



Aberfoyle Park High School

2019 annual report to the school community



Government
of South Australia
Department for Education



Name of school principal:

Marion Coady

Name of governing council chairperson:

Wendy Looi-Penhall

Date of endorsement:

Governing Council AGM - 18 February 2020

School context and highlights

Aberfoyle Park High School is located in the southern suburbs of Adelaide. The school offers a comprehensive education program catering for students from Year 8 to 12 and who have diverse aspirations post their schooling. This includes students who aspire to a range of post school options including tertiary, apprenticeship and other skilled employment pathways.

Aberfoyle Park High School offers the IGNITE Program for selected students through ACER testing, for students with high intellectual potential, a comprehensive Arts program including Specialist Music, Vocational Education and Training options as well as tertiary studies linked to Flinders University through the Extension Studies program and The University of Adelaide. The school offers a comprehensive range of STEM related subject to SACE Stage 2. An industry link was established with ColdLogic with the development STEM related curriculum in 2019 that was trialled in year 8 and will be rolled out to all students in 2020.

The Senior School SACE results showed improvements at both SACE Stage 1 and 2 with increased student achievement particularly in the compulsory requirements as well as across all curriculum areas. Co-curricular opportunities continued to support students including debating and links with other organisations. To support student transition, work experience was reintroduced as part of the SACE Stage 1 Personal Learning Plan with students undertaking their placements in Term 1.

A team of three students participated in the Singapore International Science competition meeting and working with students from across the globe. Five students undertook the expedition Operation Wallacea to Fiji working with scientists in the field. The school continued to be accredited to host International Students. Work on the delivery of the International Baccalaureate Diploma Programme (IBDP) from 2022 saw the school move to starting work towards authorization including staff professional learning. 2019 had a continued focus on the documentation of policies and procedures, development of the School vision and strategic directions. Finalisation of the scoping of the Capital Works funding occurred with a phased building program due to commence by mid-2020.

2019 saw the development of a Wellbeing for Learning program which will be delivered in 2020 across years 8 to 12. The program was developed to ensure that students have the necessary skills and dispositions to manage their learning at each year.

Governing council report

2019 was another busy year for the school and the Governing Council has been working in conjunction with our principal, the staff and students to improve student wellbeing, school facilities and the day to day running of our High School. The Governing Council farewelled Chairperson Kerry Southby and we send our thanks to Kerry for her tireless efforts in keeping the Governing Council running smoothly and efficiently. We also welcomed some new parents to the Governing Council team and express our thanks to all the parents who joined the Governing Council to have input in the running of the school to benefit their child/children and the future students of the school. Once again, this year we were kept well informed via the Principal Reports and updates from teacher representative at each meeting.

Some achievements of the Governing Council this year include:

- The completion of the STEM Works building.
- The updating on School Uniform policy to reflect changes in the requirements including addition of new items requested by students.
- The plans for the Capital Works which is due to commence in 2020 and which will see significant upgrading of some of the school facilities so they are more contemporary
- The ongoing planning for implementation of the International Baccalaureate Diploma Programme
- Efficient reporting of school finances to the Governing Council
- Participation in the External School Review
- Participation in Open Night

As the Chairperson for the first year, the highlight for me was the events that I attended throughout the year, namely the Performing Art Nights, the Open Night and last but not least the Year 12 Graduation where I had the opportunity to witness what our Principal, teachers, support staff and students do after work. On behalf of the Governing Council, we would like to thank Marion for her tireless work and all the teachers and support staff for continuously providing their best in order for our students to achieve excellence.

We look forward to another successful year in 2020!

Wendy Looi-
Penhall
Chairperson

Improvement planning - review and evaluate

2019 saw a continued focus on aspects of the school culture to support student learning and achievement linking with emphasis on using data to look at practices and student feedback continued to be maintained as part of the performance development and improvement processes and linked with curriculum teaching teams focusing on the four PLC questions of :

1. What do we want our students to learn?
2. How will we know if they have learned it?
3. How will we support students who haven't learned it?
4. How will we challenge students who know it?

Students were supported in completing their assessment tasks through the work completion process, and the After School Learning Hub for Year 10 to 12 students three afternoons each week. Student participation in these opportunities to support their achievements has been increasing. Throughout 2019 after school Literacy and Numeracy coaching occurred to work with Year 8 and 9 students one afternoon each week. EALD support was provided with the development of a process grouping students at similar English language proficiency together for additional instruction to support student learning.

