1. CONTEXT

School Name: Paralowie R-12  
School Number: 1099

Principal: Peter McKay  
Partnership: xxxxxxx

Principal's Notes

During 2014 Paralowie R-12 has continued show improvement across a range of educational priorities and has celebrated a number of successes which are detailed throughout the report. Our enrolments in R-6 have steadily increased and we had reached 420 by the end of 2014.

The complexity of the school has remained fairly consistent with 119 Aboriginal students, 307 students from English as an Alternative Language or Dialect background, 139 students with disabilities and school card of 43%.

During 2014 the school continued its focus on literacy improvement through the use of MiniLit and MultiLit as intervention programs. The continued use of Lexile levels across the school has maintained our focus on reading improvement. QuickSmart Maths was introduced as the intervention program for numeracy improvement and has provided immediate results for a range of students.

We also started our implementation of Positive Education as a student wellbeing strategy. Five staff undertook the “Discovering Positive Education” training to establish the foundation of a Positive Education Professional Learning Community within the school. The team has presented at several staff meetings and the interest from staff has been strong with many indicating a desire to learn more. We will continue our learning journey in this area during 2015.

In addition to Positive Education we also had teams of classroom teachers attend professional learning workshops by Dylan William and Guy Claxton. These teams are leading professional learning within the site on developing our classroom practice.

Paralowie R-12 School has been an active participant in the Orion Partnership, Northern Adelaide State Secondary Schools Alliance (NASSSA) and the “Us Salisbury Mob” confederation of schools project. Each of these collaborative partnerships has supported the school to maintain its focus on a continuous improvement cycle.

The school is a vibrant multicultural community, focused on providing the very best learning opportunities and wellbeing support it can and I am very happy to present this Annual Report.

Peter McKay  
Principal

2. REPORT FROM GOVERNING COUNCIL

I would like to start by saying welcome to all new comers and welcome back to those returning for another year.

2014 was a busy but fabulous school year at Paralowie with many academic and personal achievements throughout the school community. Congratulations to all those involved. Thank you is also needed to all those who worked tirelessly to assist in those achievements, from teachers, the leadership team and support staff, right down to the grounds men who still retrieve lost balls from the roof!

A special congratulations to Peter McKay for successfully making it through his 1st year at the helm. Thank you for all your optimism, enthusiasm and hard work.

I hope you have discovered what an awesome team you have. They are dedicated, devoted and passionate people that enrich our community with a wealth of knowledge and talent and it is a pleasure to have you lead them.

Governing Council is another essential part of any school and I thank everyone for their participation last year and hope we can rely on your continued support.

On a personal note I would like to thank you all for putting up with and supporting me over the last 4 or 5 years. It has been my pleasure to serve on behalf of our community. I have learned much and continue to do so and would like to think I help spread the word and fly the flat for what I consider to be a fabulous school.

I hope to continue being a part of this for many years to come but for now I look forward to the challenges ahead in 2015.
3. 2014 HIGHLIGHTS

Wellbeing
There were several events and learning experiences which highlighted the 2014 wellbeing improvement priority at Paralowie R-12 School.

- **Wellbeing Expo** – Very well organised with excellent student participation through the Wellbeing Expo. The outcome for students at Paralowie R-12 School was raising the awareness of community support groups within their local and wider community. Student Voice was able to demonstrate their leadership qualities throughout the day. Community agencies and services who participated in the even commented on the commitment of our students on the day. There was a real sense of school community and participation throughout the day. It was something that we did very well R to 12.

- **In-School Psychology** – In 2014 the Wellbeing Hub was fortunate to add a new service and we were able to secure 2 Psychologists who worked with our Primary and Secondary students.

- **Year 7 Transition Expo (Orion Partnership)**. Year 7 students from our cluster primary schools were exposed to the upcoming process of transitioning into secondary schooling.

- **Positive Education** – The *Discovering Positive Education* training was a motivational experience for those who attended the training. The Positive Education Team worked well together to introduce concepts and materials from this experience to the staff. We are also implementing aspects of *Positive Education* into the Year 9 *Building Pathways* course for 2015.

