



Port Augusta Secondary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Port Augusta Secondary School Number: 790

Partnership: Port Augusta - Quorn

Name of School Principal:

Paul Billows

Name of Governing Council Chair:

Helen Cox

Date of Endorsement:

8/02/2018

School Context and Highlights

Port Augusta Secondary School is a category 2 school located 300km north of Adelaide with a Year 8-12 enrolment of approximately 640 students including a 39% Aboriginal enrolment and approximately 14% of students being recognised as having a disability.

The school is currently in the process of developing a new Strategic Plan 2018-21 which acknowledges the schools general trend of improvement together with the need to further develop programs to support our students reach their potential and to work together towards raising academic standards. The new plan and associated priorities have been developed in consideration of the 2017 external school review recommendations, site data and the new DECD Strategic Plan.

This year has also seen a range of other highlights including;

External School Review:

The school community worked closely with the DECD Review team during term 1. The review process had a clear focus on school improvement especially relating to pedagogical approaches. The final report and recommendations acknowledged the current school improvement processes and growth across a range of measures and it provided some very clear areas requiring further improvement which are currently being used to set direction.

Empowering Local Learners Numeracy Program (ELL):

Port Augusta Secondary continues to play a lead role in the Partnerships numeracy improvement agenda which links to the DECD Results Plus initiative. This year has seen a dramatic increase in the number of teachers involved in the program from early years to secondary with some staff being in their third year. Our data analysis is also showing an increase in achievement in numeracy especially as it relates to problem solving. The Partnership was nominated for a Partnership Innovation Award in 2017 for the ELL program.

Science, Technology, Engineering and Mathematics (STEM)

This year has seen the progression of significant facilities plans including the demolition of the old Technology building to make space for our new 3.5M STEM/Visual Arts Centre together with new curriculum development and leadership structures.

This year has also seen a wide variety of highlights too numerous to mention individually but all contributing to the vibrant culture of our school including; community music and drama performances, the Power Cup, sporting and athletics events, student "Growth Mindset" forums, Polly Farmer activities, Workabout activities and much more.

Governing Council Report

Governing Council met twice per term in 2017 and has a membership which includes eleven parents/caregivers, major achievements include;

STEM and Facilities Developments

With the announcement of the Science, Technology, Engineering and Mathematics strategy (STEM) and associated funding, Governing Council has led a process of consultation relating to approving initial project concept plans for the new STEM Centre which will incorporate a new Visual Arts "pod" from a school funding contribution. Governing Council has also led consultation in relation to the loss of the woodwork curriculum due to the demolition of our workshop, this has led to a range of initiatives which are being explored with the focus on retaining some of the woodwork skills. The Governing Council has also supported the need to develop new curriculum in the area of STEM and the importance of developing leadership in this area. The STEM development is on track with the facilities being completed early 2019 and curriculum development and trials occurring across terms 2-4, 2018.

Student Voice and Growth Mindsets

Governing Council has continued to work with student representatives on supporting the development of activities relating to student and staff Growth Mindsets/Expert Learners. This resulted in several student information sessions during the year and trials of year 8 goal setting sessions. This work will continue into 2018 with a focus on expanding the student goal setting initiative and further connecting students with school improvement processes.

Supporting all key site priorities, policy development and improvement processes

During 2018 Governing Council structured its agenda to align directly with the schools strategic plan. This has led to valuable discussions with parents on site priorities and an opportunity to look at achievement data and other key indicators on a regular basis to track site progress and promote discussions. Parents and student representatives were also involved in the term 4 self-review processes which has contributed to the schools new Strategic Priorities. Governing Council also led consultative process relating to classroom and school SBM policy including use of mobile phones and lunch passes.

Improvement Planning and Outcomes

1. Literacy (Reading Comprehension)

While the school has experienced several years of growth in NAPLAN reading results and is in a general improvement trend the number of students at SEA is relatively low (37%) and the school has a clear focus on raising standards. In reviewing the priority area of literacy the school adopted the "Data Wise" Harvard University improvement cycle which emerged from the Results Plus work in 2015-16. The process was led through the Literacy PLC and involved all teaching staff building their assessment literacy (understanding of PAT-R) data sets, creating data overviews, digging into the data, examining instruction and developing and implementing an action plan.

What emerged through this self review process was the observation that our students were struggling with the higher order questions especially those involving inferencing. We also noted that we had a significant number of students who were in PAT-R, stanine 3 and just below benchmark.

The above process resulted in the development and implementation of an action plan which included a training and development program for staff, processes established leading to faculty agreements relating to incorporating specific readings into programs together with pre, during and post reading strategies. This work also resulted in a successful trial of a "Leading Literacy Improvement" (LLI) intervention program for targeted students in regular attendance who were just below benchmark. This work sets the scene for 2018 the school is confident that these processes will support the continuous improvement trend in literacy leading towards all students reaching the DECD reading standard. As part of the new school strategic directions, writing will also be a key priority area from 2018. A detailed analysis of NAPLAN data will also continue to be a focus in the development of our new Whole School Literacy Plan.

