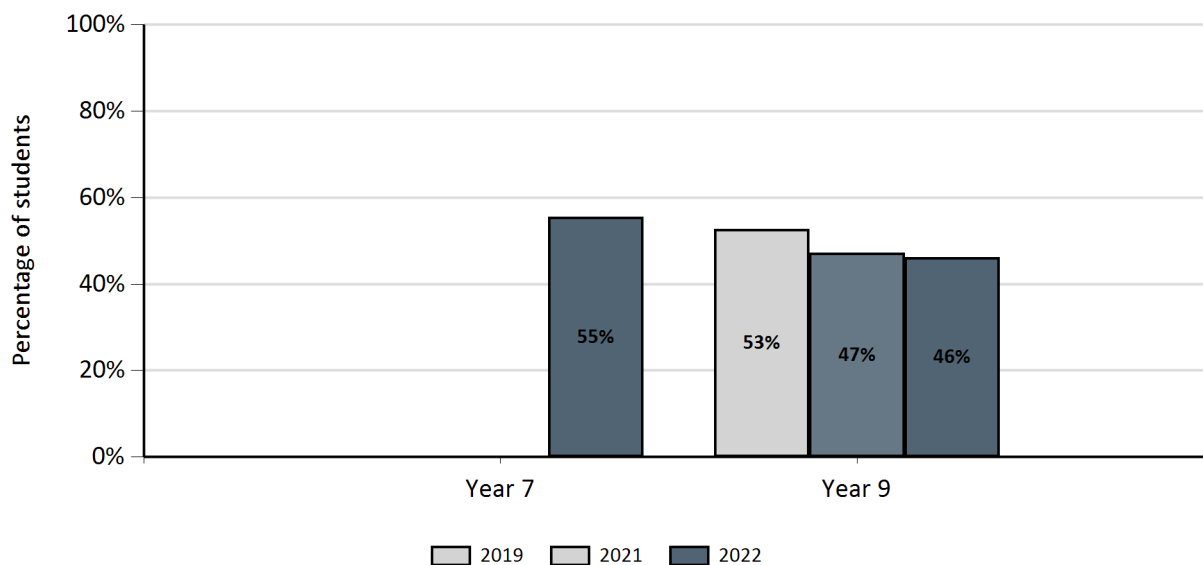


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	173	173	15	12	9%	7%
Year 07 2021-2022 Average	173.0	173.0	15.0	12.0	9%	7%
Year 09 2022	197	197	9	1	5%	1%
Year 09 2021-2022 Average	198.0	198.0	9.0	4.5	5%	2%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

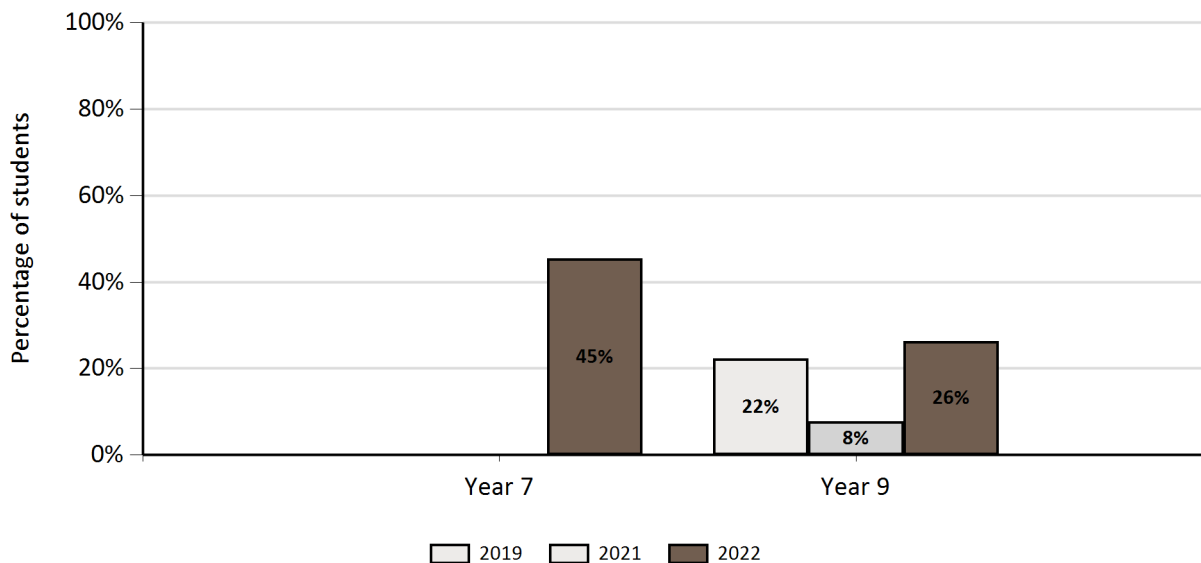
<sup>^</sup>includes absent and withdrawn students.

