



Parafield Gardens High School

2020 annual report to the community

Parafield Gardens High School Number: 1137

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Ms Kirstin Amos

Governing council chair:

Mrs Kylie Grenfell

Date of endorsement:

23 February 2021



Government
of South Australia
Department for Education

Context and highlights

PGHS has a strong focus on continuous improvement, based on feedback, data and research. Our staff have a strong commitment to student voice, building student's self-efficacy and working collaboratively with colleagues, students, families and the community to maximise the learning pathways for every student in our school. We are a comprehensive school that caters for the diverse range of interests our learners bring to our culturally diverse learning community. Parafield Gardens High School is a Category 3 school, with a culturally diverse community. Our school demographic is something we celebrate. Our student cohort is made up of 1005 students including Aboriginal, EALD, Refugee, International, Flexible Learning Options and mainstream students.

We aim to develop the 'whole person' when students enrol at PGHS. We have a focus on fostering positive relationships across the site by enabling Home Group teachers and Year Level Coordinators to know and understand all learners in their care to ensure a sense of belonging. This is enhanced through mentoring and HG based programs that develop the skills in our students to face their futures with confidence.

Our Governing Council represents our demographic and is an active and engaged group of parents who actively contribute to our schools ethos of 'Quality Learning, Quality Futures'.

PGHS was very successful in 2020 despite the additional challenges faced: 2020 has been a year like no other for schools, families and students alike. The COVID 19 pandemic created a need for us all to embrace new technologies and ways of learning that maximised safety and staff are to be thanked for all of the extra efforts they made to learn new ways of teaching at 'the speed of light', keep connected with students in the initial phases and then reconnect when students returned.

We are pleased to have met our Site Improvement Plan goals. Student achievement data in reading has improved using PAT R as a measurement and SACE results were better than ever before. This has been achieved through the determination of staff to know their students well, plan learning accordingly and then follow up with students regularly; matched with the determination of students to do their best.

Governing council report

2020 was an unusual year for the PGHS Governing Council with many meetings missed due to the COVID pandemic. The AGM was held in June with Executive positions being elected from the standing council group. I would like to thank all councillors for their contribution over the year. We have been a productive and supportive council. I would also like to thank the staff for their professionalism and commitment to student learning when students were learning largely remotely and again when they returned. The level of care shown to students allowed students to continue with their learning through this difficult time.

The work of Governing Council in 2020 was focused on supporting the school to move forward with major initiatives as follows:

- Amending the Constitution to increase parent membership from 8 to 12 parents
- Supporting the school to increase student voice through various initiatives such as, Uniform Review, Wear it Purple Day, R U Ok Day, Student Inclusion Committee, a Student Newsletter and Student leadership as part of a Behaviour Review
- Supporting the ongoing work at the school with 7s into High school transition
- Supporting the initiation of Learning Communities

Our role has been to be informed, ask lots of questions and inform the school about how we wish to move forward in the spirit of continuous improvement with these initiatives.

As a result the school continues to build a culture that promotes caring and positive relationships, supports the achievement of academic excellence and provides pathways to success for all its students. It has been encouraging to observe the increased emphasis on improving learning outcomes through a focus on pedagogy, mentoring programs, interventions and curriculum design. Our school offers a diverse curriculum with many university pathways. The continuing growth and success of the Vocational Education and Training (VET) programs in the school along with school-based apprenticeships are evidence of how the school is addressing the needs of its students. Our learning outcomes for students with a disability have been especially pleasing. Implementation of our ICT strategy to ensure all students have access to a digital device to enable each student personal and collaborative learning at school and at home.

The Governing Council will focus on a number of initiatives in 2021 including the finalisation of capital works to make sure the school is ready for Year 7s in 2022, communication with families and the wider community and continued support of the many programs available to students.

The passing of Martin Lippett played a large role in fast tracking the panel selection process for appointing a new pr

Quality improvement planning

GOAL 1: Year 8 students will achieve improved Reading results

Challenge of Practice: If English teachers explicitly teach reading comprehension strategies, then we will improve reading achievement.

2020 TARGETS

- 12 months growth for all year 8 students (as measured by PAT-tracker)
- increase the number of year 8 students who didn't meet the SEA to achieve SEA or above
- all year 8 students achieve 'C' grade or above in English

77% students achieved grade C or above in Year 8 English 2020 as compared to 69% in 2019 (an improvement of 8%)

74% achieved SEA in PAT-R2020 against 61% in 2019 (an improvement of 15%)

Intervention groups showed significant growth in reading progress and in access to the Close reading strategy

Next steps:

Wave 2 and 3 interventions will continue with the added support of a school based Speech Pathologist for all 2021 enrolments who have been identified below SEA and show 3-4 years of low or no progress.

