Warriappendi School

2022 annual report to the community

Warriappendi School Number: 1364

Partnership: Le Fevre Peninsula

	Signature
School principal:	Mr Craig Bailey
Governing council chair:	Tammy Lindfield
Date of endorsement:	**6 February 2023**

Government of South Australia
Department for Education

Context and highlights

Warriappendi School is an Aboriginal High School. It is situated in Marleston, 5kms south of the Adelaide CBD, and is part of the Flinders Park 2 Partnership. Enrolment is capped at 54 students. Enrolments have increased in 2022 after COVID. Current enrolment is 77 onsite and 26 offsite students. We are expecting 5 new Year 7 students in 2023.
The school is classified as Category 1 on the department's Index of Educational Disadvantage. Warriappendi exists to allow Aboriginal students a second chance to achieve success in secondary schooling. All students have had previous difficulties negotiating secondary school, with non-attendance, behavioural, social and emotional challenges. All students have English as an additional language or dialect, with an Aboriginal language/dialect as their home language; the majority are urban students. Many have missed significant schooling and, therefore, have multiple challenges not only in literacy and numeracy; but also employability skills. While the school is available to students from all areas of Adelaide, the majority come from the west between Marleston and Port Adelaide. Almost 100% percent of the students are eligible for School Card assistance. Many students have a Department for Child Protection social worker and/or live in extended families in need of support. Some students are referred through DfE's Student Support Services referral process. To enrol, students, their carer's are invited to an initial meeting with the Assistant Principal and ASETO to discuss enrolment conditions, share information, and take a tour of the site. Students may be declined a position in the school based on a range of factors relating to the appropriateness of the placement and ceiling numbers. The Principal and leadership team use discretion to assess the school's ability to offer programs to individual students. The school uses a range of strategies to re-engage young people, including personalised programs on a full and part-time basis. The school has developed an environment that gives students involvement in decisions and individual support to improve learning outcomes. Staff are highly skilled in curriculum development and behaviour management, and are committed to a holistic approach to supporting students. We offer comprehensive mental and physical health supports through our Youth Worker and other organisations.

Governing council report

In 2022 the Governing Council (GC) at Warriappendi School consisted of the Principal, ASETO, one teacher representative, two current parents, one community representative and oor Finance Officer. The governing council were thrilled with the continuation of the Reading Program to support student literacy in the SIP. The appointment of a Coordinator for Literacy/Data/Pedagogy will support the amended SIP which supports our adjusted goals/targets in reading and writing improvement. The Governing Council was also pleased of the announcement of our contract staff being retained for 2023 and permanency being offered to our Youth Worker and Front Office roles.

We understand the impact of COVID 19 has been substantial on not only attendance but learning, not to mention our meetings! We appreciate the efforts of staff to support not only our students, but also our broader community during this difficult time.
Governing Council has been heavily involved with the Torrens to Darlington tunnel consultation in 2022. All GC meetings have been held with the Department of Transport and Infrastructure and DfE. Both meeting have served to discuss the facts of the project, the likely impact on the site and also to understand who the stakeholders are and what Warriappendi School means to the local community. Governing Council were extremely respectful during these discussions given their sensitive nature.
In November, GC were called to 2 special meetings with the Principal and staff over the imminent announcement of the proposed new location of Warriappendi School. Governing Council have unanimously agreed to the proposed location in Thebarton held at a meeting on 23/11/2022.
We now await further progress from DfE.

Quality improvement planning

Warriappendi School has made steady progress on our SIP goals, especially during semester 2 2022. PLC's have functioned regularly interpreting data to target students for intervention and sharing best practice collaboratively and collegiately. A positive reading culture continued in 2022. This involved data analysis using Dibels to assess student reading fluency. Students were grouped and then paired with a teacher or SSO for a daily reading block. This was timetabled into our daily lessons immediately before Recess. Students will continue to undertake regular Dibels tests to measure improvement in reading. In 2023 we will continue our testing regime to allow for effective and comprehensive collection. In 2023 we will utilise:
Writing- LEAP levelling;
Reading- PAT R and DIBELS
Numeracy- PAT M

One Plan goals will target literacy and wellbeing in 2023.
We have spent much time curating the amended SIP, using the support of the Partnership, LET team, staff and students. We have narrowed our goals for 2023 to; 'Improve student reading achievement' and 'Improve student progress in writing achievement'. We have also reset our targets to link with attendance.

