



Aberfoyle Park High School

2021 annual report to the community

Aberfoyle Park High School Number: 1673

Partnership: South Valley

Signature

School principal:

Ms Marion Coady

Governing council chair:

Wendy Looi-Penhall

Date of endorsement:

15 March 2022



Government
of South Australia
Department for Education

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. Our students have a diverse range of learning and wellbeing needs and post school aspirations. Many students move to tertiary studies, trades through apprenticeships/traineeships and other skilled

employment pathways. For senior school students we offer the Innovative Pathways Program supporting the move to employment through gaining a range of certificates and skills in preparing for employment.

The school was authorised to deliver the International Baccalaureate Diploma Programme (IBDP) in 2022 following the external accreditation process. This saw more staff being trained to deliver IBDP and the development of the learning programs. A model providing advice to students and families about a pathway to the IBDP was developed and implemented.

The newly developed IGNITE model is in its third year of development supported by a whole school acceleration process for students who are capable of undertaking studies at a higher level than their cohort. Testing for year 6 and 7 students for the 2022 IGNITE program occurred early in the year. This saw the development of the year 6 IGNITE program for the incoming students in 2022.

Connections with Flinders University and The University of Adelaide continued albeit within COVID constraints.

The Year 8 to 12 Wellbeing for Learning program was delivered with further enhancements to the program based on the feedback received from year 8 to 12 students and staff during 2020. Career Education emphasis has been strengthened from year 8 to 12. Term 3 for year 12 focussed solely on transition beyond school. A year 7 program was developed for the incoming cohort of students in 2022.

The Senior School SACE results showed improvements at both Stage 1 and 2 with increased student achievement in the compulsory requirements as well as across all curriculum area. For Stage 2 99.5% of students achieved their SACE.

Limited co-curricular opportunities were a feature of 2021 due to COVID. However, as restrictions were lifted external opportunities were provided students. Within the school the Senior School Learning Hub continued three afternoons a week and the year 8 and 9 tutoring occurred one afternoon a week. Work experience linked to the Personal Learning Plan occurred for some students in term 2.

The Capital Works Program continued throughout 2021 and saw the handing over of the redeveloped senior floor, the administration building and progressive work on the new Performing Arts. The redeveloped of kindergarten became the home for music and drama.

Governing council report

2021 continued to be a challenging year for parents, staff and students at Aberfoyle Park High School. There were many new things that we continued to learn and navigate through the COVID 19 pandemic. My fellow Governing Council members and Principal, Ms Coady continued to make decisions that would serve our school community well.

The Governing Council members and I would like to thank Ms Coady and all the staff and support staff for their resilience and flexibility and their continued professionalism to provide our children with the best education that the school can provide.

In 2021, the Governing Council continued to meet either online or face to face and we were kept informed on what was happening at school through Ms Coady's well-presented Principal's Report at each meeting. Besides working on strategies to welcome the Year 7s to our school in 2022, we also were kept informed about the Capital Works that will be completed in 2022. This is an exciting and major project for our school.

We were also approved to become one of one of the very few state schools supported that will be offering the International Baccalaureate Diploma Program for our 2022 Year 11 students, giving parents and students more choices for their educational and learning pathway.

I would also personally like to thank the Finance Committee for managing our school finances well, our School Uniform Committee for continuing to work with the students and school staff in order to keep our policy and practices up to date and the Student Leaders who attend our Governing Council meetings to provide us with all the activities that occurs around the school. We are glad to see our student voices being represented at the Governing Council level.

Although 2021 still saw many of our usual school events cancelled, to the disappointment of many families and students such as our Year 12 Graduation to 2022, I ask that parents and students still be patient with the school whilst they work on alternatives in order for us to acknowledge all the hard work that our Class of 2021 put in and to congratulate them for completing a milestone year. As the Chairperson, I look forward to what 2022 brings to our school and on behalf of the Governing Council, we would like to thank all the parents who continue to support their children through a difficult year, 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.

Quality improvement planning

2021 continued to have a focus on student learning and achievement with data informing support and intervention for individual and groups of students. In addition to the mid term 1 and 3 data collection in relation to whether they are on track with their learning, a mid term 2 data collection occurred for year 12 students. Meetings with students and/or parents/caregivers in relation to year 12 student achievement occurred with development of action plans which were monitored each week for identified students.

Curriculum teams continued their work focussing on the questions:

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

Work also included review of assessment tasks and collaborative moderation of the evidence of students learning to ensure tasks were appropriate and supporting consistent teacher professional judgement.

