Paralowie School
2016 Annual Report
to the School Community

Paralowie School Number: 1099

Partnership: Orion

Name of School Principal: Peter McKay

Name of Governing Council Chair: Sarah Caldwell

Date of Endorsement: 7 March 2017

School Context and Highlights

In the R-6 school we again saw an increase in enrolments. The complexity has continued to increase with an increasing percentage of students with disabilities and from EALD backgrounds. Highlights for the year include SAPSASA events, increase the number of Children's Uni graduates, school fete raising $3500, North on target and the popularity of lunch time clubs. Wakakirri was a huge success once again winning gold across all disciplines and an honourable mention in promoting the message of reduce, reuse and recycle. The R-6 school also had their inaugural Tournament of minds competition which challenged students to think outside the square, problem solve and work in a team.

Enrolments and the context of the Middle School remained consistent with previous years. Highlights reflect the school's priority in developing and embedding Positive Education into our curriculum. The Year 7s had an Animals Encounter day, excursions to West Lakes Aquatics and Monarto Zoo to practise applying mindsets to real world experiences. Year 9 and 10 student mentors in Positive Education also helped to facilitate a Wellbeing Conference with the year 7s. In Year 8, a Wellbeing Day allowed students to work collaboratively in applying teambuilding skills to succeed in a variety of challenges. The Year 9's built on their character strengths to meet a set goal of climbing Mt Lofty.

The Senior School cohort for 2016 was 500 students of which 104 were enrolled in Year 12. 89 Year 12 students completed the year. Of this Senior School cohort 155 students were enrolled in VET courses both in school and regionally. This is significant since 63.10% of our students completed their SACE with a VET component this year. EALD students from a wide variety of backgrounds including large numbers of Nepalese, Afghani, Pakistani, Philippines and Tanzanian students, made up a significant part of the cohort. Events such as multi-cultural assemblies, multi-cultural morning teas and Community Centre events, provide positive school/community links for our large EALD community.

Highlights of this year saw many successful programs being delivered on and off site including: Flinders Uni Mentoring program, She Leads High, Youth Opportunities, Volley ball Nationals, the Year 12 Farewell and Formal, Adelaide Oval/Samri/UniSA Year 10 program, the Flinders University Open Days, STEM sisters, the Positive Education HG program and other initiatives which supported our student wellbeing and academic success.

Governing Council Report

2016 was another great year at Paralowie R-12 School with many lessons learned by not only students but teachers and Parents also.

I would like to congratulate all of our students on their achievements throughout the year. Whether it was a personal goal achieved or team targets reached they can all feel proud of their progress.

I thank our amazing team for their constant attention and dedication to not only the School and its students but also the families it contains.

Peter Mckay, Peter Groves and the leadership team, the teachers, SSO's and support staff all contribute towards achieving the very best of our childrens potential.

We finished the year with a 94% SACE completion which is fantastic but this statistic doesn't ever truly reflect the quality of learning throughout the whole School.

I look forward to being a part of this ever expanding community and watching it blossom with opportunity and hope for the future.

I would also like to thank Governing Council for allowing me the privilege and opportunities pertaining to the role of Governing Council Chairperson. Over the years I have learned a lot and continue to do so. I feel very proud to be a part of a School that is constantly striving to better itself and therefor improve the learning outcomes for all.

On a personal note Thank you Paralowie R-12 School for allowing my daughter the opportunity to reach her goal of attending Uni SA Mawson Lakes Campus to study a Bachelors of Mathematical Science. She has worked extremely hard but it is this School and the people in it who listened and guided her towards her future and I humbly cannot thank you all enough.

I look forward to whatever 2017 has in store and believe that together we can achieve great things.