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
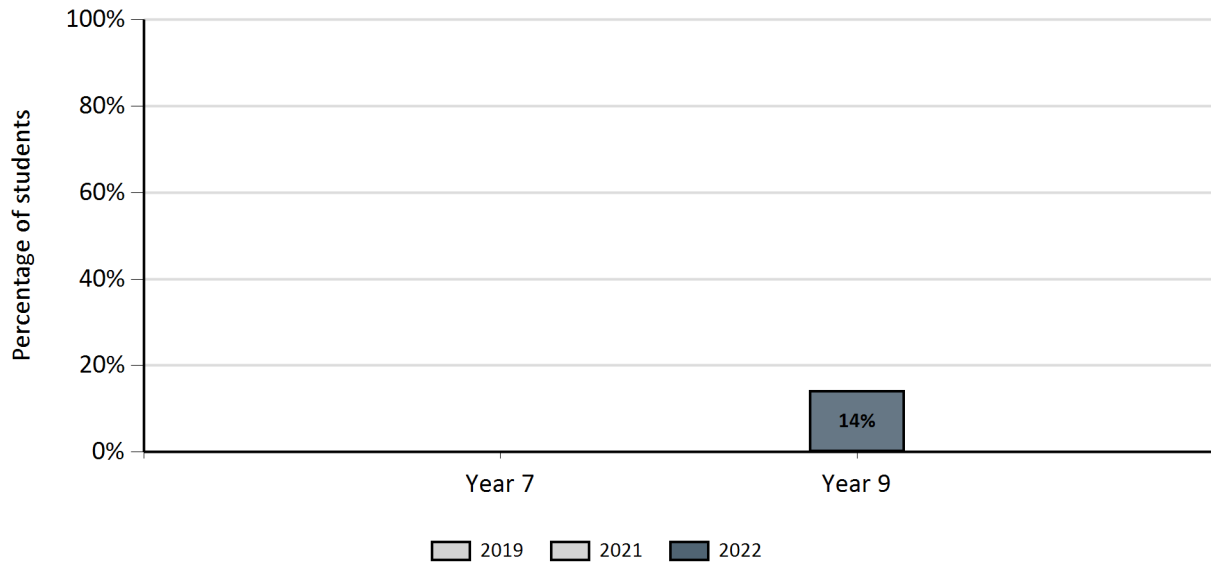
*NOTE: No NAPLAN testing was conducted in 2020.

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.
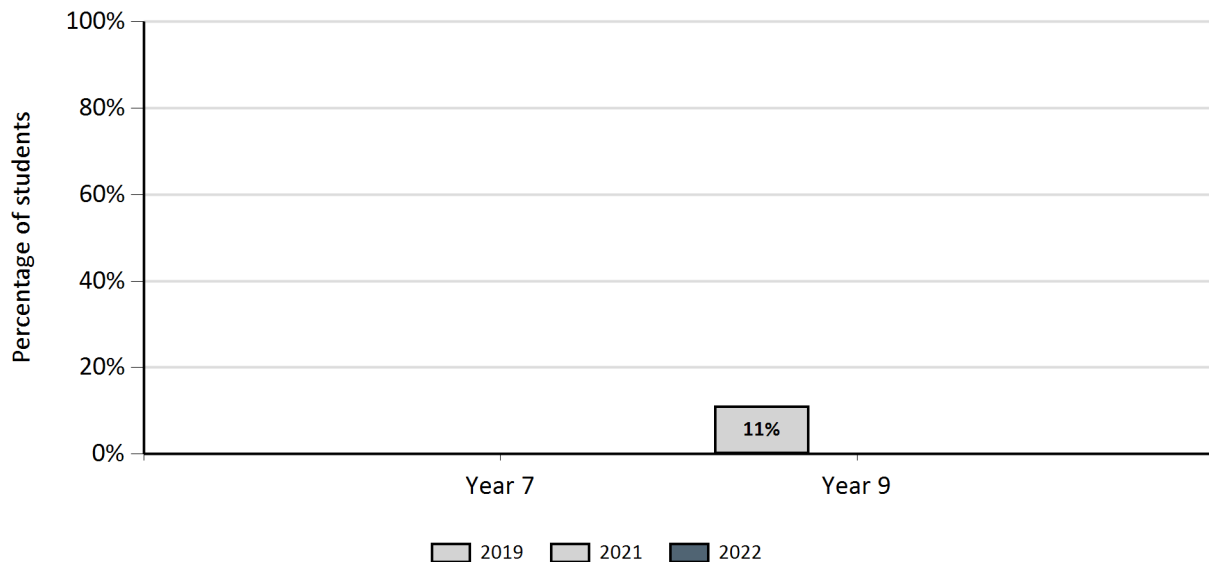
Numeracy