**R-6 Sub School**
- The ARTS have had a strong profile across the school. This year we had fabulous participation in Wakakiri with 56 students participating across R-7. On the night Paralowie R-12 won the award for ‘best speakers’ and overall we won the major award of ‘Best Environmental Story Award’ for Division 1. The Festival of Music was highlight for the 4-7 choir with an outstanding performance at the Festival Theatre and showcasing talent at major school functions including the R-12 Presentation Night. Our students engaged in Fringe activities through the Secret Garden enjoying the diverse range of art forms. Paralowie hosted an Arts Professional Learning session for the Orion partnership to consolidate teachers’ understandings around the Australian Curriculum and ensure students access to the five learning areas.

- Thoughtful immersion in out of school and extracurricular activities enabled students to participate in a wide range of activities. Our pilot program with Uni SA, COMPASS Smiling Futures saw students work alongside Oral Hygiene students both at school and at the University grounds. This positive early exposure to campus life promotes University as a viable pathway for the future. An increased percentage of students participated in scheduled Active after School sports programs with students participating in traditional and non-traditional sporting activities. The JP and Up camps at Arbury Park had many highlights including students from Non English backgrounds being able to immerse their learning in an Australian Nature habitat. The possum feeding at night was delightful for children and staff as students tried to contain their joy as the possum emerged from his house.

- Students from EL4 (year 3/4) and Room 7 (year 5/6 students) focussed their learning around Unicef’s *Rights of the Child*. They worked in conjunction with Senior Secondary students, to produce a comprehensive media presentation that was shared locally and internationally via Unicef. A twilight Fete was organised by the several classes, student voice and teachers with a wide range of stalls offered from the whole school community and beyond. Students were extremely proud of their fundraising efforts, raising $4800.13 to assist disadvantaged communities.

**Middle School**
- Year 9 sense the future excursion to the UNISA city west campus and a tour of the newly redeveloped Adelaide oval. This was an excellent opportunity for students to start thinking about their future and whether or not University is an option for them. The Adelaide oval tour was a chance for students to look at what is considered to be one of the most beautiful ovals in the world and see firsthand for themselves what can be achieved in Adelaide.

- Students compete in the Maths Olympics against students from other local high schools and primary schools. In both the June and September competition our year 7 teams won the gold medal in the primary school division. In the junior team our year 9 team won the silver medal competing against year 10 students, in both cases coming second by only 1 point.

- The year 7 students have had plenty of success with SAPSASA this year with more than 300 students competing over the year. The have medalled 4-5 times over the year with the Boys football and netball
winning the division A competition and in the boys rugby they were regional winners, which is the next step up from the division A.

- Year 9 students undertook the Education perfect competition in Science and Maths. This is an online competition for students based on learning Science and Maths concepts. In the Science competition Paralowie came 2nd overall in SA out of 35 schools, 38th across the world out of 788 schools. The school also came first for the 101-250 students category in SA. In Maths Paralowie came 1st in SA out of 37 schools and 78th in Australia out of 586 schools.

Curriculum
This year has been a busy year with the implementation of all ACARA History and the introduction of ACARA Geography. The HASS learning area has been quite cohesive and are all utilising the ACARA curriculum this year. Senior HASS subjects have performed well thanks to dedication of the teachers and there is an increase in the number of Tourism classes in Year 11. The subjects while being rigorous also allow for students to develop interpersonal skills within their class, but also with the community.

A highlight for 2014 was the introduction of Literacy Pro for our Reception to Year 9 Reading Program at Paralowie. Year 10 students who are on an NEP also participate in the Literacy Pro Reading Program, with SSO staff trained to support students. Literacy Pro provides a platform for teachers and staff to support student engagement in reading, and to track and monitor student reading progress. Through Literacy Pro teachers support students to select reading texts appropriate for their interests, individual reading skills, and comprehension abilities. Using the Reading Progress Reports generated by Literacy Pro, teachers identify individual students who are not progressing and require intervention, and also students who need extension with their reading. Intervention strategies are implemented to maximise reading progress for struggling readers, and also extension for proficient readers.