Improvement Planning and Outcomes

R-12 Pedagogy; in 2016, 21st Century pedagogy was identified by R-12 staff as an area for improvement. To support the implementation of pedagogical practices that engage and intellectually stretch learners, develop resilience, growth mind sets and improve numeracy and literacy achievement, the following strategies were implemented:
• Kym Brown Professional Development for R-12 staff
• David Cropley Professional Development for R-12 staff
• R-12 Professional Learning Communities (PLCs) were created with a focus on AITSL standards and 21st Century pedagogy to make a difference for students in the classroom
• R-12 PLCs developed agreed goals, group norms, and roles for each participant with a focus on classroom practice
Professional Learning Communities; in 2017 the established PLCs will continue with a focus on using evidence to track and monitor the success of strategies implemented, and also sharing successful practices.
Using data; In 2016 the use of literacy and numeracy data to inform classroom practice across the site was identified as an area for improvement and also staff involvement in the decision making processes for literacy and numeracy priorities across the site. The following strategies have been implemented to improve the use of data analysis:
• Staff were provided with a data spreadsheet for Home Groups. The data included Attendance, NEP/SWAN, NAPLAN, PAT, Lexile data
• All student data is saved in a shared Data folder to ensure data is continuously updated for staff access
• Representative staff from across Learning Areas attended the PAT data analysis training. These staff have led the process for some Learning Areas to use PAT data to inform classroom practice. This will continue to build in 2017.
• Data Manager Senior Leader led the process with the English and Maths coordinators, for the English and Maths faculty staff to analyse individual student NAPLAN data. Year 6 and Year 7 teachers worked together and Year 8 and 9 teachers worked together to analyse strengths, and areas for improvement. The Maths faculty also analysed individual student PAT Maths data to provide more information about strengths and areas for improvement for Year 7-10 students. All staff involved used the data to develop a Commitment to Action for their own planning, and also established a recommendation for the Literacy and Numeracy Agreement for 2017.