2. Numeracy (Empowering Local Learners)

The school has experienced five consecutive years of growth in its numeracy NAPLAN results with the focus now on raising standards further especially in the higher bands. This year 98% of students tested achieved national minimum standard, however only 34% were at SEA. This is the fourth year we have been involved in the Empowering Local Learners Numeracy Strategy in partnership with Flinders University. While we are confident the program is generating growth in numeracy achievement, review of the work indicated that all of our maths teachers needed the opportunity to be involved in the training this year and all middle school maths teachers needed to work towards several identified goals including; All double maths lessons need to engage students in collaborative inquiry based problem solving and all the maths teachers will continue a focus on developing skills in questioning and leading productive classroom discussions. These processes will continue in 2018 to support the continuous improvement trend in numeracy leading towards all students reaching the DECD Numeracy Standard. The school is also planning to map the numeracy needs across all learning areas as the basis of a whole site numeracy plan.

3. Other Key Areas of Improvement Planning

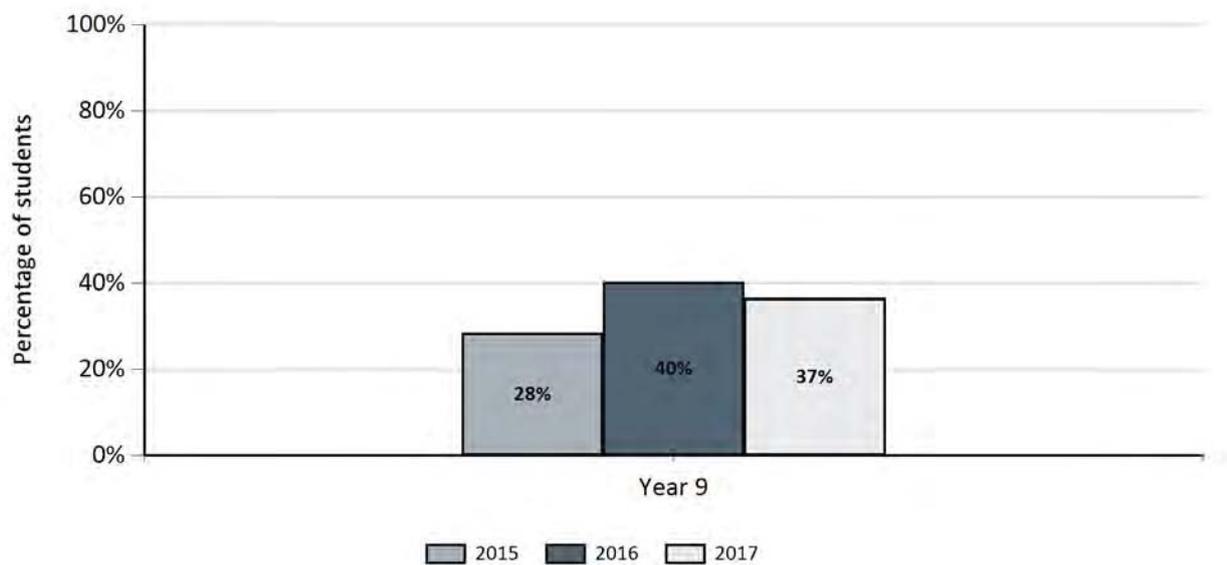
Following external review and internal processes the school has set clear strategic directions 2018-21. The directions include; Pedagogical Shift, Middle Schooling, Literacy, Numeracy, STEM, Senior Schooling and the SACE, One Child One Plan/SWD. The school has developed and aligned new teams and improvement processes with these directions ready for 2018.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