\*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



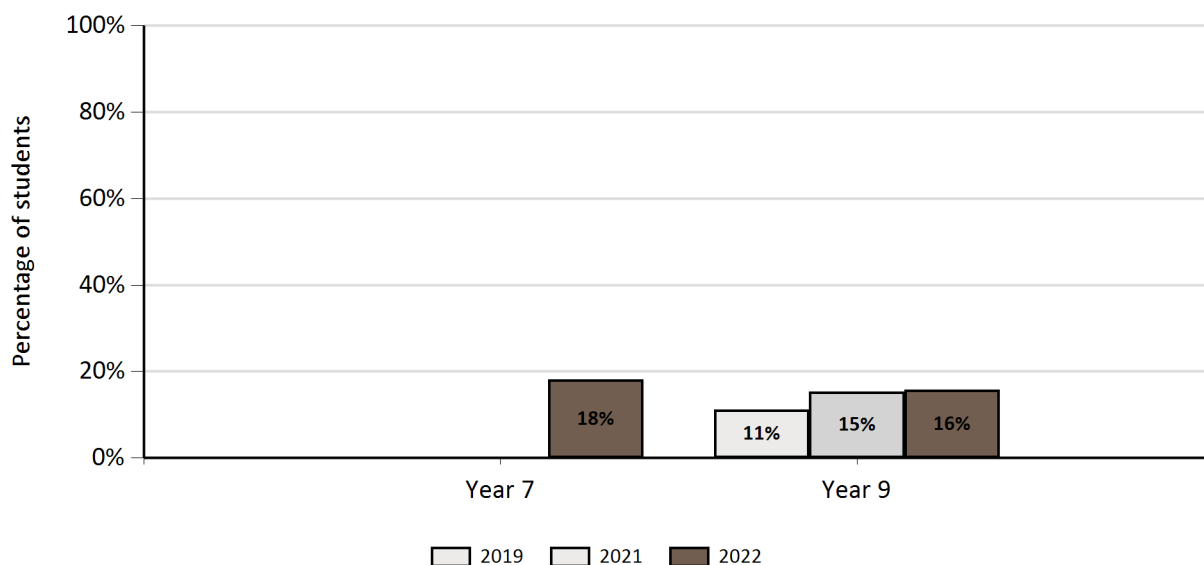
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	11	11	0	0	0%	0%
Year 07 2021-2022 Average	11.0	11.0	0.0	0.0	0%	0%
Year 09 2022	19	19	0	0	0%	0%
Year 09 2021-2022 Average	16.0	16.0	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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:

The Aboriginal Education team identified 2 main strategies to address the Tracking and Monitoring element. They were the Aboriginal Education Tracker and Self-Reflection Tool. While many of the benefits did not have quantifiable results, the results were evident in qualitative form.

Aboriginal Education Tracker: The tracking tool consisted of Semester GPA data, fortnightly attendance rates, trends in the data, interventions and barriers to success. This was updated fortnightly for attendance rates and every 5 weeks to judge intervention effectiveness, semester grades for individual subjects will be a benchmark with overall academic progress being monitored in GPA trends.

Self-Reflection Tool: Each student enrolled in SAASTA monitored their own progress through the Self Reflection Tool. They used the tool to reflect on their attendance, effort, behaviour and grades. Students also reflected upon the effort they have applied to subjects and then set goals for their education that empowered them to take responsibility in their own learning

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

Aboriginal Education Tracker was used by the AET to track key data for students and trends in attendance as time in classroom is a key factor in educational success. This allowed targeted interventions and follow up. Many students achieved improved attendance and some improved their A-E data; however, we hope the more streamlined process for 2023 will result in clearer improved student outcomes.

Self-Reflection Tool: . Students were able to identify how their personal data correlated to their success in class. Student agency increased for most Aboriginal students which was evident in conversations around how many lessons they had missed added up over their schooling lives. Students were also able to identify the correlation between their academic grades and achievement with students who were the outliers to this identifying this in comparison to their peers.