Another highlight for the English/EALD Learning Area in 2014 was the implementation of more enrichment programs to provide extension for students in the areas of writing and oral language. Students from Year 7-9 were nominated and selected to attend Writer's Workshops throughout the year, and participate in oral language development through the Finding Your Voice group. The Finding Your Voice Group was led by Alana Attwood who worked in partnership with Adelaide Uni to provide a nominated group of students from Year 7-9 with the opportunity to participate in oral language workshops with Adelaide Uni. The program culminated with the students demonstrating skills learned through a dynamic oral presentation to an audience at Paralowie with a focus on rhetoric. The Finding Your Voice group will continue in 2015 with the aim to incorporate other NASSSA schools in a debating competition. We are also working towards students using their fine-tuned oral language skills to lead Middle School assemblies.

With the large increase of New Arrivals students enrolling across R-12 at Paralowie there was a need for a welcoming and informative transition program, to ensure new students and families felt both welcome and well-informed about our school. Working in collaboration with the student counselors we introduced a Welcome Package and a formal induction program for transition visits. Communication with staff and allocating appropriate ‘buddies’ for new students was vital. Feedback from students indicates they thoroughly enjoyed their transition visits, and staff and parents felt more informed about Paralowie School. In 2015 we aim to improve communication with parents/caregivers and families through providing translated letters and communications using the relevant home languages of students.

Multicultural Week is always a highlight with the fabulous celebration of the many cultures and diverse backgrounds of students, staff and families at Paralowie R-12. Students from Reception to Year 12 participated in activities during Week 3 of Term 3 to celebrate the theme Restoring Hope, and embrace the many cultures we have at Paralowie School. The week’s celebrations culminated in a spectacular R-12 Multicultural Week assembly.

Overall, the biggest highlight within the H&PE faculty this year has been the Athletics day. Overwhelming the feedback from both the staff and student voice was very positive. The review from the HPE faculty showed that student participation and engagement on the day was better than previous years, particularly with the ‘non-sporting’ students getting into the spirit through dressing up and cheering during the relays. Another strength shown via written feedback from staff was that the day was better organised than previous years which was extremely positive.

One of the most unique and positive areas of success for Home Economics was the utilization of the Kitchen facilities by primary classes to enhance programs pertaining to healthy eating and the community garden. A permanent booking of the kitchen for primary classes on a weekly basis has been made for 2015.
Alternative Program
This year the highlight was working on various Street Art projects that culminated in a two story mural on the western wall of C-Lower by a youth worker who has worked with Paralowie students over a number of years. A number of students worked together to create the backdrop for a Year 10 drama production using spray paint. The students who worked on this project ranged from Years 5-8. The large scale mural completed in November of 2014, has not only provided the school with an artwork that can be enjoyed by all who see it for years to come, but it also ‘symbolises learning and captures our school values’

Volleyball Program
2014 was a rebuilding year for the teams involved in the volleyball program with only one of the five teams continuing from 2013. This created challenges for the new teams, particularly the under 16 girls’ team who were now faced with the dilemma of having some players with 2 years playing experience and fifty percent of the team with no experience. The group of experienced players from this team had tasted success previously in Melbourne with a gold medal in 2012 and a bronze medal in 2013. There were many challenges throughout the year as players learnt to integrate and work around their strengths and weaknesses. The leadership qualities of the experienced players developed significantly as did the confidence of the new players. Subsequently, this team grew enormously throughout the year and were involved in one of the more intense matches in the history of the Australian Volleyball Schools Cup to win gold.

We have had a number of successful competitions throughout the year winning year 10 knock out, gold in various teams in Beach volleyball and making finals in other competitions.

Special Education 7-12
2014 saw the implementation of Quicksmart numeracy with demonstrated effectiveness of the program amongst students with specific learning needs. The growth in Pat M results amongst the group was significant in comparison students who did not undertake the program with several of the students progressing a full stanine in the period they undertook the program. This program will be expanded upon in 2015 as well as implementing the Literacy component of the program as a progression from Multilit. We also successfully supported all our year 12 students with disabilities to complete their SACE. Several of these students were successful in being offered places in further education including university and TAFE. Through our group tutoring programs we were able to ensure all the NEP students completed their PLP as well as facilitating a high completion rate of the compulsory units of literacy and Numeracy at stage 1.

Community Development
Adult Learning Program (VET) – Five adults successfully completed Cert 3 in Health Services Assistance.