The Wellbeing for Learning program continued to be implemented with feedback from teachers and students from 2020 informing the changes for the year.

A literacy coach worked with all year 8 English teachers focussing on inference. Data was collected to identify the impact of this work with the triangulation of school achievement and PAT scores. The coach worked with the teachers including observation of classroom practice in relation to the tasks supporting the development of student skills and abilities in inference.

With learning support there were changes with the implementation of Quicksmart literacy, MultiLit and individual student support. The after school learning hub for year 10 to 12 students continued for three afternoons each week and a tutor available for year 8 and 9 students on one afternoon each week. Observation of leaders in supervising Work Completion of students enabled the identification of assessment tasks which needed to change in 2022 to provide greater opportunity for students to achieve and also reflect their interests.

Connections with primary schools to support the transition of year 6 and 7 students into high school for 2022 were put in place. This included visits of groups of students from feeder primary schools as well as students coming from other primary schools. This saw meetings with families and students gathering information about our incoming students to support planning for 2022.

To support students moving into the next year level for 2022, year 10 and 11 students undertook specific programs. This included some of the skills needed to successfully navigate the SACE for year 10 students and the Head Start program for year 11 students moving into their final year of schooling.

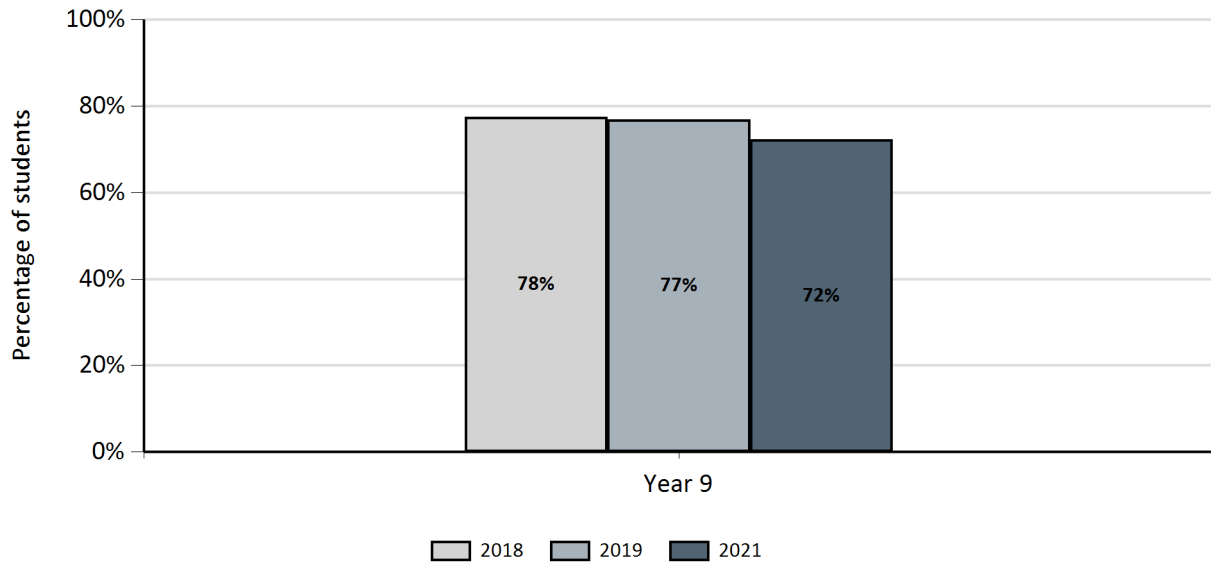
Accreditation to deliver the International Baccalaureate Diploma Programme saw the development of a range of policies and procedures which met the requirements of the IBO and informed practices across the whole school. This included matters relating to Academic Honesty, Languages and Inclusion.