# 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%	97%	96%	98%

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+	3%	3%	4%	2%
A	5%	5%	9%	8%
A-	9%	9%	12%	10%
B+	10%	10%	12%	10%
B	13%	18%	12%	12%
B-	16%	19%	15%	14%
C+	18%	17%	14%	20%
C	14%	12%	14%	19%
C-	8%	4%	5%	3%
D+	2%	2%	2%	1%
D	2%	1%	1%	0%
D-	1%	0%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	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
96%	95%	94%	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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	95%	98%	99%
Percentage of year 12 students undertaking vocational training or trade training	67%	62%	56%	44%



2021	2022
95%	97%
58%	38%

# School performance comment

Our SACE data showed an increase in A and B grades for Stage 2 subjects. The number of students who completed SACE with VET decreased significantly in 2022. Overall SACE completion increased in 2022 with only 4 students not completing by December.

There was a further reduction in grades lower than C- indicating a focus by teachers in supporting students to show achievement at a C grade level or higher. Consistently our subject grades have remained unchanged through moderation, again, a significant improvement on previous years. Non-attendance continues to be a significant factor impacting SACE achievement. The school continues to review attendance processes and a range of strategies and interventions are being implemented.

3 merits were awarded in 2022. The number of students eligible for an ATAR increased to 68% from 47% in the previous year resulting in more opportunities to pursue university entry.

PAT results were relatively stable. The further improvement of Before, During and After Reading strategies continued to be a whole school focus and were implemented across all learning areas. Students below SEA were supported to develop their reading through targeted Wave 2 and 3 interventions including the Reading Acceleration Program at Year 8.

75 students completed the year in RAP where 86% of students improved their phonic decoding age – (90% of year 7's and 83% of year 8's). On average, the students began with a reading age at year 7 or below, equivalent to a 9 year old reading age; at the end of the program most students achieved above a 11 year old reading age.

Strategies planned for 2023 include

More consistent and regular tracking and monitoring of students at risk of being unsuccessful

- All Year 7 and 8 students have a Literacy and Numeracy goal, reviewed each term. All 9-12 students with a One Plan have a Literacy and Numeracy goal.
- Reading Acceleration Program extended and available to more students after early diagnostic assessment and greater transfer of info from feeder schools
- Implementation of better systems and structures relating to Curriculum (DfE Units of Work, AC, Scope & Sequence, Curriculum Mapping), Pedagogy (Focus on vocab instructional routine, checking for understanding, Learning intentions and success criteria), and Assessment (Common MS Task template, Learning & Assessment Plans, agreed lesson structure)
- One Plans developed by teachers (English, Math, HPE, Home Group teachers) collaboratively resulting on impact to teaching and learning
- Improvement Sprints with a focus on SIP goals – Learning Intentions, Success Criteria, Checking for Understanding and Vocabulary.
- Instructional Leadership and growth coaching
- Speech Pathologist employed to support reading intervention and improved reading outcomes
- Greater focus on Wave 2 and 3 interventions for literacy and numeracy

# Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	88.7%
Primary Other	N/A	N/A	N/A	N/A
Year 8	93.3%	84.7%	85.7%	85.6%
Year 9	91.1%	83.8%	82.1%	81.4%
Year 10	91.6%	83.2%	83.2%	83.7%
Year 11	90.5%	83.6%	81.9%	84.0%
Year 12	95.0%	90.7%	88.2%	86.9%
Secondary Other	N/A	N/A	N/A	87.1%
Total	92.3%	85.2%	84.2%	85.0%

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

## Attendance comment

Attendance remained a priority for our school in 2022. The refinement of new processes to include more stakeholders supported our follow up from daily SMS and Learning Community Manager follow up and allowed Homegroup teachers to deepen their relationships with students and families.

We have continued to work with families, CLO's and external services to have information available in a range of languages and help families use daymap.

Covid continued to impact attendance throughout 2022 for both individual students and entire cohorts.

## Behaviour support comment

The introduction of Year 7's into high school and the ongoing impact of Covid restrictions led to an increased focus on the implementation of the Positive Behaviour for Learning Framework and the Learning Community model. In particular staff and students developed their application of wave 1 interventions with a focus on ready to learn scales, brain breaks and routines. To support this, we reviewed and aligned our behaviour policies and processes, in particular phones and uniform and upskilled staff and students in the use of restorative practices to support behaviour change.

## Parent opinion survey summary

The Parent Opinion Survey showed that many families are feeling well supported by the school and acknowledge the great work happening.