*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.
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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	8	8	0	0	0%	0%
Year 07 2021-2022 Average	8.0	8.0	0.0	0.0	0%	0%
Year 09 2022	19	19	0	0	0%	0%
Year 09 2021-2022 Average	13.0	13.0	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.
^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.
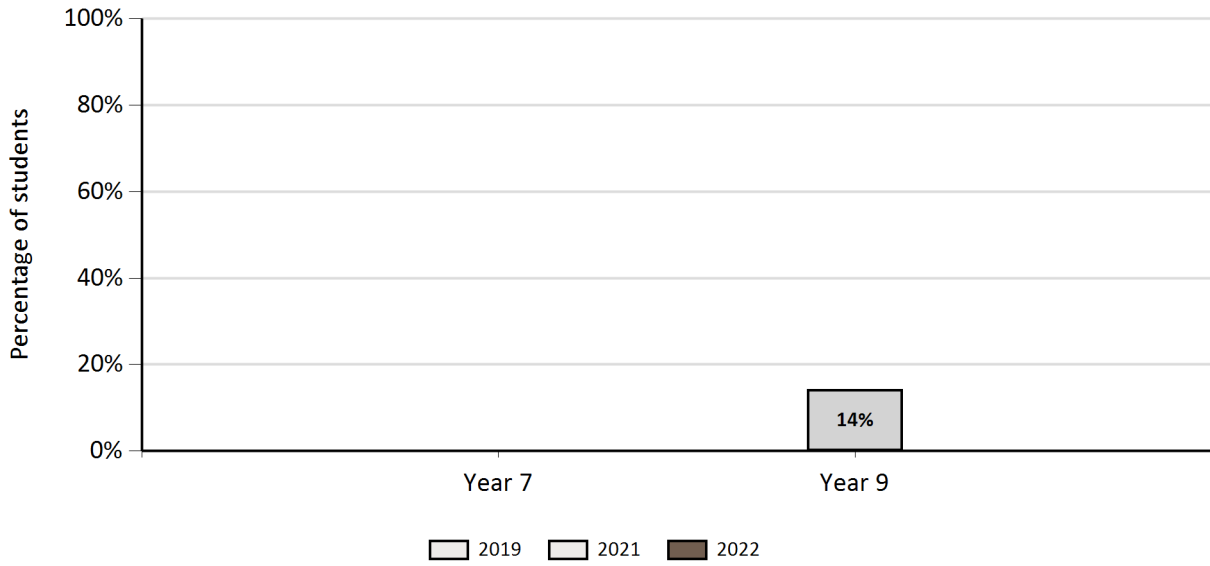Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
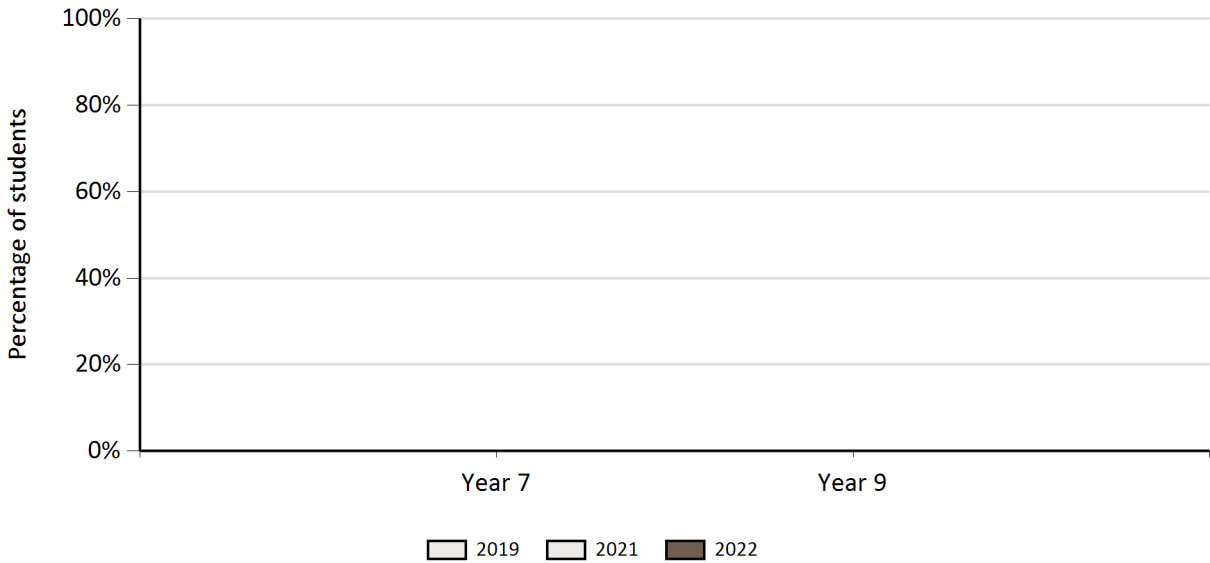Data is only shown for Aboriginal learners.