Performance Summary

NAPLAN Proficiency

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

Reading

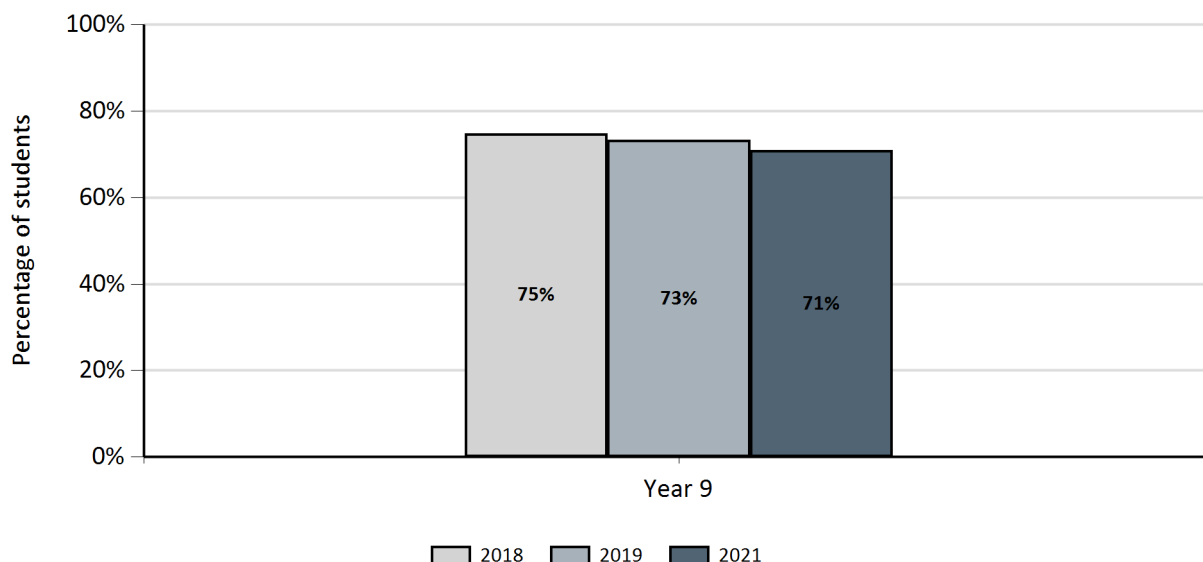


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	37%	35%
Middle progress group	48%	48%
Lower progress group	15%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	39%	34%
Middle progress group	46%	48%
Lower progress group	15%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	210	210	49	39	23%	19%
Year 9 2019-2021 Average	200.5	200.5	45.0	42.0	22%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

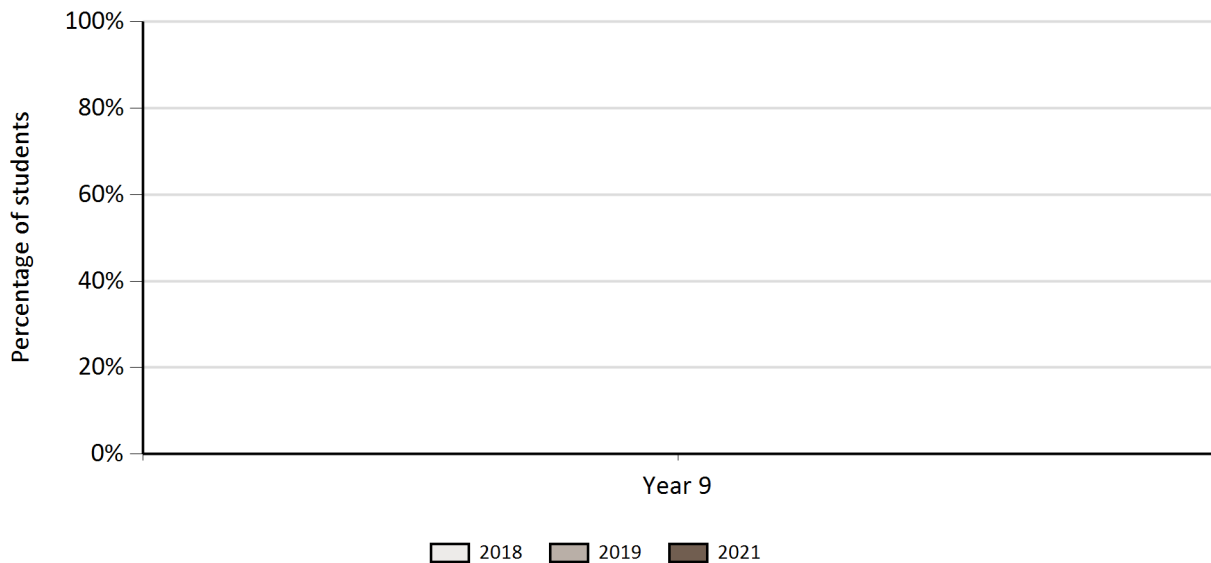
[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