• Lexile data continues to be a regular focus for English teachers, with consistent tracking and monitoring of student reading growth. Successful strategies used for the reading program and the process for tracking and monitoring individual student reading progress is a regular agenda item at English meetings.
In 2017 data analysis meetings will be scheduled in advance. The Data Manager Assistant Principal will also lead the process for staff from all Learning Areas to participate in NAPLAN and PAT Year Level data analysis. Staff involved with establish a Commitment to Action for classroom practice, and also a recommendation for the Literacy or Numeracy Agreement.
More communication with parents and the community is an area for improvement in 2017.
Task design and pedagogy; Task design is a focus in the senior school and staff have participated in training opportunities and also sharing and group discussion regarding the following:
• Intellectual stretch
• Differentiation
• Alternative assessment options
An explicit program for Home Group and Positive Education have been identified as areas for improvement in 2017.
Literacy and Numeracy Agreements; staff used NAPLAN data to develop two key priorities for the Literacy and Numeracy Agreements for 2017. Literacy priorities: Vocabulary & Comprehension. Numeracy priorities: Probability & Measurement.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
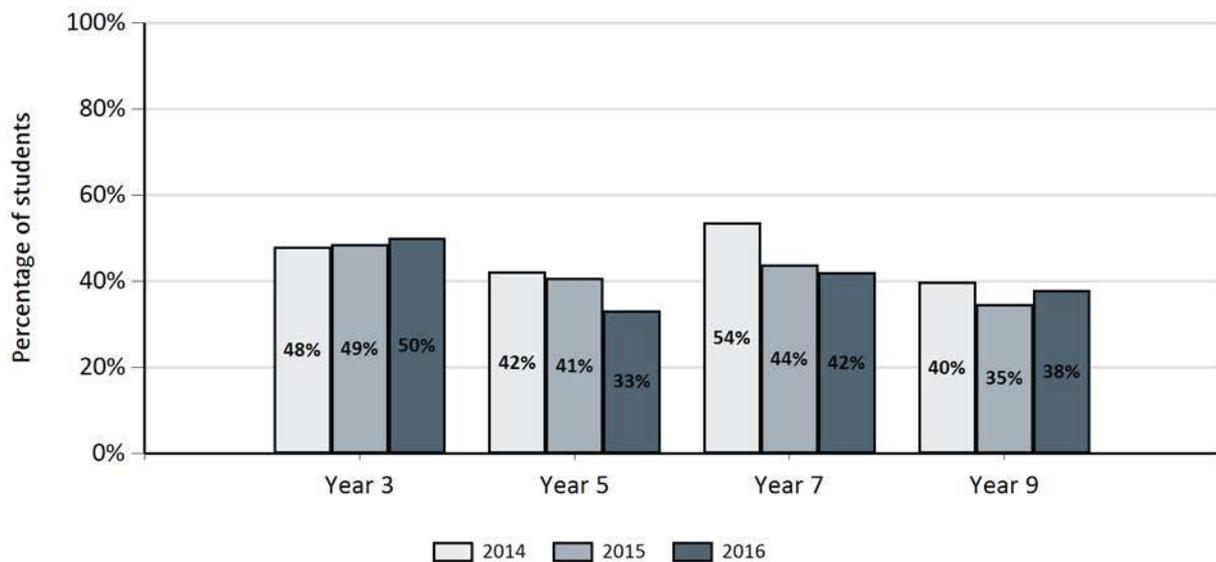
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
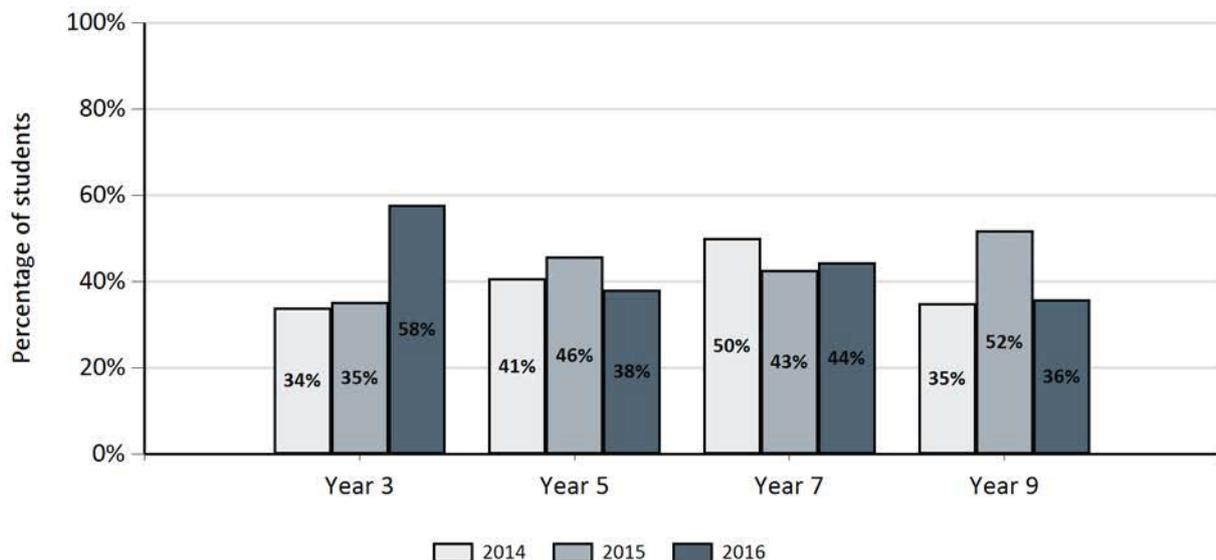
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	38%	32%	25%	25%
Middle progress group	55%	52%	54%	50%
Upper progress group	6%	16%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	44%	39%	36%	25%
Middle progress group	46%	48%	54%	50%
Upper progress group	10%	13%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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%.

