



Aberfoyle Park High School

2020 annual report to the community

Aberfoyle Park High School Number: 1673

Partnership: South Valley Precinct

Signature

School principal:

Ms Marion Coady

Handwritten signature of Ms Marion Coady in black ink.

Governing council chair:

Ms Wendy Looi-Penhall

Handwritten signature of Ms Wendy Looi-Penhall in black ink.

Date of endorsement:

11 February 2021



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 aspirations post school. Our students move to tertiary studies, trade through apprenticeships and other skilled employment pathways. For senior school students we offer the Innovative Pathways Program are supported to move to employment through gaining a range of certificates and skills in preparing for employment.

The school continued to move through the process for authorisation to deliver the International Baccalaureate Diploma Programme (IBDP) in 2022, having been approved for candidacy. This saw staff being trained and the development of the learning programs. A model providing advice to students and families about a pathway to the IBDP was developed and disseminated to students and families. It is anticipated authorisation will be achieved by June 2021.

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

The Year 8 to 12 Wellbeing for Learning program was delivered for the first time in 2020. To further enhance the program, feedback was sought from students to identify aspects they would like to pursue more. This was then used to further develop the program for 2021.

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 2 100% of students achieved their SACE.

Limited co-curricular opportunities were a feature of 2020 due to COVID. However, as restrictions were lifted external opportunities were taken up by 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 continued for some students in term 1. However, many workplaces did not provide the option.

The Capital Works Program started on 8 July 2020 commencing with Stage 1 for the middle school and general and digital spaces. These were handed over to the school in term 4 and Stage 2 commenced seeing the start of the Senior Floor developments.

Governing council report

We made it past 2020! To say that 2020 was a unique year was an understatement. We all had to learn to do things differently under some exceptionally challenging circumstances, learn a new set of vocabulary such as social distancing, COVID19 amongst other things and as the Governing Council Chairperson, together with my fellow Governing Council members, we would like to thank our Principal, Marion 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.

Under very different way of doing things, we had to learn about remote learning and having meetings online to keep the school running whilst keeping up with the ever-changing requirements that we had to abide by. We continued to work behind the scenes to ensure that major projects around the school kept progressing for example our Capital Works that started in 2020. We approved a significant amount of our school budget towards the Capital Works project to ensure that all our students have a conducive environment to learn in. The Governing Council was kept informed of the progress of each stage of the Capital Works project by our Principal whilst also working through strategies to welcoming our Year 7 students in 2022 as well as our progress on becoming one of the very few state-funded High Schools that will be offering the International Baccalaureate Diploma Program.

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 and we are glad to see our student voices being represented at the Governing Council level. Once again, this year we were kept well informed via Marion's Principal Reports and updates from teacher representative at each meeting.

Although 2020 saw many of our usual school events cancelled, to the disappointment of many families and students, the school found different ways to still offer some of the activities such as rescheduling our Year 12 Graduation to 2021 in order for us to acknowledge all the hard work that our Class of 2020 put in and to congratulate them for completing a milestone year.

As the Chairperson, I look forward to what 2021 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

2020 saw a continued focus on student learning and achievement linked with data analysis. Mid term 1 and 3 data is collected for each student to identify if they are on track and those underachieving were also identified. Analysis of data including student subject surveys were a requirement as part of teacher Professional Development and Performance processes.

Curriculum Teacher Teams continued to have a focus on the four PLC questions:

1. What do we want 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?

Agreed documentation of unit plans and task templates saw curriculum teams making changes to explicitly identify academic demands including vocabulary.

The year 8 to 12 Wellbeing for Learning (WBfL) program was delivered for the first time as well as changes in the allocation of teachers for incoming year 8 students. Feedback was sought from students about aspects of the WBfL program they would like more about. Year 8 and 9 roundtables were introduced with students focussing on talking and reflecting on their learning.

A literacy and numeracy coach were allocated 0.2 FTE. The literacy coach worked with the English leader and three year 8 teachers exploring six strategies to support comprehension. This involved classroom observation. The numeracy coach worked with year 8 teachers on developing teaching and learning supporting interleaving, spaced practice and making connections. Both PAT and school based assessment data was analysed to look at the impact of the interventions and support.