Community Centre ACE Program
2014 was a very positive year for our ACE program, we ran basic computing classes (3 classes each term), as well as the ‘Diversity Group’ each Wednesday focussing on families from Non-English speaking backgrounds.

Our main aims were to assist adults to develop basic computing skills, increase literacy and numeracy skills along with employability skills– and importantly develop confidence and self-esteem. In 2014 approximately 50 adults participated in the ACE program and achieved positive results.

Our focus has been adults from NESB – which has been very successful with the increase of numbers from the Afgani and Sudanese communities during 2014.

Community Centre
Parents & Friends group was small but consistent. We have some very keen parents willing to help for school functions – Wellbeing day, Sports Day, Fundraising Sausage Sizzles, End of Year Craft stall (prep throughout the year), CC Celebration prep. What is pleasing is the diversity of cultures that is emerging with parents working so well together and supporting one another – great so see sharing of ideas, traditional foods/recipes in the Diversity Group.

Volunteer Program
During 2014 we have updated our records to ensure we are meeting DECD screening requirements.
Facilities
In 2014 Paralowie R-12 School completed a number of facilities projects;
- Home Economics theory room converted into a “restaurant” setting for the VET courses.
- 3 picnic tables were installed outside of D block for student use. These have proven very popular
- The Primary sandpit was refurbished and a cover supplied.
- 2 new drinking fountains have been purchased one installed in A quad and the other yet to be installed in B quad.
- New garden was created next to the courts. Picnic tables were re-positioned onto a paved area, irrigation installed, lots of plants planted, paths weaving through the area, a bridge over a dry creek bed, logs, rocks and mulch laid.
- Old photography room converted into the Plumbing Theory Room for VET plumbing course.

4. SITE IMPROVEMENT PLANNING AND TARGETS
R-6
Our Running Record data shows that continued growth in early years reading strategies continues to be a priority. The targets set against the results demonstrate that the year 1 and year 2 data has not achieved targets set. There is an over representation in the lower 10 reading levels by year ones, levels 16-26 are close to target. Improvement strategies need to be directed at shifting 30% of students into the 11-15 reading levels by the end of year 1. By year 3, students are at reading benchmarks. By year 3, 71.5% of students are at reading level 21. At the end of year 4, 96% of students are above reading level 21.

Year 1’s 2014 Running Records Target

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Year 1’s 2014 Running Records Targets

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<th>Targets</th>
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<th>20%&gt;</th>
<th>45%</th>
<th>15%&lt;</th>
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</thead>
<tbody>
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<td>Reading Level</td>
<td>27+</td>
<td>21-26</td>
<td>16-20</td>
<td>11-15</td>
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<td>No of students</td>
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<td>9</td>
<td>12</td>
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</tr>
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</table>

- All students develop knowledge and skills to have effective grammar and Punctuation that is demonstrated in writing. Targeted professional learning around Grammar and Punctuation assisted in the development of a scope and sequence towards the end of 2014. This was included in the Literacy Handbook as the agreement that informed discussions and sharing of practice in learning teams. Jolly Grammar was implemented in the Early Years classes to ensure consistency and engagement of all students in the focus area. NAPLAN mean score growth in grammar and punctuation from year 3-5 was 140 points, well above the DECD and SIP target.

- By 2015, students in year 3-5 will have growth of 90 points and years 5-7 will have growth of 55 points in Numeracy. Current Mean score growth from years 3-5 is 56 points, below the schools target of 90. The year 5-7 growth was 52 just below the identified target of 55. Pat M data analysis identified that students had difficulty in understanding the purpose and use of the different operations. Student Free day Professional Learning targeted this area with a range of strategies presented and opportunities for staff to share practice and analyse data in learning teams.

- Australian Curriculum Implementation. Australian Curriculum Grant funding was utilised to release learning teams for collaborative planning sessions. These focused on the use of learning design in the area of HASS through a numeracy lens. By having the CPAC facilitating the sessions teachers were able to deeply explore the curriculum and plan a comprehensive unit of work. To build a common
understanding about the A-E grades Paralowie R-6 teachers worked collaboratively with Burton Primary teachers to investigate what moderation means and how this can be used to deeply understand the achievement standards. By meeting each term staff, along with the PACIO and CPAC shared activities in the Mathematics area and then scrutinised work samples to achieve a consensus and assign a grade. Teacher programs are analysed each term and feedback is given through a rubric aligned with the Australian Curriculum and Teacher’s Standards.