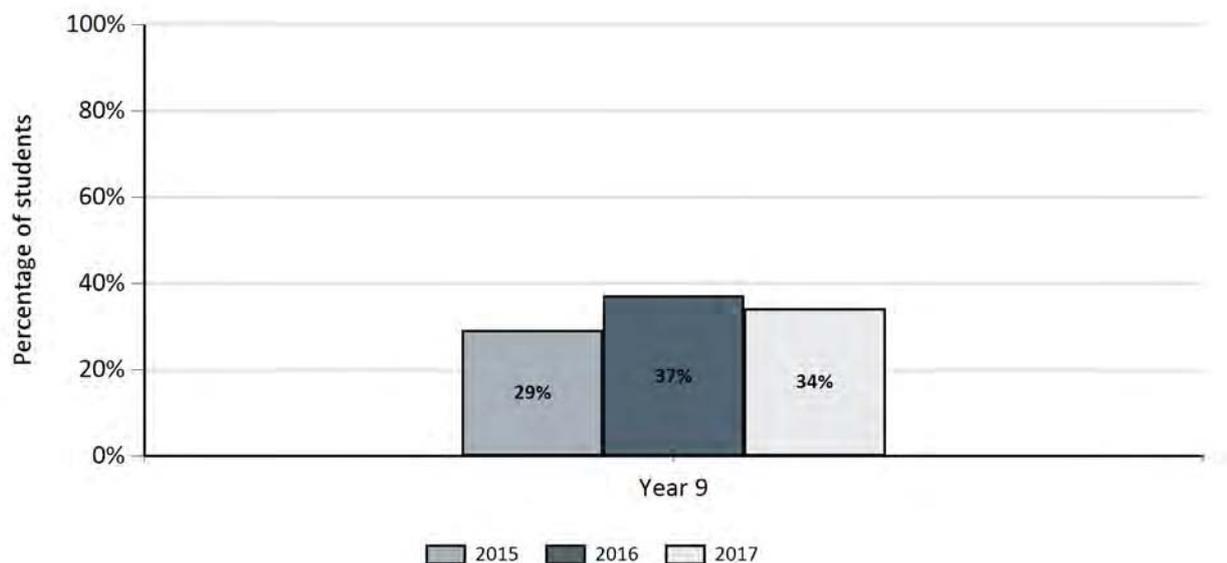
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	21%	25%
Middle progress group	58%	50%
Lower progress group	21%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 7-9	State (average)
Upper progress group	12%	25%
Middle progress group	52%	50%
Lower progress group	36%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 9 2017	134	134	3	2	2%	1%
Year 9 2015-17 Average	129.3	129.3	5.0	2.0	4%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

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	2017
80%	86%	96%	92%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	1%	1%	1.7%
A	0%	1%	5%	3.5%
A-	2%	4%	5%	7.5%
B+	9%	11%	11%	9%
B	10%	16%	16%	16%
B-	12%	9%	13%	12%
C+	17%	21%	20%	14%
C	18%	17%	22%	13%
C-	11%	6%	2%	11%
D+	9%	6%	2%	6%
D	6%	3%	1%	1.7%
D-	3%	2%	1%	2%
E+	1%	2%	1%	0%
E	1%	1%	0%	0.5%
E-	0%	1%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
77%	94%	96%	92.5%

Data Source: SACE Schools Data reports, extracted February 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	25%	40%	48%	48%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	15%	16%	20%	18%

School Performance Comment

1. NAPLAN READING:

While only 37% of students attained the DECD standard in reading it is worth noting that over the last five years the school has maintained an improvement trend. In 2017 nearly 84% of students reached national minimal standard. The schools internal PAT-R testing also reflects improvement and together with NAPLAN data has allowed for more in depth and frequent literacy analysis and action. A deep question level analysis of our literacy results has identified specific areas of weakness and the need for further agreements and training together with an expansion to our intervention programs, all of these initiatives are now in place for 2018. It is also worth noting that although there is an improvement in the number of students reaching higher bands the result is still low and requires further analysis and intervention. From 2018 higher band students transitioning to our school are being identified, tracked, monitored and supported to help maintain their high levels of achievement.

2. NAPLAN NUMERACY

NAPLAN numeracy and other numeracy measures including PAT-M have shown an improvement trend over the last five years and in 2017, 98% of students reached national minimum standard which is the highest result since NAPLAN began, however SEA was only 34%. A question level analysis of the data shows that most of our improvement occurs in the problem solving section of the test. This is reassuring as a focus of our numeracy improvement has been on the development of student executive function which includes individual and collaborative problem solving. The school is working closely with Flinders University on a Partnership focus around student executive function within the context of Numeracy and we are confident that this continued work at the school and Partnership level will maintain our improvement trend. As with literacy the number of students reaching higher bands in numeracy is low, our focus on executive functions and problem solving skills should see this improvement trend continue.

3. SACE ACHIEVEMENT

SACE completion rates and levels of achievement have improved over the last few years with a 92% completion in 2017. This trend is due to a range of initiatives including new monitoring and support systems, administrative arrangements and the development of a wide range of stage 1 and 2 options including the Youth Engagement Strategy which provides an increased number of VET units together with compulsory SACE units through an alternative educational model.

Levels of achievement at both stage 1 and stage 2 have also shown an improvement trend which is consistent with the schools clear focus on improving achievement. During 2018 the school is expanding its SACE tracking and monitoring systems to include a focus on high achieving students and strategies to move them into higher grades.

4. AUSTRALIAN CURRICULUM

Analysis of AC data in 2017 indicated the need for further moderation in Yr.8-10 grades and the need to further support all Aboriginal students to reach SEA (C grade or better). Plans have been developed for 2018.