The school continued to focus on all work submission with work completion continuing as well as the senior school learning hub and literacy and numeracy tutoring for year 8 and 9 students. 2020 was leaders supervising the work completion lessons providing opportunity to identify some of the assessment tasks which needed to be changed to accommodate a wider range of students. Specifically, SACE Stage 1 Essential English tasks will be changed for 2021 based on observation of student engagement and completion of the tasks and their achievements. The compulsory SACE Requirements of literacy, numeracy and Research Project saw fewer students pending and/or not meeting the minimum achievements.

Improvement: Aboriginal learners

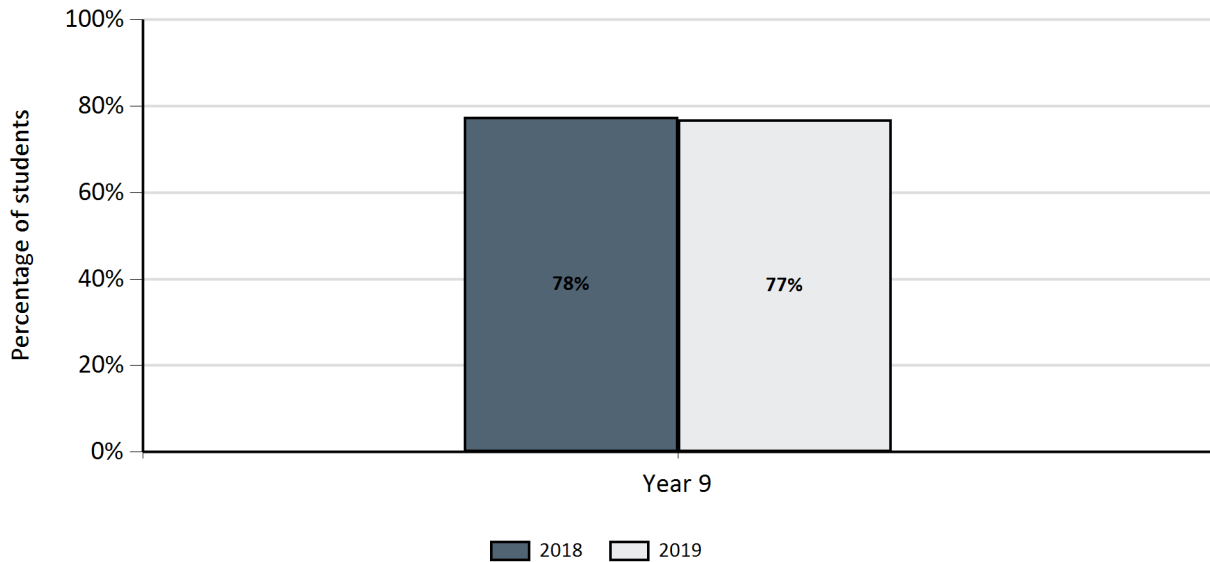
Each Aboriginal Learner has a One Plan to support their achievements. Their attendance and achievement are monitored closely and support has been provided by the Aboriginal Education Teacher working with families. A number of senior school students have received STE scholarships and been involved in opportunities external to the school to broaden their knowledge and experiences. Year 11 and 12 students are supported using APAS funding with tutoring for either specific subjects or in relation to broader skills such as time management and organisation.