7-12
The collecting and analysing of data has been a focus for 2014. The process for the ongoing collection of Lexile, PAT-R and Achievement data has shown a lot of improvement this year. Students now sit the PAT M test adding more data on numeracy. The collection of data and teacher access to student data has greatly improved during 2014 through utilising the Year 7 -12 Assessment Map; incorporating data collection as a regular agenda item at Learning Area meetings; constant monitoring and tracking of data to be entered; and following up with staff when necessary. Through the use of Scorelink and the SSO support to enter all data teachers will have easier access to a variety of student data in 2015. The focus for 2015 is to provide opportunities and training for staff to interrogate student data to inform practice in the classroom.

Recommendations:
- Committees in numeracy and literacy will be established to train teachers in analyzing data to disseminate this to teachers to inform their practice. The aim is to then train more teachers and provide support for new teachers coming into the school. Focusing on individual student data from external testing together with ongoing classroom assessment enables identification of gaps and misconceptions in a student's learning. This is used to inform differentiation in teaching and, at year 8 specifically, to provide literacy and numeracy mentoring. As well students who are identified as high achievers in numeracy are further challenged with more resources to be developed to support that.
- There is a negative perception of maths in society which many students align with. To change this perception with a view to improving numeracy skills of our students the numeracy in different faculty areas is to be highlighted. The numeracy coordinator has mapped numeracy in the different faculty areas. In 2015 resources are to be developed by the numeracy coordinator to facilitate teaching and learning of numeracy for teachers not confident with their maths skills.

4.1 Junior Primary and Early Years Scheme Funding
- Our commitment to building a strong start for our new receptions saw the implementation of an opened classroom to house two classes of the single intake students. This combined with our focussed Literacy approach and the space to incorporate learning through play had a positive outcome with our Literacy levels and eased students’ transition into schooling.
- By using the funding from JP160 and Year 3 funding to reduce class sizes and improve staff to student ratios Paralowie averaged approximately 20 students in R-2 classes and provided an extra class for year 3 students. Teacher and parent feedback supported that this has provided an opportunity to effectively build positive relationships and improve educational outcomes.
- Early Years Component funding was targeted towards professional development of teachers in the areas of Literacy and Numeracy. Early Years staff participated in a continuity of learning program with the local off site Kindergarten. A maths focus with professional learning saw the introduction of learning journals in reception classes and a linking of knowledge of the EYLF and Australian Curriculum in Numeracy. Reception teachers have been able to differentiate learning activities to cater for the wide range of learning abilities. Combined meetings with the kindergarten and school supported successful transition and future class planning. Future focus areas through review have identified 'Move to learn', Mathematics and play based learning strategies as a target area for 2015.

4.2 Better Schools Funding
Wellbeing Case Management for Aboriginal Students; The school supported our Indigenous families by employing a Case Manager from INCOMPRO Aboriginal Association Inc. to case manage some of our at risk students and families.

Year 8/9 Mentoring; A staff member was released 0.2 to mentor students who were recognised as being at risk of becoming disengaged from learning due to the home environment, social issues or mental health considerations.

Professional Learning; Staff members were released to participate in professional learning provided by Guy Claxton. This opportunity established a core group of R-12 staff who will deliver local professional learning about expanding the capacity to learn.
AIME (Australian Indigenous Mentoring Experience): The program provided a dynamic educational program that gave our Indigenous secondary students the opportunity to build skills, opportunities, belief and confidence to finish school at the same rate as their peers

5. STUDENT ACHIEVEMENT

Highlights R-6
The co-ordination of our literacy support for the Year 3 to 6 students was based around the Fast Zone program which started at the beginning of term 2. SSOs and one Special Ed teacher then worked with 12 different groups at different times during the Literacy Block twice a week. The Minilit program was also introduced for the yr.1, 2 and 3 students at the start of term 3. Again SSOs and both Special Ed teachers took 13 different groups 3 times a week. In the short time the programs were being used, our data indicated that they were having significant impact on students. Other important highlights include having a large number of staff attending the Sue Larkey training on the topic of students with Autism spectrum disorder and then using this knowledge with students. The work the Junior School staff did with Margo Leatch, Primary Australian Curriculum Implementation Officer, in the areas of the Australian Curriculum Numeracy, Maths and the Arts, was another highlight.