Whole school improvement saw the refinement of the student progress indicators in mid Term 1 and 3 for identification of students for case management. In the senior school, parent/caregiver and student meetings and agreements were developed and monitored for students who were identified through the student progress indicator process particularly in year 12. The development of an acceleration procedure occurred to ensure that process were in place to monitor students who were studying one or more subjects at a higher level. In the SACE, reporting against the assessment types occurred and there was an increase in the reports for students undertaking SACE Stage 2 subjects from two to three. Changed expectations of senior school students saw them needing to be at school each day and supervised study in place. Changes to leadership occurred with leaders allocated to year levels to support defined cohorts of students. This was accompanied by an emphasis on year levels coming together to build the culture of acknowledging students within the year level and across the whole school with whole school assemblies occurring each term.

Staff undertook a 3-hour professional learning on supporting students to develop the skills and abilities to meet academic vocabulary to support literacy writing demands. Curriculum leaders commenced work with their teams to include academic vocabulary in unit plans, supporting a whole school approach. Work also occurred to development of common and agreed assessment tasks templates.

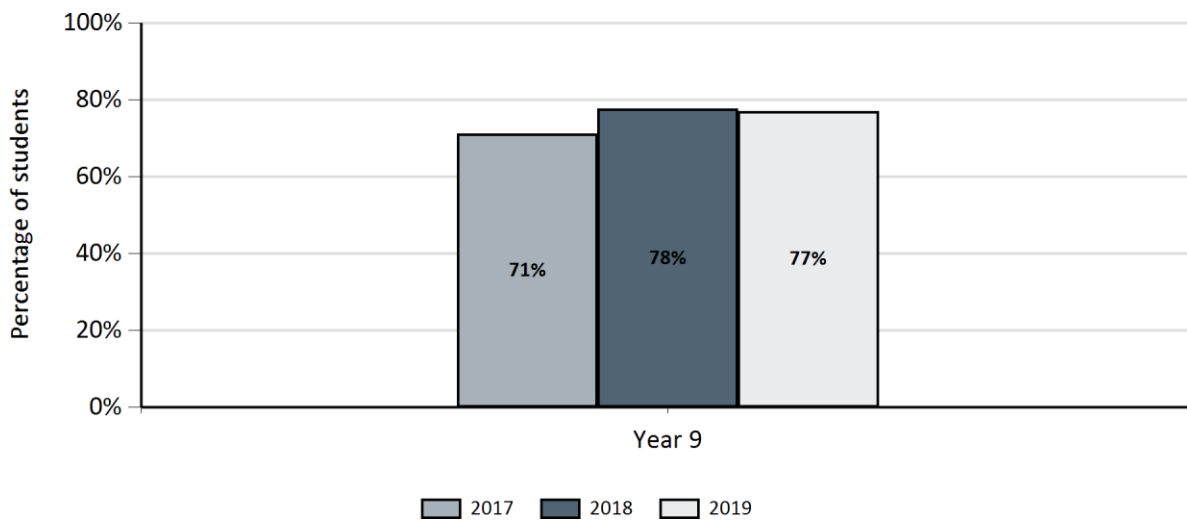
All teaching staff undertook the Keeping Safe: Child Protection Curriculum (KS:CPC) in preparation for the delivery of a year 8 to 12 Wellbeing for Learning Program in 2020. This program has developed through 2019 has four aspects: Child Protection Curriculum, Transition, Career Development and PERMA+.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

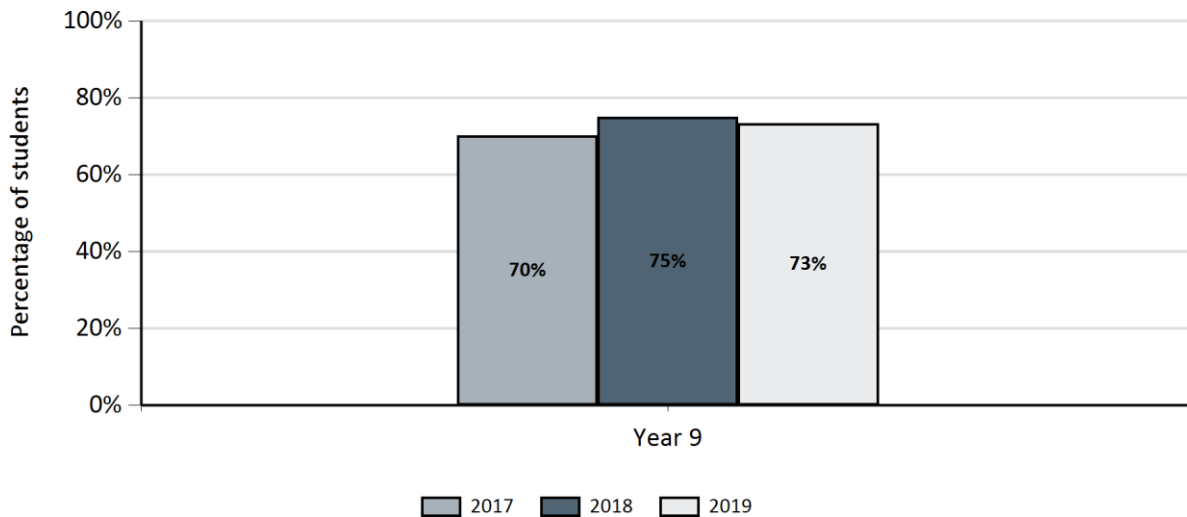
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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 | 29% | 25% |
| Middle progress group | 46% | 50% |
| Lower progress group | 25% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 7-9 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | 26% | 25% |
| Middle progress group | 43% | 50% |
| Lower progress group | 31% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019 | 191 | 191 | 41 | 45 | 21% | 24% |
| Year 9 2017-19 average | 219.3 | 219.3 | 49.0 | 42.7 | 22% | 19% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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)