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 3 2016	64	64	8	3	13%	5%
Year 3 2014-16 Average	60.7	60.7	8.0	3.7	13%	6%
Year 5 2016	63	63	4	1	6%	2%
Year 5 2014-16 Average	62.0	62.0	5.0	1.3	8%	2%
Year 7 2016	81	81	7	5	9%	6%
Year 7 2014-16 Average	84.0	84.0	7.3	5.0	9%	6%
Year 9 2016	164	164	6	4	4%	2%
Year 9 2014-16 Average	156.7	156.7	8.3	3.7	5%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016
93%	91%	89.42%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	1%	2%	1.04%
A-	4%	5%	6.22%
B+	7%	7%	7.26%
B	14%	12%	10.17%
B-	16%	18%	15.15%
C+	22%	21%	18.05%
C	21%	19%	21.16%
C-	8%	7%	10.37%
D+	3%	3%	4.15%
D	2%	2%	1.87%
D-	1%	1%	0.62%
E+	0%	1%	1.04%
E	0%	1%	1.45%
E-	1%	0%	1.04%
N	0%	0%	0.41%

Data Source: SACE Schools Data reports, extracted January 2016.
*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 that year.

2014	2015	2016
92%	92%	96.52%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	58.11%	58.14%	63.53%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	92%	92%	96.52%

School Performance Comment

In the R-6 school DECD data for Term 2 indicates 31% of Year 1 students had met SEA, in term 4 this grew to 41%. In Term 2 43% of Year 2 students had met SEA which grew to 51% of Year 2 students in Term 4. According to running records data only 15% of Reception students had met SEA. By Term 4, 63% of Rec students had met SEA. NAPLAN results showed that in Year 3 Numeracy there was 10% growth from 2015 in writing there was 20% growth from 2014. Year 5 results were either maintained or increased from 2014 in Numeracy, Writing and Spelling. PAT M data showed growth across Year levels. In Year 4 the average growth was 8.9 scale points, in Year 5, 2.5 points and Year 6, 8.1 points. PAT R data showed growth across Year levels. In Year 4 the average growth was 12.07 points, in Year 5, 6.6 and Year 6, 6.4. Lexile scores increased by 42 745 across 13 classes which is an average growth of 3288 per class. There were 7 943 883 words read. Growth per class ranged from 85 to 246.

In 2016 the use of PAT data to monitor and track annual student growth in literacy and numeracy was identified as an area for improvement. The aim for 2017 is to use multiple data sets: PAT, Literacy Pro and NAPLAN data to identify areas for improvement and strengths and then apply targeted intervention. The average reading growth for Year 7 students in 2016 met or exceeded the target of 50-100 Lexile measures. This is the second consecutive year all Year 7 classes have met or exceeded reading improvement targets Four Year 8 classes met or exceeded the target for reading growth. This is an improvement from 2015 and the two Year 8 EALD also exceeded the reading progress target with an average improvement of over 100L

Two Year 9 English classes met or exceeded the average reading growth target of 50-100 Lexile measures. In Year 10 three out of the 6 Year 10 classes met the reading growth target.

The two Year 10 English in the Community classes consistently show the most reading progress at Year 10. Celebrating reading success will continue in 2017 with the Semester 1 and 2 Reading Awards celebration lunch with the Resource Centre staff.

The SACE completion rate for 2016 was 95.5% (compared with 94.67% in 2015) with 63.10% of our students completing the SACE with a VET component this year (compared with 57% in 2015). There were 36 students who received marks in the A grade band and an increase in the B+ band. There were significant increases in the numbers of students receiving A band grades across a number of subjects. Improvement still needs to occur in the number of students in the C- and D grade bands. 30 out of 35 students (86%) received first round offers in the courses of their choice.

Attendance

Year level	2014	2015	2016
Reception	88.9%	90.7%	89.3%
Year 01	89.8%	89.4%	89.2%
Year 02	91.5%	91.2%	90.4%
Year 03	90.4%	89.7%	92.6%
Year 04	89.6%	89.7%	93.1%
Year 05	92.2%	89.4%	90.6%
Year 06	90.5%	88.4%	88.5%
Year 07	92.3%	89.0%	90.6%
Primary Other			100.0%
Year 08	90.1%	88.2%	87.4%
Year 09	85.4%	86.2%	88.4%
Year 10	84.8%	84.4%	88.6%
Year 11	89.5%	90.1%	88.0%
Year 12	91.5%	90.9%	89.8%
Secondary Other			94.1%
Total	88.9%	88.6%	89.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

A flow chart documenting the role of all staff has been developed to guide staff about how to monitor student attendance. Once a child has been identified as being a chronic non-attender this case is then managed by either the Student Counsellor in the R-6 School or the Sub-School Senior Leader. Each child is case managed by that person in conjunction with teaching and counselling staff. Regular meetings with the Attendance officer aid in resolving non-attendance issues before being officially referred to Attendance.

Behaviour Management Comment

In the 7-12 school our data is showing a drop in Violence and harassment from last year at all year levels except year 7 which had an increase of 27%.
Year 8 dropped 23%
Year 9 dropped 37%
Year 10 dropped 20%
Year 11 dropped 76%
Our year 12 data indicated no change.
In the R-6 sub-school 2016 saw an increase in yard behaviours which we think correlates with our increased number of enrolments. We will continue to offer lunchtime activities as positive alternatives to yard play and think of more innovative ideas to decrease the level of incidents in 2017. Our class behaviour has spiked in Year 2 and 5 this year, we have seen decreases in incident levels in Reception and Year 6.