Year 7-12 Literacy

Reading
As part of the Wider Reading Program at Paralowie from the middle primary years until the lower secondary years, students participate in the Literacy Pro program. Literacy Pro is an online reading program to support student engagement in reading by ensuring students are given the opportunity to select reading texts appropriate for their individual reading skills, and comprehension abilities. Students complete a computerised test that evaluates individual student reading levels.

Lexile Benchmarks 2014
Year 7: 700+
Year 8: 800+
Year 9: 900+

The following graphs represent the results for Year 7-9 Lexile in Term 4 2014:

5.1 NAPLAN

From NAPLAN testing the following trends were noticed in the year 7 and 9 test.

- In Numeracy there was a 34 point mean improvement between year 7 and 9 and a 51.4 point mean improvement between years 5 and 7.
- In Reading there was a 45.5 point improvement in the mean score between years 7 and 9 and between years 5 and 7 a 36 point improvement.
- Unfortunately in Writing the means score went backwards by 17 points between years 7 and 9, but between years 5 and 7 it improved by 53 mean points
- In spelling there was an improvement of 31.5 means points between years 7 and 9, while between years 5 and 7, there was an improvement of 28 points.
- In Grammar and Punctuation there was an improvement of 11.5 points between years 7 and 9, while between years 5 and 7, the improvement was 49 points.

The two tables below show the changes between years 5 and 7 and 7 and 9 for all 5 NAPLAN tests
An outcome of this is that R-12 Staff will be working with Mike Chartres in Numeracy development across the curriculum, while James Ferguson will be working with staff on Grammar development. Genre writing will be a focus in the school as well, facilitated by the English Coordinator.

Another data highlight from NAP is that in year 9 numeracy we had the highest % in the upper band of improvement since records started in 2008, and the lowest % in the low improvement band since 2008. In year 7 numeracy, we had the highest % in the upper improvement band since 2008.

The two graphs below show the changes in the improvement bands for year 7 and 9 numeracy for the last 6 years.

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**5.2 Senior Secondary**

**Students in Year 12 Undertaking Vocational or Trade Training**

- The number of students enrolled in regional VET programs continued to increase in 2014 reaching an all-time high of approximately 100 students. However after the 2015 course counselling process there will be an increase again for 2015.
- Although the numbers of enrolments continued to rise, the program was still able to maintain a high completion rate of 89%. This is a result of the continued developments made to the course counselling process. Student counselling has continued to develop to ensure that students are best placed to choose the course they wish complete. Students are educated better than ever regarding course requirements.
and career outcome possibilities. A significant development made in 2014 was the production of promotional videos for regional courses which allow students to see what the courses are like rather than just reading information about them in documents.

- Paralowie’s internal programs of both Health and Hospitality went from strength to strength, increasing in both student enrolments and certificate completions. Hospitality in particular made significant developments, with students participating in more practical sessions and as well as being able to demonstrate these skills in numerous events to both staff and students.

- Another highlight was the extremely high level of feedback the school received from local companies who took on students on for Students Workplace Learning as a part of their VET Programs. Companies where blown away by the students organisation, maturity and understanding of workplace expectations. This is a direct relationship to the developments to the VET induction process conducted at the beginning of the year.

- Employment outcomes as a result of VET continued to be a highlight in 2014, with numerous students gaining both full time and part time employment as a result of Students Workplace Learning or demonstrating the skills they have developed during their VET course.

- 2014 also saw major redevelopments to the plumbing area with improvements to the ICT, classroom space and equipment which will allow for our first regional plumbing class to be delivered in 2015.

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**
Paralowie R-12 School was again involved in the SACE Improvement Project for 2014. This enabled us to focus on three areas of improvement; the processes and structures we use to support SACE teachers and students, sustaining SACE Improvement through leadership change and the initiatives and programs we have developed to support student wellbeing for SACE Improvement. In 2014 our SACE completion rate was 94% on par with state average. It has continued to rise and improve over a 5 year period and the implementation of further planning of tracking support and monitoring processes this year will ensure this trend continues.