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|--------|
| 96% | 97% | 98% | 98.68% |

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

| Grade | 2016 | 2017 | 2018 | 2019 |
|-------|------|------|------|-------|
| A+ | 2% | 1% | 1% | 1.06 |
| A | 4% | 6% | 7% | 10.21 |
| A- | 8% | 7% | 8% | 13.72 |
| B+ | 12% | 10% | 14% | 14.59 |
| B | 15% | 15% | 16% | 15.50 |
| B- | 19% | 14% | 16% | 13.55 |
| C+ | 14% | 18% | 14% | 11.80 |
| C | 16% | 18% | 16% | 11.07 |
| C- | 6% | 9% | 5% | 3.87 |
| D+ | 2% | 1% | 1% | 1.04 |
| D | 1% | 1% | 1% | 0.54 |
| D- | 0% | 0% | 0% | 0.23 |
| E+ | 0% | 0% | 0% | 0.12 |
| E | 0% | 0% | 0% | 0.09 |
| E- | 0% | 0% | 0% | 0.03 |
| N | 0% | 0% | 0% | 0.00 |

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

| 2016 | 2017 | 2018 | 2019 |
|------|------|------|------|
| 98% | 97% | 99% | 99% |

Data Source: SACE Schools Data reports, extracted February 2019.

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

| | 2016 | 2017 | 2018 | 2019 |
|--|-------|-------|-------|-------|
| Percentage of year 12 students undertaking vocational training or trade training | 30.47 | 22.65 | 23.36 | 40.67 |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 93.38 | 98.46 | 98.57 | 98.7 |

School performance comment

SACE Data - 152 students were eligible to complete their SACE with 150 students doing so. 109 students received an ATAR with the highest being 98.95. 14 students achieved ATAR's of 90 and above representing 13.08%. This is an increase of 3.82% from 2018. 84 students achieved at least one A band grade with 29 students achieving between two and five A band grades.

2019 saw the continued increase in students achieving the higher grade bands of A and B: 18.12% in A Band an increase of 1.48% from 2019 and 46.82% in B Band an increase of 0.7% from 2018. Overall the percentage of grades in the passing grade Bands increased to 98.68% an increase of 0.8% from 2018.

The year saw the highest number of students who completed their SACE including Vocational Education and Training (VET) rising to 61 an increase of 21 from 2018.

NAPLAN - 2019 saw the highest participation rate in the Year 9 NAPLAN.

In the writing component there has been an improvement since 2017. 2019 saw the achieve Band 10 in the past three years and the least number of students achieve in Band 5 and 6.

In the reading component, the 2019 saw a small decline from 2018, but an improvement from 2017.

In the spelling component, there has been an improvement since 2017 with 25% of students achieving in the higher bands of 9 and 10 over the three years. NAPLAN Spelling results have been improving since 2017. Whilst the percentage of students achieving below Band 7 increased slightly, the data indicates there was an increase in high growth compared to previous years.

For the grammar component, there has been a decline when compared to 2018 results, and the results are similar to 2017. There was an increase in the percentage of students having low relative gain.

For the numeracy component, there was an increase of 1% from 2018 to 25% students achieving in Band 9 and 10 and the highest relative gain increase to 26% representing 7% improvement from 2018.

IGNITE students:

For spelling, 60.4% achieved in Band 9 and 10

For grammar, 68.2% achieved in Band 9 and 10

For numeracy, 73.9% achieved in Band 9 and 10

For reading, 62.2% achieved in Band 9 and 10

For writing, 46.6% achieved in Band 9 and 10.

We disaggregate data to identify groups of students within the school including the individual data for students who are provided with support and intervention to enhance their literacy and numeracy skills. 2019 saw the EALD model of support change focusing on strategies for students to progress along the continuum of English language mastery and the continuation of literacy and numeracy tutoring after school for year 8 and 9 students and identified students in year 9 for support in Term 1 2019.