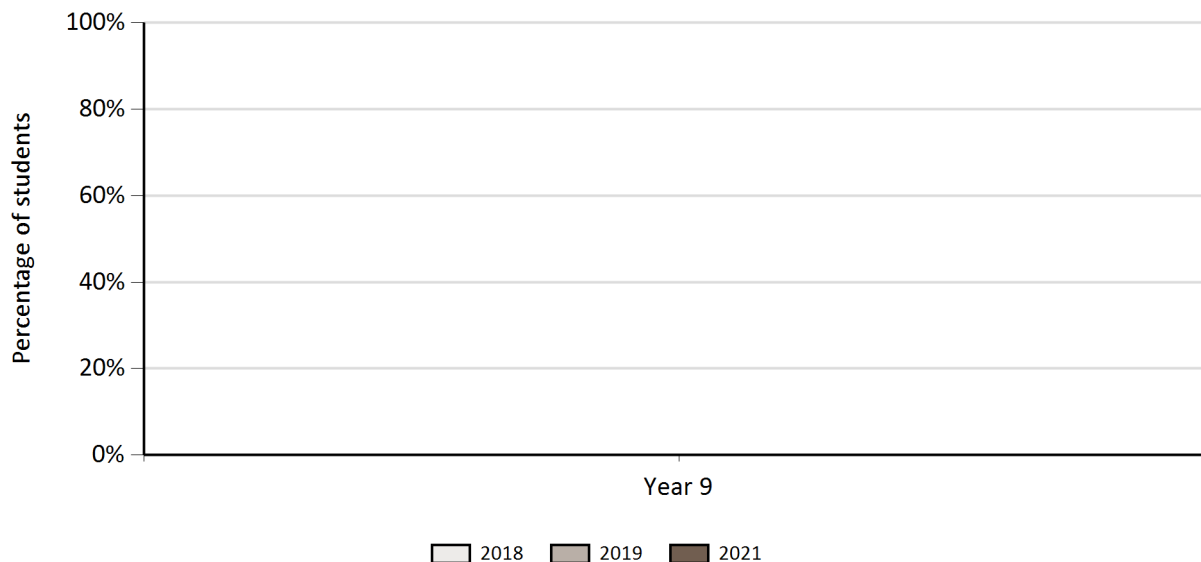
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]Includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The achievements of First Nations students were tracked through 2021. This saw additional support for senior school students in relation to individual subjects or generic organisational skills. For all students a Deadly program was developed with one lesson each week to support literacy and numeracy for year 8/9, year 10/11 and year 12. In addition, there was one lesson for year 8 to 12 students on culture identity. This was delivered by the Aboriginal Education Teacher and Aboriginal Community Education Officer.

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

For year 9 NAPLAN there was a maintenance of achievements in literacy and numeracy. One students moved into the higher bands in writing. With respect to English and Mathematics grades, all but two students achieved a C or higher in both subjects. the PAT-M and PAT-R scores indicate that all students demonstrated the Standard of Education Achievement (SEA) with the exception of two students. Additional support has been provided to support literacy and numeracy development consistent with One Plans.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
98%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	1%	1%	1%	1%
A	7%	7%	9%	8%
A-	8%	10%	15%	14%
B+	14%	12%	13%	0%
B	16%	17%	15%	15%
B-	16%	18%	14%	13%
C+	14%	16%	13%	0%
C	16%	14%	17%	15%
C-	5%	4%	3%	2%
D+	1%	1%	1%	0%
D	1%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
99%	99%	100%	99%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	98%	98%	100%
Percentage of year 12 students undertaking vocational training or trade training	22%	23%	41%	47%

2021
99%
48%

School performance comment

SACE Data - 182 of 183 students completed their SACE representing a 99.5% SACE completion. 117 students received an ATAR and there was an increase by 3.35 in the average ATAR compared to 2020. Four students received Merits in Child Studies, Biology, Physics and Workplace Practices. 66.4% of grades in Stage 2 subjects were in the A and B Bands. 95 students had a least on A Band grade with 48 students achieving between two and five A's. 12.82% students had an ATAR of 90 or above and 19.66% with an ATAR between 80 and 89.99. 87 students undertook Vocational Education and Training (VET) as part of their SACE with 68 students requiring VET to get their Certificate.

Analysis of data sets to identify impact on learning occurred in year 8 classes. This saw closer analysis of the strategies being used by English classes as part of the focus on literacy and specifically students skills in inference. Year 9 NAPLAN results indicated that there were two classes predominately achieving in the higher bands in literacy and numeracy.

The use of indicator data saw the identification of students who were at risk in their learning with interventions and supports being put in place appropriate to the year level. At year 12 this saw plans developed with students and, where appropriate, parents/caregivers, with regular monitoring. 100% of SACE Stage 1 students achieved the compulsory requirements in English, mathematics and the Personal Learning Program. 2021 saw the introduction of Stage 1 Research Practices to support students in meeting the demands of the compulsory Stage 2 Research Project.