Attendance

Year level	2014	2015	2016	2017
Year 7				31.8%
Year 8	83.7%	86.1%	80.7%	81.0%
Year 9	82.9%	77.5%	79.8%	78.7%
Year 10	79.8%	76.9%	74.7%	80.1%
Year 11	85.1%	76.4%	81.0%	81.9%
Year 12	86.9%	88.4%	86.7%	90.7%
Secondary Other	90.7%	91.5%	89.1%	81.1%
Total	84.2%	81.1%	80.8%	81.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance has improved significantly over the last six years (approx 10%). However that improvement trend has leveled off over the last few years. While we are confident that our curriculum and programs are inclusive of all students during 2018 the school will be utilising its capacity to reinstate an Attendance Action Team model supportive of high level tracking and monitoring procedures.

Behaviour Management Comment

There is a clear improvement trend in relation to general behavior and culture which is reflected in the behaviour management referrals. The data shows an approximate 20% reduction in suspensions over the last five years and an average of 1.5 exclusions per year over that time line. Our Focus Room referrals (time out) have seen a reduction of around 30% over this time.

The improvement in behaviour reflects the significant work the school has done to develop appropriate programs, a clear focus on achievement and the development of consistent expectations. The school is also working to involve students in many aspects of the school and the development of policy and procedure including the schools zero tolerance to violence and bullying.

Client Opinion Summary

Parent Opinion Survey:

The survey indicates a general positive overall perception of the school with over 80% of parents responding positively across all categories. The one area requiring further attention relates to teachers making contact with parents in regard to student school work issues, with 35% of parents indicating that this was an area of concern. This area has emerged as an issue previously and will be further investigated in 2018. One action currently being developed relates to the school - parent on-line communication module that is being developed. This will allow teachers to "post" assignments, deadlines and other course requirements for students and parents to access on-line. The program also allows for easy communication between parents and the teachers. The school will be working to get more parents using this on-line communication system in 2018.

Student Opinion Survey:

This survey indicates a general positive overall perception of the school with over 90% of students having a general positive view of the school across all categories. One area that did stand out as an area for further inquiry relates to "connectedness to school" with around 20% of students (25% Aboriginal students) not feeling a strong connection to the school. This area is being looked into further and will involve the student leadership team and the Aboriginal education team.

Staff Opinion Survey:

The survey indicates a general positive overall perception of the school with over 80% of staff having a general positive view of the school across all categories. The one area that requires further inquiry relates to the schools Personalised Load Model (PLM) which relates to aspects of staff deployment. This is being investigated further especially relating to the associated consultative processes and targeted nature of the deployments. The PLM has been a very successful and supportive initiative in the school and further refinements will further strengthen the effectiveness of the model.

Intended Destination

Leave Reason	School	
	Number	%
Employment	17	8.8%
Interstate/Overseas	11	5.7%
Other	6	3.1%
Seeking Employment	53	27.5%
Tertiary/TAFE/Training	6	3.1%
Transfer to Non-Govt School	5	2.6%
Transfer to SA Govt School	28	14.5%
Unknown	67	34.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

The school follows all of the DECD Relevant History Screening procedures and is compliant in this area.

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	95
Post Graduate Qualifications	38

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.2	55.5	7.7	20.0
Persons	1	57	9	26

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$9,731,241
Grants: Commonwealth	\$136,400
Parent Contributions	\$217,848
Fund Raising	NA
Other	\$290,253

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Four student attracted individual funding during 2017 which was related to behavioral issues. These students received individual support for tutoring, mentoring and in class assistance.	Student engagement and attendance increased facilitating improved achievement.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding has contributed towards specialised staffing through our "YES" center model and for targeted literacy intervention programs across years 8-10.	Almost all students have shown accelerated development evident through PAT data.
	Improved Outcomes for Students with Disabilities	The school ran a Special class together with a "Learning Mainstream" class which focused support for identified SWD together with a wide range of in class ancillary SWD support and some targeted SWD support by teachers.	Student engagement and attendance increased facilitating improved achievement.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The school ran a wide range of programs to specifically improve outcomes for Aboriginal students including; Workabout, SAASTA, VET programs through YES, homework center, APAS tutoring and support for the Polly Farmer Pathways to Success program. The school continued to direct funding to the development and sustainability of its Youth Engagement Strategy "YES" which provides a wide range of alternative pathways and health - well being support for highly complex and vulnerable students. Literacy and numeracy improvement continues to be a clear priority with funding directed to a range of activity including intervention programs.	Aboriginal student engagement and attendance increased facilitating improved achievement towards SEA. Increased number of students achieving the SACE.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Grant funding has been utilised to deliver Aboriginal Languages programs within different parts of the curriculum.	
Other Discretionary Funding	Better Schools Funding	Better Schools funding has been used to develop a model where most teaching staff are deployed for some of their load (approx 0.1) to work with other teachers in classes supporting identified students and SEA.	
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	