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

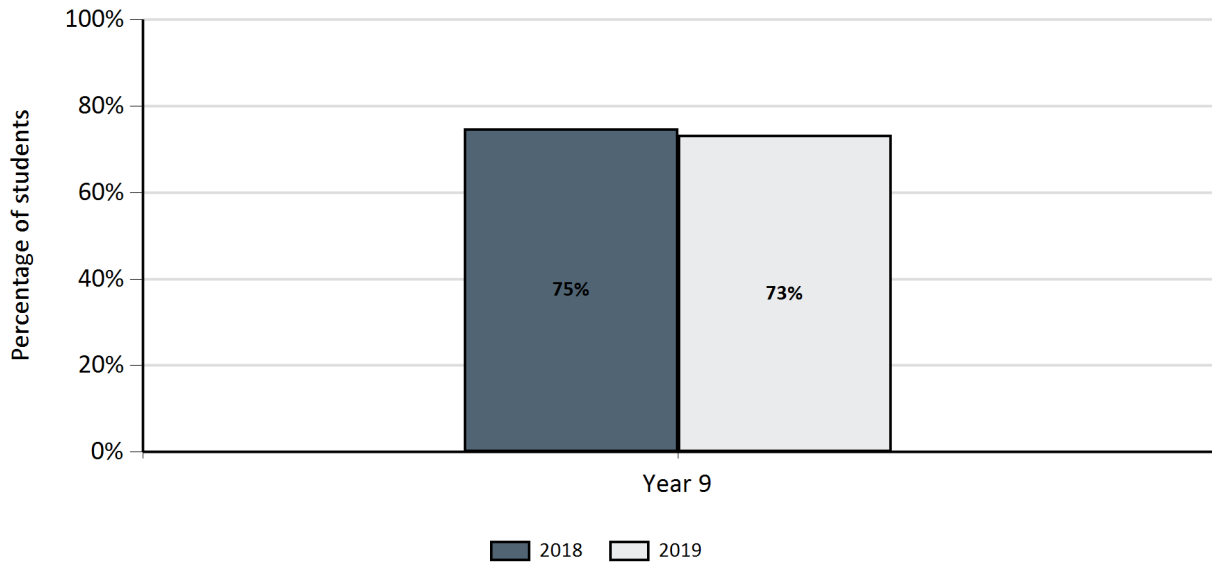


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2020 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 2020.

*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 2020.

*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 2017-2019 Average	219.3	219.3	49.0	42.7	22%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
97%	98%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	1%	1%	1%	1%
A	6%	7%	7%	9%
A-	7%	8%	10%	15%
B+	10%	14%	12%	13%
B	15%	16%	17%	16%
B-	14%	16%	18%	14%
C+	18%	14%	16%	13%
C	18%	16%	14%	17%
C-	9%	5%	4%	3%
D+	1%	1%	1%	1%
D	1%	1%	0%	0%
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 2020

*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

2017	2018	2019	2020
97%	99%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*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%

School performance comment

SACE data - 151 students were eligible to complete their SACE with 100% achieving their SACE. 104 students achieved an A Band grade (A, A and A-) with 44 students achieving two and five A Band grades. The highest ATAR was 98.6 with 104 students receiving an ATAR. 13 students achieved ATAR's above 90 and there was a significant increase in the percentage of students achieving ATAR's in the 80-89.99 range of 6.25% and 70 - 79.99 range of 6.28% when compared with 2019 data. The results saw an increase in the percentage of A Band grades of 6.38% when compared with 2019. 2020 saw the highest number of students with VET in their SACE of 71 and there were 60 students who achieved their SACE and would not have done so without their VET.

Analysis of PAT data indicates that there is an improvement in some data sets in year 8 to 10. The focus will remain on building the skills and abilities of students to engage with the reading and mathematics associated with PAT. With respect to the literacy coaching, data was collected from four year 8 classes to identify average scale scores in PAT-R. This saw all classes average scale score increase of 4.7, 2.4, 1.7 and 3.8 with two classes achieving average scores above 139. In addition to the PAT data improvements, there was an improvement in school based grades against the Australian Curriculum standards. Students reported they found the explicit teaching of comprehension strategies useful and were able to apply the strategies. With respect to the numeracy coaching, PAT-M and school based achievement data was generated to identify growth. There was an increase of 11 students involved in classes for numeracy coaching teachers achieving in 20 points and above for PAT-M. The school based grades indicated a shift in the students achieving a B grade in year 8 mathematics. One teacher noted that the grade point average for assessment tasks increased across the year.

The work relating to mathematics and science in relation to literacy demands saw the development of a guide to support teachers in their planning relating to reading strategies, vocabulary strategies and writing in science and mathematics including paraphrasing and report writing.