Client Opinion Summary

Overall parent opinion has remained high with all but one question receiving an above 90% positive response. The question with the lowest positive response (88%) was "student behaviour is well managed at this school". Comments indicate this is related to the high number of students with challenging behaviours in the junior and lower primary years. The school has been successful in gaining RAAP funding to support the implementation of a specialist program with a dedicated teacher for the program. We hope this targeted program coupled to the implementation of the Rock and Water program and a maintained focus on Positive Education strategies will see an improvement in responses to this question in the 2017 survey data.
Student opinion data also is very good with only 2 questions scoring a positive response below 90%. The lowest score 83% positive response was for the question, "I can talk to my teachers about my concerns." There were no student comments recorded for this question and so in order to find out the detail that sits behind this low score will require a targeted information gathering process. This could be additional piece of data gathered by the student counsellors when gathering other wellbeing data. Interestingly the question "student behaviour is well managed at this school" was the next worst response at 89%. The limited comments referred mainly to secondary student's poor behaviour preventing others from learning. The highest response (98%) was for the question "my school gives me opportunities to do interesting things". The school has purposely introduced a wide range of additional learning opportunities such as the volleyball program, debating, STEM programs, dance, Tournament of the Minds and Children's University to provide a broad range learning experiences. This strong response would indicate students are finding value in these programs.
Overall staff positive responses were lower than parent and student responses with all but one being above 80%. The management of student behaviour was again the question recording the lowest positive response at 79%. As data was gathered at the end of 2016 and as student behaviour has come up consistently across all three client surveys the school has programed a professional learning focus for term 1 2017 around effective behaviour management practices. This program is to be delivered by the partnership behaviour coach and partnership student support services staff.

Intended Destination

	School	
Leave Reason	Number	%
Employment	8	2.5%
Interstate/Overseas	25	7.7%
Other	1	0.3%
Seeking Employment	53	16.3%
Tertiary/TAFE/Training	2	0.6%
Transfer to Non-Govt School	23	7.1%
Transfer to SA Govt School	111	34.2%
Unknown	102	31.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Ancillary Staff, 3rd Party Providers, Adult Students, Governing Council Members and Volunteers are required to provide the school with their Relevant History Screening Certificate. This is recorded on EDSAS and on a spread sheet.
Applications are submitted to DCSI using the on-line application process.
The Community Development Officer is responsible for monitoring and recording all volunteers and Governing Council Members, Business Manager is responsible for Ancillary staff and 3rd party providers
All Staff details are recorded/updated on the HR Management System.

Teacher Qualifications 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	144
Post Graduate Qualifications	41

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	85.9	3.0	31.1
Persons	1	92	4	35

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$13,673,352.72
Grants: Commonwealth	$28,100.00
Parent Contributions	$376,600.25
Fund Raising	$19,078.17
Other	$108,993.66

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	A whole school approach has enabled our Positive Education Journey to continue to flourish, with staff and students participating in the fundamentals of PERMA.	Promoted positive relationships, behaviour and supported student engagement.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Smaller ESL class sizes in the year 7-12 school, additional classes. Small intervention group work with EALD teacher in R-6. EALD FTE 0.2 support teacher in senior years. Purchase of additional BSSO hours.	EALD classes are exceeding reading targets of 100 lexile point improvement.
	Improved Outcomes for Students with Disabilities	Purchase of additional SSO classroom support hours. SSO and teacher training in intervention programs including; Quick Smart literacy and numeracy, minilit and multilit. FTE 1.6 students with disability support teacher.	Internal monitoring data shows an improvement in literacy & numeracy.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	A whole school approach to Positive Education through embedding into curriculum. Smaller ESL class sizes in the year 7-12 school, additional classes, EALD FTE 0.2 support teacher in senior years and additional BSSO hours. Quicksmart intervention programs for SWD. Partnership with external Aboriginal Service provider to provide health and wellbeing programs and alternative cultural learning programs.	Achievement growth monitored for targeted students through internal tracking of PAT-R, PAT-M and Lexile measures.
	First Language Maintenance & Development	Support of reception students during Literacy blocks. Year 3-6 students not already receiving intervention and were reading below expected SEA benchmarks. Average growth of 3 reading levels for the 2 terms with one student improving by 13.	
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum	Not Applicable	Not Applicable
	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
	Better Schools Funding	Better schools funding was used to purchase additional teacher staffing and SSO staffing to support identified groups of learners. Support was provided through targeted interventions, in class support and tutorial lesson	Improved literacy, numeracy and SEA achievement measured through PAT, Lexiles.
Other Discretionary Funding	Specialist School Reporting (as required)	Not Applicable	Not Applicable
	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
	Primary School Counsellor (if applicable)	Primary school position is topped to a B3 senior leader student wellbeing and counselling. School self funds and additional FTE 0.6 counsellor position.	Implementation of embedded positive education program.