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	6	6	0	0	0%	0%
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%
Year 09 2022	18	18	0	0	0%	0%
Year 09 2021-2022 Average	12.5	12.5	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.
^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:

Our cohort are 100% Aboriginal. We found the Aboriginal Learner Action Template and Achievement Matrix a valuable tool in scaffolding planning, data, and learning. Across the 6 key elements, and hand in hand with the Site Improvement Plan, we have put into place actions to address the 14 guiding questions. The focus for 2022 are addressed in in the improvement planning section above.

During semester 2022 we broadened our testing and utilised:
Writing- LEAP levelling (all waves);
Reading- PAT R (all waves), and Dibels-8 (all waves)
Numeracy- PAT M (all waves)
Both data sets to be used to inform progressions.

Weekly PLCs in Reading and Writing for all teachers.
Employment of a specialist SSO to administer tests and support with additional session in reading for all students (frequency depending upon wave).
We now need to explore options for collecting, storing and most importantly analysing data using a database (DIBELS) to keep track of Intervention efficacy, Common Assessments, EAL/d/LEAP and other collected data

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

We have seen improvement in Reading Fluency for middle school students in 2022.
This is supported by beginning, middle and final testing throughout 2022.

South Australian Certificate of Education - SACE

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

2020	2021	2022
100%	100%	89%

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	2020	2021	2022
A-	0%	0%	0%
B	17%	8%	0%
B-	0%	8%	0%
C+	67%	23%	0%
C	17%	62%	0%
C-	0%	0%	0%
E+	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

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	100%	100%	#Error	67%
Percentage of year 12 students undertaking vocational training or trade training	100%	100%	#Error	100%

School performance comment

In 2022 Warriappendi School had 100% SACE completion. 3 out of 3 students all achieved their SACE. The Stage 2 grade distribution was C.
Due to many students being withdrawn from NAPLAN this data was not valid.

2021	2022
#Error	100%
#Error	33%

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	38.2%
Year 8	29.3%	50.9%	69.0%	50.5%
Year 9	64.4%	40.5%	38.3%	49.7%
Year 10	53.7%	52.0%	60.7%	49.9%
Year 11	48.5%	59.4%	60.5%	56.7%
Year 12	57.8%	61.6%	65.4%	53.2%
Secondary Other	37.5%	N/A	57.7%	76.3%
Total	52.5%	53.4%	60.0%	51.7%

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

Attendance comment

In 2022 Warriappendi School had 55% attendance.

Behaviour support comment

IIn 2022 we followed the Behaviour Management Action Plan, and a Responsible Behaviour Policy; both of which were developed by staff in consultation with the DfE's Behaviour Support Coach. In 2022 there were 65 suspensions. 35 for males and 30 for females. 54% male, 46% female. In 2022 there were 215 suspension days. 108 for males, 107 for females. 50% male and 50% female. Adjusted for population we would expect 34 suspensions for males and 31 for females. Adjusted for population we would expect 112 days for males and 103 for females. Hence the data shows a very small bias towards females having fewer but longer suspensions than boys.