Close reading to continue in English and expand to Science and Arts

More opportunity for stretch and challenge. Tracking and monitoring high band students

GOAL 2: The percentage of students achieving a A/B grades or better increases.

Challenge of Practice: If we use prior evidence of student learning to differentiate the curriculum, then we will increase the number of students achieving A/B grades or better.

2020 TARGETS

- improve the percentage of stage 1 and 2 students achieving A/B grades.

PGHS 2020 cohort achieved:

- 98% SACE completion with 148 of our 150 students completing 98% SACE completion with 148 of our 150 students completing 98% SACE completion with 148 of our 150 students completing 98% SACE
- 96 A grades
- 18 A grades
- 7 Merits

PGHS achieved 63% of A and B Grades in SACE Stage 2, compared with 55% in 2019

Next steps:

Build student understanding of analysis and evaluation across years 8 -12

Continue work on learning design and task analysis

Improvement: Aboriginal learners

There were 57 Aboriginal Students enrolled at Parafield gardens High School in 2020. 11 of these were Flexible Learning Option enrolments.

All Aboriginal Students had an individualised plan to support them with their educational program and the transition between secondary schooling and their post-school destination. Attendance and academic performance of all students was monitored closely with interventions being enacted in a timely manner when students needed extra support. There were 2 lines of teacher intervention in Literacy and Numeracy in addition to the work of the AET and ASETO. Students also had access to off-site programs such the Workabout Centre and SAASTA.

STATISTICS

1. 100% of our Year 12 Aboriginal students graduated in 2020 (8 students) using a combination of SACE subjects and VET. One of these students achieved a Merit

2. A number of Aboriginal students were engaged in several external courses, such as: obtaining their learner's permit, gaining their White Card, gaining skills in hair and beauty training, Sports and Recreation, Construction, WillPower and SAASTA.

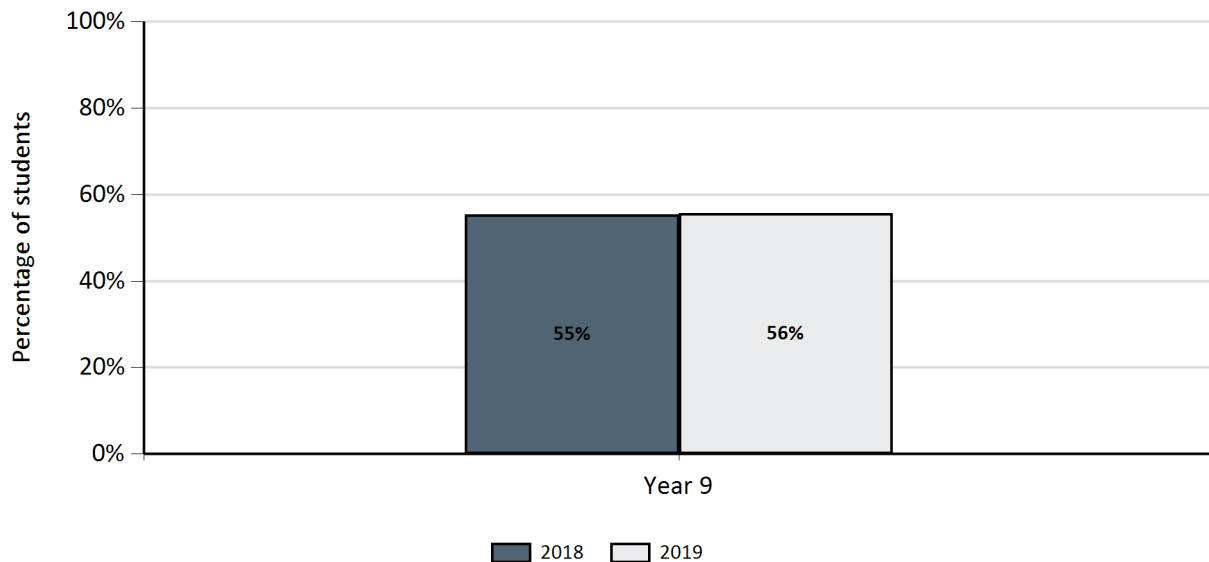
3. Attendance at school dropped from 85.9 % in 2019 to 78.9 % in 2020. Using data derived from phone calls home and family meetings, this drop was mainly due to the impact of COVID and we anticipate that attendance in 2021 will improve to above 85%