Analysis of semester data for year 8 to 10 enabled identification of some of the aspects that there needed to be a focus on in teaching and learning. This was coupled with the focus of all curriculum teams identifying and embedding specifics aspects of the literacy continuum into unit plans and assessment tasks.

2021 saw the final year implementation of the year 10 IGNITE curriculum. Comparison of previous year 10 data for IGNITE students indicated improvements in their subjects. This has been due to building on the developments that commenced in 2019 with changes to the year 8 IGNITE courses with students going much deeper into the concepts as well as skill development for success.

Attendance

Year level	2018	2019	2020	2021
Year 8	91.9%	91.3%	87.8%	90.2%
Year 9	89.7%	89.7%	82.7%	85.1%
Year 10	89.3%	89.9%	82.8%	86.0%
Year 11	90.7%	90.4%	81.5%	86.7%
Year 12	88.0%	89.4%	79.0%	85.0%
Total	90.0%	90.2%	82.9%	86.5%

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

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

Attendance comment

2021 saw continuation of the fortnightly attendance reports to Care Group teachers to account for student absences. Case management through the middle and senior school teams included identification of attendance concerns. This saw contact with families, including home visits as well as referrals to the Department's Support Services. Partial exemptions continued to occur as students managed the demands of the COVID environment as well as health and wellbeing issues.

Behaviour support comment

Suspension and exclusion of students continued to be relatively low. Case management has supported a pro-active approach to work with students and families where appropriate and reduce the need to follow the process of the Department's Suspension, Exclusion and Expulsion guidelines. The use of take home to enable a restart and in school suspensions have occurred. The use of matters that teachers could give lunchtime detentions increased in response to identified behaviours.

Parent opinion survey summary

277 parent opinion responses were provided. Comparing 2020 to 2021 data indicates improvement in:

- Child is important
- School communicates effectively
- Receives useful feedback
- Equipped to plan pathways
- Knows standard of work

The comments made in the responses highlight the ongoing need to ensure effective feedback to students about their learning and communication with parents/caregivers in relation to their child's learning and what needs to be done to improve.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	4	1.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	18	6.3%
NS - LEFT SA FOR NSW	3	1.0%
NT - LEFT SA FOR NT	1	0.3%
OV - LEFT SA FOR OVERSEAS	21	7.3%
PE - PAID EMPLOYMENT IN SA	18	6.3%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	3	1.0%
QL - LEFT SA FOR QLD	1	0.3%
SM - SEEKING EMPLOYMENT IN SA	17	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	44	15.3%
U - UNKNOWN	150	52.1%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	8	2.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, volunteers including Governing Council members, external providers and pre-service teachers have the relevant up-to-date child protection screening Working with Children Checks. For our international students, all child protection requirements are in place. Records of relevant documents are maintained in the school. Induction occurs for staff who move into the school and for pre-serve teachers.

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	117
Post Graduate Qualifications	53

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	66.2	1.0	21.0
Persons	0	72	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$5,000
Grants: Commonwealth	\$2,750
Parent Contributions	\$541,555
Fund Raising	\$708
Other	\$9,991,356

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

2021 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Support was in place for specific students which was either one-to-one or in small groups.	Some students demonstrated increased attendance and others increased engagement.
	Improved outcomes for students with an additional language or dialect	A teacher worked with identified students in their English language reading, writing and speaking skills.	Improved achievement in the English as well as other subjects.
	Inclusive Education Support Program	Identified students undertook intervention programs including Quicksmart numeracy and MultiLit. We secured to services of a Speech Pathologist to look at ways of meeting the needs of students with communication needs.	Some improvements in literacy and numeracy achievements in PAT M and R.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Literacy and numeracy tutoring was in place for First Nations students as part of the Be Deadly program. Support staff worked in classes for students with IESP funding.	All but two First Nations students achieved the SEA in PAT M and R.
Program funding for all students	Australian Curriculum	Review of assessment tasks were part of the review of the effectiveness of student learning.	Assessment tasks are regularly reviewed and student achievement analysed.
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Funding was used to support learning of First Nations students with allocation of support and teaching staff.	Demonstration of SEA for all but two students.
	Specialist school reporting (as required)	Funding was used to support the curriculum development, wellbeing strategies and specific courses to support the IGNITE students. Participation in the Philosophy Club saw teams entered in Ethics Olympiad.	IGNITE student achievement has shown improvements with the new approach.
	Improved outcomes for gifted students	The curriculum redevelopment for year 8 to 10 continued to be reviewed to ensure depth of student skills and ability development for a foundation for senior school.	IGNITE student achievement data achievement in the higher bands A and B.