**Paralowie R-12 SACE Completion 2010-2014**

![Graph showing SACE completion rates from 2010 to 2014](attachment:image)

Through developing a team approach to clarifying and moderating, student access to a Year 12 support teacher and ongoing monitoring of student achievement, in 2014 100% of our students completed the Research Project with more students in the A grade band than previous years. Eight students who achieved scores in the highest grade bands presented their work at the SACE Expo and received outstanding feedback from the SACE Board and other schools. In 2014 a higher number of students received A grade band results for Year 12 subjects (25). Our A/B band results in subjects Years 10-12 including PLP have increased while there has been a reduction in the C-/D/E grade band results from 2013. More teachers in 2014 attended clarifying forums and were involved in the moderation process ensuring consistency of marking but this will be targeted for further improvement in 2015. The highest number of students ever used their VET qualifications to complete their SACE (59.9%) and then transitioning from school to work or study. With these results and the support of our Senior School Transition Officer and Student Counsellor, 85% students received their first preferences for University entrance and 66.6% were successful in their TAFE applications a process which has proved to be successful.
6.1 Attendance

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</tr>
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<td>Total ACARA 1 TO 10</td>
<td>89.0</td>
<td>88.3</td>
<td>88.6</td>
</tr>
</tbody>
</table>

R-6 average attendance was 90.4% for 2014. 2013 Reception to 2014 year 1 students attendance rates increased by 0.2% and year 1 to year 2 a promising 1.4%. The most significant growth was demonstrated by Year 4 students in 2013 showing an improved positive attendance growth rate of 2.8% in 2014 as year 5’s.

In striving to improve the R-6 attendance rate another 2.6% to achieve the 93% target, the R-6 has

- Provided the Kickstart breakfast program before school
- Advertised a 0.6 counsellor position to ensure thorough case management of attendance along with the R-6 Senior Leader and Tirkandi staff.
- Met with Adelaide University to establish Children’s University in 2015 with before school activities planned to engage students.
- Continued to offer an Early Bird Reading program staffed with staff volunteers and Year 12 Community Studies students.
- Funded and facilitated an Indigenous Leadership program with an American basketball player using sport to build resiliency and develop leadership skills. Improved attendance and engagement in the program were evident.
- Been successful in maintaining funding to employ a CPSW (Chaplain). Through the social skill program and increased involvement with parent groups, (including a diversity group) connections between home and school have been improved and communication avenues strengthened.

2012 to 2014 data indicates that Year 7 has had an attendance rate that has moved between 90.4 % to a high of 92.3% with the dip in 2013. In Year 8, attendance has been marginally lower with attendance around 90% with a dip in 2013 to 88.6%. The Year 9 attendance rate is a concern as it is nearly 10% below the State Strategic Target for Attendance. In 2012 Year 9 attendance was at 87% and has reduced to in the 85th percentile for the two following years. This has resulted in considered reflection on how we can improve attendance.

In order to ensure consistent and improved attendance parents and carers of absent students are contacted by a Home Group teacher, Year Level Manager or Senior Leader. Working together as a team we can address any issue that may hamper students attending school or support families in times of need.

The Leadership team across the 7-12 School has worked collaboratively to review these processes to ensure information is shared with all required parties as we strive to improve attendance.

Year 10 to 12 attendance data for the Senior School at Paralowie R-12 School 2012 to 2014 has remained steady as has our retention rate. In Years 10 -12 structures are in place to support student attendance including: Home Group teacher monitoring, intervention by Year level Coordinators and regular parental contact and meetings where we liaise with parents around issues such as a student’s health or family life. This process is well supported by our 2 Student Counsellors and outside agencies through the Wellbeing Hub. Student attendance in Year 12 2014 has increased as a result of our case management and monitoring process involving the Year Level Coordinators and is also facilitated through Home Group meetings.