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

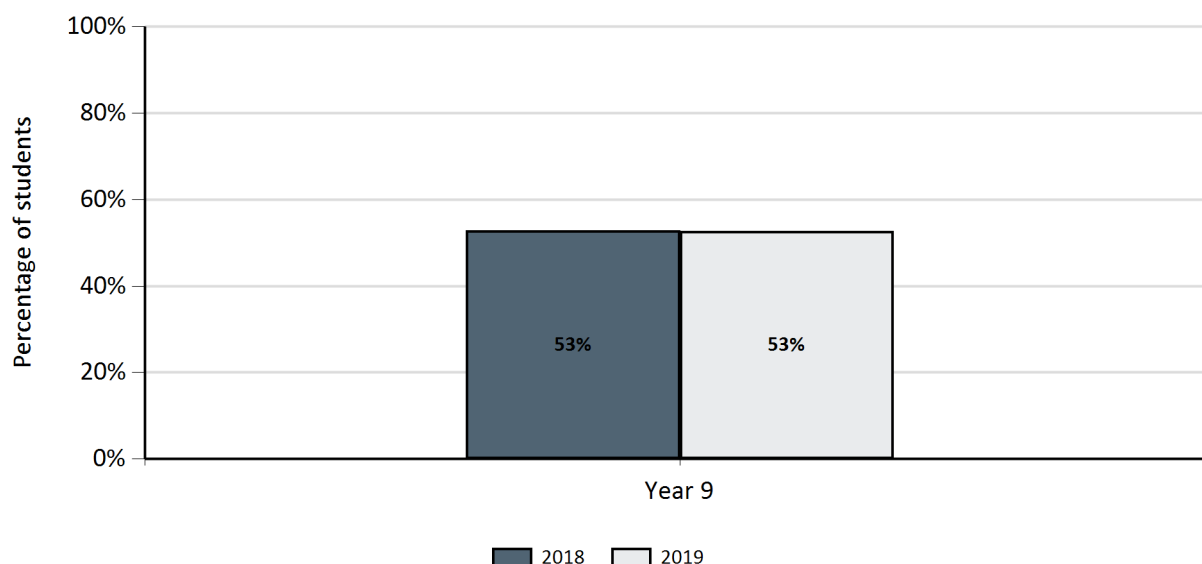


*NOTE: No NAPLAN testing was conducted in 2020.

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	18%	25%
Middle progress group	50%	50%
Lower progress group	32%	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	169	169	10	7	6%	4%
Year 9 2017-2019 Average	178.3	179.0	8.7	8.7	5%	5%

*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
93%	92%	95%	97%

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%	2%	3%	3%
A	2%	7%	5%	5%
A-	5%	5%	9%	9%
B+	9%	10%	10%	10%
B	13%	12%	13%	18%
B-	15%	11%	16%	18%
C+	18%	16%	18%	17%
C	21%	22%	14%	12%
C-	9%	9%	8%	4%
D+	4%	3%	2%	2%
D	1%	3%	2%	1%
D-	1%	1%	1%	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
96%	96%	98%	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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	95%	98%	99%
Percentage of year 12 students undertaking vocational training or trade training	67%	62%	56%	44%

School performance comment

All students at Parafield Gardens High School are supported by passionate committed staff to achieve to their best. Enacting our school value of achievement, we encourage and challenge our students to thrive by setting rigorous standards that support our student to fulfil their aspirations and to either continue further study or move into the workplace.

The new Site Improvement Processes refined our foci for 2020 to:

- Improve student reading achievement in Years 8 and 9
- Increase the number of students in Stage 1 and 2 achieving A and B grades or better

A number of Wave 1, 2 and 3 interventions occurred across the site with a focus in years 8 and 9. In years 8 and 9 English and EALD teachers taught comprehension explicitly using CLOSE reading processes. This was reinforced by the explicit teaching of vocabulary across the curriculum by all teachers. Collaborative planning and reflection, and analysis of data to inform learning design were the strategies with the highest impact on student learning and achievement data.

On the whole 74% of Year 8 and 9 students achieved SEA in 2020 against 61% in 2019.

The school will continue with these initiatives in 2021, while augmenting them with a full time speech pathologist who will use diagnostic testing to advise teachers of the most targeted interventions.

We also aligned Wave 2 and 3 interventions to the literacy blocks which was very successful for identified students.

PGHS 2020 SACE cohort has achieved

- 99% SACE completion with 148 of our 150 students completing their SACE
- 96 A grades
- 18 A Grades
- 7 Merits
- 64% of our grades are at A& B level
- 81% of our grades are C and above
- Minimised the C-, D and D level grades. Specifically, in 2020
 - 3.69% of our grades were at C- level (20 grades down from 42 in 2019)
 - 2.95% of our grades were at D & D level (16 grades in total)
 - for the first time, there were no E grades

Wellbeing remains a strong focus with significant human resources committed to ensuring high quality intervention and support where students are struggling.

The STEM build has resulted in much improved facilities for students, and we are continuously learning to use these new facilities in new and innovative ways.