- "Good communication from Leadership"
- "Like the text message system"
- "PGHS offers many pathways"
- "My son loves the teachers and support he is receiving"
- "One of the best schools in regards to teachers"
- "Thanks to Parafield Gardens High School for its service"
- "This school is an amazing school for people to learn at"

As always though, when we are looking at survey responses we look for the areas for improvement. From comments made the two main themes were clear.

- Families are looking for ways to connect more often with the school, its staff and specifically their children's teachers
- Communication also came up as an area for improvement

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	1.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	13.3%
NS - LEFT SA FOR NSW	1	1.0%
NT - LEFT SA FOR NT	1	1.0%
OV - LEFT SA FOR OVERSEAS	4	4.1%
PA - PARENTING/CARER	1	1.0%
PE - PAID EMPLOYMENT IN SA	5	5.1%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	1.0%
QL - LEFT SA FOR QLD	5	5.1%
SM - SEEKING EMPLOYMENT IN SA	1	1.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	58.2%
U - UNKNOWN	5	5.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.0%
VI - LEFT SA FOR VIC	2	2.0%

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

To work with children and young people in SA government education sites you must have a Working With Children Check (WWCC). All volunteers are now required to have a WWCC which is free of charge.

At Parafield Gardens High School records of clearance dates and relevant information of our staff, volunteers, case workers, hourly paid instructors, third party providers, home stay parents and tutors are kept on the EDSAS data base systems. WWCCs are valid for 5 years.

# 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	132
Post Graduate Qualifications	65

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	0.0	76.3	2.0	26.2
Persons	0	80	2	35

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

## Financial statement

Funding Source	Amount
Grants: State	\$16,511,333
Grants: Commonwealth	\$40,100
Parent Contributions	\$483,059
Fund Raising	\$0
Other	\$405,661

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	All new staff participated in Restorative Practices training benefitting all students. All Wellbeing team staff participated in relevant short courses to support development of resilience and other of Educational Achievement (SEA) social emotional skills.	All wellbeing team staff members are highly skilled and support our most vulnerable students. Truancy is down, referrals to intervention services is up.
	Improved outcomes for students with an additional language or dialect	A new course for EALD students was developed using Sounds Write and LEAP levelling used to improve the relevant Standard information. All staff participated in LEAP introductory training which will be continued over the next 2 years.	Most students in the EALD intervention course improved their LEAP level by 2 levels and their decoding age by up to 8 years.
	Inclusive Education Support Program	The funding is used in 2 main ways. The first is to employ a qualified Speech Pathologist who leads the Reading Acceleration program by upskilling our SSO workforce, testing students at PGHS and in feeder Primary Schools, provides PD for teaching staff and professional support for teachers. The second is to provide individual interventions ranging from fulltime 1:1 SSO support with targeted, intense programming to support with short programs - all interventions aligned with One Plans and identified need.	Students that participated in the RAP program improved their phonic decoding skills and reading comprehension skills Students with One Plans received targeted support and made progress with associated goals.
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	Attendance and academic performance of all ATSI students was monitored closely with interventions being enacted in a timely manner when students needed extra support.  There were a number of students who accessed high levels of IESP funding to meet Literacy and Numeracy needs. On top of Intervention classes offered at Years 7a nd 8, small group and 1:1 interventions such as QuickSmart Numeracy and Multi-lit were offered to identified students.	Attendance of ATSI students was varied with many students improving but many requiring continued intensive support. Most students receiving 1:1 interventions improved at varying degrees in their area of need.
Program funding for all students	Australian Curriculum	All staff participated in PD on the DfE Units of work and used them in Years 7 and 8. There was some work done on familiarising with version 9 of AC with the thinking that staff would adopt the Year 9 curriculum in 2023. Much work was also done on Quality Differentiated Teacher Practice with some use of the new Practice Guides.	All staff completed curriculum maps and uploaded to them to DayMap. Staff are developing their QDTP and documenting a range of successful strategies for identified students for sharing collegiately
	Aboriginal languages programs Initiatives	Ngarrindjeri Language was taught to SAASTA and SAASTA Connect students in 2022 for the first time by Phil Appleton	Student were engaged in the learning and reported that it was interesting and helped them build identity and understanding. Attendance was improved and may be connected to including this aspect of learning into the course.

Other discretionary funding	Better schools funding	Identified students were supported with Literacy and Numeracy support 1:1 and in small groups. Some support was offered as intervention programs to improve decoding and comprehension skills, some was tutoring for specific students in specific subjects and some was social emotional support including working with families.	Student learner data was closely monitored and interventions put in place as needed. Results were varied. One student was successful in completing her traineeship after being at risk, while others are needing continued support.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A