Recommendations:
1. Distribute the Attendance flow chart to all Middle School staff to ensure they understand the Attendance follow up process. (outlined below)

2. Include Attendance as a priority item in Middle School meetings

3. Our goal is to have attendance at above 91% in Years 8 and 9 and to maintain and improve the year 7 rate to 93%.

**Step 1**
- Home group teacher monitoring attendance in class
- Attempts to gain note home via diary from student
- After 3 days absence Home Group teacher calls home; record on Daymap

**Step 2**
- Inform Year Level Manager if there is no response to either diary note or the phone call call home
- STEP 2b Attendance is a Sub school meeting agenda item

**Step 3**
- Year Level Manager attempts to locate student: record on Daymap
- Letter 1 sent home via registered mail

**Step 4**
- Year Level Manager continues to attempt contact home if no response has been gained from previous attempts
- Year Level Manager continues to be in contact with HG teacher
- Year Level Manager sends home letter 2 via registered mail; record on Daymap

**Step 5**
- If no contact or change in pattern of attendance
- Year Level Manager to inform Senior Leader (10 days or more)

**Step 6**
- Senior Leader to contact Attendance officer and discuss possibility of home visit, referrals or other required strategies

### 6.2 Destination

In 2013 our destination data showed that 3% of students left the school with employment but 20.7% were seeking employment when they left. A large number of students transferred to other government schools (35.3%) and less to non-government schools (7.6%) Many students (9.1%) left to go interstate (for family and employment reasons) and overseas (often for family reasons).
This trend has stayed much the same for 2014 but in Year 12 34 (85%) students were accepted into university courses and 6 (66.6%) were accepted into TAFE courses. The success of our VET programs also supports our students in their career pathways. Several students who had commenced a school based apprenticeship were converted into full time employment in their chosen vocations. This increased from the previous year due to better counselling/re-counselling, dissemination of information, university visits and our awareness-raising on our Year 12 Conference Day in Term 1. 15 Year 12 students were not able to be contacted re- their destination.

7. CLIENT OPINION

Parent Opinion

Overall parent opinion remains fairly high with the average ratings above 3. The lowest ranked score pertains to the management of student behaviour with comments indicating the school should be suspending more students as a behaviour consequence. It is very pleasing to see our highest ranked responses are about high expectations and positive communications between the school and parents.

Student Opinion

Interestingly the student opinion data almost mirrors the parent opinion data. Again the average score is above 3 with a number above 4. As with the parent data student behaviour is of the greatest concern and it is very pleasing to see students acknowledging that teachers always expect students to do their best. I feel safe at school and I can talk to my teachers about my concerns also rated well.

Staff Opinion

Overall staff opinion is high with a number of responses above 4. The lowest ranked response was in relation to professional feedback about their work. This information will further inform our “Developing Performance Together” strategy and highlights the need for a more rigorous feedback process. This is 2015 improvement priority.
8. ACCOUNTABILITY

8.1 Behaviour Management

Over the last several years, our school has been steadily improving in areas such as school pride, respect and general behaviour. Last year, our data related to violent incidents and bullying/harassment incidents indicates exactly that trend. Violent incidents dropped 23.5% from 2013 to December 2014 (242 incidents down to 187). Bullying and harassment incidents dropped 14.2% from 2013 to December 2014 (168 incidents down to 144).

Reasons for this shift could include a settled and a more experienced Leadership team that knows our students and their families, extra support and funding injected into mentoring and support, a tight Behaviour Management policy that includes intervention processes, staff efforts at building good working relationships with their students and our school helping educate staff, students and families toward zero tolerance with regard to violence and harassment.

8.2 Relevant History Screening (formerly Criminal History Screening)

All Ancillary Staff, 3rd Party Providers, Adult Students, Governing Council Members and Volunteers are required to provide the school with their Relevant History Screening Certificate before being allowed on site. This is copied and the details recorded on EDSAS and on a spread sheet. If required an application is submitted to DCSI on the current form and details verified.

The Community Development Officer is responsible for monitoring and recording all volunteers and Governing Council Members, all staff are responsible for the 3rd party providers and the Business Manager is responsible for Ancillary Staff. Ancillary Staff details are recorded/updated on the HR Management System.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>138</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>40</td>
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Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>82.9</td>
</tr>
<tr>
<td>Persons</td>
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<td>88</td>
</tr>
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9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$400.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$66380.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$505473.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>$118696.00</td>
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