Attendance

Year level	2017	2018	2019	2020
Year 8	92.5%	90.0%	93.3%	84.7%
Year 9	89.3%	88.9%	91.2%	83.8%
Year 10	89.2%	86.2%	91.6%	83.2%
Year 11	86.4%	86.5%	90.5%	83.6%
Year 12	89.4%	86.5%	95.0%	90.7%
Total	89.4%	87.6%	92.3%	85.2%

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

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

Attendance comment

Attendance in 2020 dropped from 91.2% to 86%. This was largely due to the impact of COVID. The school sends text messages home to parents of students absent, without parent notification 3 times a day. Meetings are held with all stakeholders for students who show patterns of chronic or habitual non-attendance. We anticipate that attendance will return to above 90% in 2021.

Behaviour support comment

2020 was a challenging year where there were too many students who did not focus on their learning which impacted on the learning of others while they were engaging in disruptive/unsafe behaviours and truanting classes / turning up late. There were also a number of notifiable incidents that disrupted the learning, distressed staff, students and the community. Staff analysed behaviour trends and our system of setting up for learning success as well as responding to such behaviours. As a result, we implemented a Positive Behaviour for learning Framework and a Learning Community model where the Leadership structure is more conducive to supporting behaviour development. We look forward to a calmer learning environment in 2021 where the focus is on the learning.

Client opinion summary

157 parents responded to the Parent Survey where 70% of respondents were more than satisfied with how the school was operating in aspects measured. Parents really like the communication via text message, DayMap and Google classrooms but still want the school to communicate more with home. The biggest area for improvement was mutual respect.

We believe that the work done in term 4 on Positive Behaviours for Learning and the Learning Community Model will support a stronger connection between school and home, and will foster respectful relationships.

Intended destination

Leave Reason	Number	%
Employment	15	5.9%
Interstate/Overseas	14	5.5%
Other	3	1.2%
Seeking Employment	26	10.2%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	3.1%
Transfer to SA Govt School	41	16.1%
Unknown	148	58.0%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

To work with children and young people in SA government education sites you must have a Working With Children Check (WWCC). All volunteers are now required to have a WWCC which is free of charge.

At Parafield Gardens High School records of clearance dates and relevant information of our Staff, Volunteers, Case Workers, Hourly Paid Instructors, Third Party Providers, Student Teachers, Cleaning contractors, Home Stay Parents and tutors are kept on EDSAS data base system. Working With Children's Checks are valid for 5 years.

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	107
Post Graduate Qualifications	66

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	0.0	71.0	2.0	27.0
Persons	0	74	2	29

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

Financial statement

Funding Source	Amount
Grants: State	\$83,623
Grants: Commonwealth	\$205,045,000
Parent Contributions	\$747,035,000
Fund Raising	\$1,285
Other	\$12,159,275

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	In 2020 funding was used to train staff in Trauma Informed practice and Positive behaviours for learning. Additionally, funding was used to employ wellbeing staff who were able to support students accessing classes and c	An increased sense of belonging and connection led to an increased attendance fo
	Improved outcomes for students with an additional language or dialect	Students were supported in EALD English classes as well as by small group interventions such as Multi-lit. SSO support was offered across the curriculum for students struggling with their understanding and use of English	LEAP levelling was not completed in 2020 due to COVID so data was not available.
	Inclusive Education Support Program	Small group interventions such as Multi-lit, Developmental Language Disorder project with English teachers of years 8 and 9, staff training in Quick Smart Numeracy for use in 1:2 in 2021.	On the whole 74% of students achieved SEA in 2020 compared to 61% in 2019
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Attendance and academic performance of all students was monitored closely with interventions being enacted in a timely manner when students needed extra support. There were 2 lines of teacher intervention in Literacy and Numeracy in addition to the work of the AET and ASETO.</p> <p>There were a number of students who accessed high levels of IESP funding. Interventions varied from fulltime 1:1 SSO support with targeted, intense programing and support to short programs - all interventions aligned with One Plans and identified need.</p>	100% of Year 12 Aboriginal students graduated in 2020 (8 students) using a combination of SACE subjects and VET. All IESP students were had individual plans
Program funding for all students	Australian Curriculum	Staff PD on Know Understand Do and mapping curriculum across al year levels and all areas of learning	Curriculum maps complete and upload to DayMap
Other discretionary funding	Aboriginal languages programs Initiatives	PGHS does not offer Aboriginal Languages	NA
	Better schools funding	Literacy Support staff provided intervention and staff professional learning in literacy and numeracy improvement.	SACE grades improved AC grades improved
	Specialist school reporting (as required)	PGHS is not a specialist school	NA
	Improved outcomes for gifted students	No funding received	NA