Attendance

Year level	2017	2018	2019	2020
Year 8	93.4%	91.9%	91.3%	87.8%
Year 9	89.1%	89.7%	89.7%	82.7%
Year 10	90.1%	89.3%	89.9%	82.8%
Year 11	91.5%	90.7%	90.4%	81.5%
Year 12	91.6%	88.0%	89.4%	79.0%
Secondary Other	98.3%	N/A	N/A	N/A
Total	91.3%	90.0%	90.2%	82.9%

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

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

Attendance comment

2020 continued to see refinement of the attendance procedures and follow up. Attendance matters for individual students has been incorporated into the case management process. Student exemptions were higher in 202 due to COVID. Movement to online education at the beginning of term 2 saw some students not accessing the learning and following the move back to face-to-face teaching, some students continued to work from home due to COVID. Referrals to the Department's Support Services as well as home visits and parent meetings occurred for chronic non-attendance.

Behaviour support comment

Suspension and exclusion of students has continued to be in low numbers. The case management approach is designed to be pro-active in working with students and families to reduce the need to use the processes of the Department's Suspension, Exclusion and Expulsion guidelines. Take home and school based suspension have been used in particular circumstances.

Client opinion summary

Between 210 and 232 responses were provided to the Department's Parent Opinion Survey questions. Of the 44811 responses provided 77% were agree/strongly. 11% were in neither the agree or disagree five point scale.

The responses for which there was the highest agreement included:

1. I feel like my child is important to this school
2. Teachers and students treat each other with respect at this school.
3. I receive enough communication from the school.
4. The school communicates effectively with me.
5. Teachers at this school provide my child with useful feedback about their school work.

2020 responses receiving the highest level of agreement were different from 2019 responses. Of particular note was the ranking of parents feeling that their child is important and the increased agreement relating to communication and feedback. 38% respondents indicated email was the preferred communication mechanism.

Data indicated that parents are expecting their child(ren) to progress beyond school to either tertiary study or traineeships/apprenticeships.

Intended destination

Leave Reason	Number	%
Employment	24	8.3%
Interstate/Overseas	48	16.6%
Other	4	1.4%
Seeking Employment	41	14.1%
Tertiary/TAFE/Training	85	29.3%
Transfer to Non-Govt School	13	4.5%
Transfer to SA Govt School	31	10.7%
Unknown	44	15.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff, volunteers, external providers/contractors and pre-service teachers have the relevant and up-to-date child protection screening including Working with Children Checks. All child protection requirements are in place for international students. Records of relevant documents are maintained in the school. Induction occurs for people who move into the school to work and for pre-service students.

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	127
Post Graduate Qualifications	61

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	69.3	2.0	16.7
Persons	1	77	2	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,000
Grants: Commonwealth	\$2,650
Parent Contributions	\$413,525
Fund Raising	\$1,817
Other	\$12,627,712

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

2020 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 2020 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	The Wellbeing for Learning program year 8 to 12 was implemented. Resources were developed to support learning in four areas: transition, Child Protection Curriculum, PERMA and Career Education.	The WEC data had significant student reporting of connections with an adult
	Improved outcomes for students with an additional language or dialect	EALD students were provided with support in small groups for a lesson each week with an EALD teacher.	Increased achievement particularly in writing.
	Inclusive Education Support Program	In class support, small group support, introduction of Qucksmart and learning centre support for SACE students.	All SACE Stage 2 students achieved their SACE.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding was used to provide tutoring for ATSI students. Funding for individual students was used to support the needs of the student.	All ATSI Stage 2 students achieved their SACE with 39% grades in A Band and 33% in B Band.
Program funding for all students	Australian Curriculum	Work in teams to support further development of assessment tasks linked to the Australian Curriculum.	Increased number of students achieving the SEA in years 8 to 10.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better schools funding was used to support the literacy and numeracy priorities of the school.	Increased % in the achievements of the compulsory SACE literacy and numeracy.
	Specialist school reporting (as required)	IGNITE funding to support students and monitor their achievements.	Increased achievement in the higher bands from year 8 to 12.
	Improved outcomes for gifted students	There were changes to the curriculum model for IGNITE students which is in it second year of development. The curriculum is being developed which explores the achievement standards to a greater depth.	Increased percentage of students achieving A and B in year 8 and 10.