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|-----------------|--------|-------|-------|-------|
| Year 8 | 92.6% | 93.4% | 91.9% | 91.3% |
| Year 9 | 90.3% | 89.1% | 89.7% | 89.7% |
| Year 10 | 91.6% | 90.1% | 89.3% | 89.9% |
| Year 11 | 92.4% | 91.5% | 90.7% | 90.4% |
| Year 12 | 90.7% | 91.6% | 88.0% | 89.4% |
| Secondary other | 100.0% | 98.3% | | |
| Total | 91.7% | 91.3% | 90.0% | 90.2% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

2019 saw further refinement of the attendance procedures and attendance follow-up. Attendance has been incorporated as part of the case management teams and their processes. Student exemption for family holidays and selection for such things as sporting teams, impacts on the overall attendance rates for the school. DayMap enables parents and caregivers to look at their child's attendance and attendance is reported as part of the parent reporting procedure. Referrals are made to the Department's Support Services as well as home visits as required for chronic non-attendance.

Behaviour support comment

Further work occurred on the draft 'Culture of Respect, Care and Compassion, and Honesty' supporting process. 2019 saw the introduction of lunchtime supervision for matters including student behaviour that is inconsistent with the school values.

Suspension numbers have been maintained in low numbers through a case management approach and implementation of year level leadership working pro-actively with students, staff and families. Further refinement of the school's procedures will be ongoing in 2020

Client opinion summary

Parent, students and staff completed the online School Survey in 2019. 152, 241 and 34 responses were completed by parents, students and staff respectively. The collated data is used to focus some action for 2020.

Parents and caregivers indicated that the following have the highest agreement:

- Teachers at this school expect my child to do his or her best
- I can talk to my child's teachers about my concerns
- The school is well maintained
- My child feels safe at this school

Compared to the results from 2018 there was a movement upwards in many of the responses.

Student responses indicated that the following have the highest agreement:

- My teachers expect me to do my best
- I feel safe at my school
- My school gives me opportunities to do interesting things
- My teachers provide me with useful feedback about my school the results were similar to 2018.

Intended destination

| Leave Reason | School | |
|-----------------------------------|--------|-------|
| | Number | % |
| Employment | 27 | 9.2% |
| Interstate/Overseas | 48 | 16.4% |
| Other | 2 | 0.7% |
| Seeking Employment | 10 | 3.4% |
| Tertiary/TAFE/Training | 16 | 5.5% |
| Transfer to Non-Government School | 8 | 2.7% |
| Transfer to SA Government School | 32 | 11.0% |
| Unknown | 149 | 51.0% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All staff, volunteers, external providers/contractors and pre-service teachers have the relevant and up-to-date DHS child protection screening and where appropriate, the Working with Children Checks. Study Tour Homestay families have the required clearances. Records of these documents are kept in the school. An induction process is in place for personnel who work with students at Aberfoyle Park High School.

Qualifications held by the teaching workforce and workforce composition

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

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 130 |
| Post Graduate Qualifications | 67 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 69.7 | 1.0 | 18.1 |
| Persons | 1 | 78 | 1 | 23 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | 0.00 |
| Grants: Commonwealth | 0.00 |
| Parent Contributions | 843205.81 |
| Fund Raising | 4438.35 |
| Other | 11344820.87 |

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|---|---|
| Targeted funding for individual students | Improved behaviour management and engagement | N/A | |
| | Improved outcomes for students with an additional language or dialect | EALD support provided to identified students | 100% eligible EALD students achieved their SACE and progress to higher levels |
| | Improved outcomes for students with disabilities | Support in the areas of Literacy and Numeracy for year 8 to 10 students working with specialist teacher. In class and small group including completion of the compulsory SACE requirements. | 100% completion of the SACE compulsory requirements |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | APAS funding used to provide tutoring. ATSI students have access to the After School Learning Hub three nights a week and from the Aboriginal Education Teacher and partnership ACEO as well as individual subject teacher support. | 100% SACE completion for ATSI students and achievement of higher grades in SACE Stage 1 of over 50% A or B. |
| Program funding for all students | Australian Curriculum | Refinement of the documentation in all curriculum areas against the Australian Curriculum. | All year 8 and 9 students undertaking the Australian Curriculum requirements. |
| Other discretionary funding | Aboriginal languages programs initiatives | N/A | |
| | Better schools funding | Used to support literacy and numeracy development to ensure students meet the SACE compulsory requirements through support to improve skills and abilities through year 8 to 10. | Increase in the number of students achieving in the higher bands of NAPLAN. |
| | Specialist school reporting (as required) | | |
| | Improved outcomes for gifted students | IGNITE funding used to support the year 8 to 12 students. This includes undertaking uniquely IGNITE student programs in the 3rd year of the program. | IGNITE students predominantly in Band 9 and 10 of NAPLAN. |
| | Primary school counsellor (if applicable) | N/A | |