Parent opinion survey summary

The Parent Survey was not undertaken. We introduced several family days during 2022 which were strongly attended. These included: Achievement Day, Cultural Connection Day, Reconciliation Week and a Smoking Ceremony.

Our Governing Council comprised 2 current parents (one as Chairperson) and 3 former parents.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	57.1%
U - UNKNOWN	6	42.9%

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

All requirements relating to DfE History Screening (Working with Children Check) are adhered to with a staff data base being maintained by the site Finance Officer. All visitors are required to sign in and provide proof of identity before entering. All staff provide the Principal with a copy of their DCSI clearance. Principal submits students for clearance, at school's cost, to access childcare, and aged care, work experience.

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	19
Post Graduate Qualifications	4

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	8.0	2.4	3.0
Persons	1	9	3	4

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

Financial statement

Funding Source	Amount
Grants: State	$25,718
Grants: Commonwealth	$7,715
Parent Contributions	$0
Fund Raising	$1,370
Other	$5,000

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

*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	Youth Worker appointed for 2022. Provision SSO hrs to provide a number of services including school bus driver; food to provide breakfast, recess and lunch for students, and provision of SSO 1 salary for food preparation. A Youth Worker has been appointed for 2022. Extra SSO hours were utilised to provide more in classroom support for students to support Reading and Writing achievement.	This supported social and emotional skills of students through a whole school wellbeing approach. Very difficult to quantify outcomes, but without these programs/initiatives, we would see significantly less students at school. More students were able to complete DIBELS and PAT R testing in 2022.
	Improved outcomes for students with an additional language or dialect	Provision of release time (with TRT coverage) for EALD (LEAP) training for teachers of English, and release time for PLC leaders in Reading and Writing. SSO hours (vary term to term) for in class support. Training for teaching (Orbis) and SSO staff in interventions (MacqLit; Quicksmart). Reading Program utilised SSO and teaching staff during 2022..	Students who chose to attend and engage with their teaching and learning, and intervention programs, showed improvement.
	Inclusive Education Support Program	Provision of a 0.2 teacher salary (including release time to develop programs), and 6 hrs SSO 1 salary, to run an offsite learning program, including home visits, for chronic non attending IESP recipients. Allocation of SSO 1 hours (varies by term: 45 hours) specifically to support vulnerable IESP students in the classroom, and in the yard. Provision of a 0.6 teacher salary to form a small class especially for students with intellectual disabilities. Provision of funding for resources specifically for this cohort.	Students who chose to attend and engage with their teaching and learning, and intervention programs, showed improvement.
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	Provision of funding to pay for VET courses (including hospitality on site, and others off site), and short courses such as Learner's Permit (RAA) and White Card. Funding allocated to commence Kaurna language, purchase clothes for short courses and interviews. Contribution towards release time for various non paid leadership roles within the site including; IESP, FLO, PLC, SACE and IT. APAS funding used to support Year 11 and 12 students complete SACE through VET hospitality.	Students who choose to attend and engage in programs, received credits in VET and SACE, learning Kaurna and attend camp to improve social/emotional skills.

Program funding for all students	Australian Curriculum	Contribution towards PLC leadership roles.. Release time (with TRT coverage) for teachers, support staff and leaders to attend training by Orbis. Provision of release time for teachers to familiarise themselves with the new Units of Work (Australian Curriculum) including allocating training as part of SFD's. This work will continue into 2023.	Provided coordinated approach to PD for staff in the science of reading and writing. Implementation of these strategies in classrooms.
Other discretionary funding	Aboriginal languages programs Initiatives	Used to employ Jack Buckskin to provide tuition in Kaurna language.	Kaurna language provides a cultural connection for students at Warriappendi School.
	Better schools funding	Provision of leadership role release time for Reading/Writing PLC's, One Plans, IESP; NCCD, Safety, Health Care and Support Plans. Significant headway made in development of these plans and structures.	Oneplan literacy and wellbeing goals developed between students/families and staff. Implementation of these goals in classrooms to align with literacy goals. Student DIBELS data improvement throughout 2022.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA