



Nuriootpa High School

2020 annual report to the community

Nuriootpa High School Number: 788

Partnership: Barossa Valley

School principal:

Ms Gerri Walker

Signature

Governing council chair:

Tarnya Eggleton

Date of endorsement:

23 March 2021



Government
of South Australia
Department for Education

Context and highlights

Nuriootpa High School is a co-educational facility in the Barossa Valley catering for students Years 8 to 12, including a secondary Disability Unit, a Special Class and a Flexible Learning Centre. The school has an enrolment of over 1100 students and a workforce of over 120 staff.

Nuriootpa High School has a long history of successful achievement in all areas of learning and a very wide range of curriculum offerings. There are also a wide range of extra-curricular activities including sports, visual and performing arts and many local community events. There are very strong community partnerships that underpin our very successful Wine Program and DOCS on Campus service.

Consistent high levels of academic success are achieved. In 2020, we had 15 students with an ATAR between 90 and 100. Six students received Merits awards. The female dux Serena Lange received an ATAR of 97.7 and the male dux, Ben Kleinig received an ATAR of 99.8. 100% of October potential completers successfully gained their SACE. 98.5% of Stage 2 grades were C and above.

The school plays an important role in the community through its connection with the local wine industry, bi-annual school musical, sporting success along with strong academic and vocational achievement where students consistently achieve outstanding results.

Highlights of the 2020 year include:

- The way that the school community worked together throughout the year in response to COVID19. Being one of the first schools in the state to be locked down overnight required a flexible and innovative response - something we achieved in partnership with the school community.
- The introduction of a Special Class
- Ongoing development of the Flexible Learning Centre with the graduation ceremony celebrating 8 students completing their SACE. These students continue to engage in a diverse range of learning and wellbeing activities within and beyond the centre.
- All 4 of the Stage 2 students in the Disability Unit have moved to day options or have found employment.
- Strong educational achievement results across all year levels with the number of 'A' and 'B' grades increasing and 'D' and 'E' grades decreasing.
- Ongoing development of the Positive Education approaches across the school with new activities at Years 8 and 11.
- Ongoing success on the sporting fields including interschool sports and athletics. There were also many individual outstanding successes.
- Ongoing consolidation for our Music Focus School with classroom and Instrumental teachers combining to strengthen the extra curricula program including band, choir, ensembles and a music tour to primary schools within our Partnership.

Governing council report

2020 is a year most would probably prefer to forget. Covid 19 as we know has thrown many challenges into our personal lives, but add running a school into this mix for our leaders, teachers and support staff this has certainly added another layer of adversity.

Despite the trials there are always positives. This included adopting new IT platforms to accommodate remote online learning. Governing Council too embraced this, and met via zoom. It was lovely to meet in the comfort of our own homes to ensure it was business as usual.

This year Governing Council has sought to change the constitution to increase parent membership numbers and also seek community members (e.g. Barossa Council and State Government Reps) to sit on the council. This occurred due to a higher than normal membership this year and as we move towards more parent involvement when the Year 7s enter our school community in 2022.

At one of our council meetings we focused on the roles and responsibilities of being a council member, including attendance to majority of meetings, as we did experience a higher than normal rate of absenteeism. The education department's Site Governance team were able to provide us with resources including the code of practice, which we hope to incorporate more in the new year, especially with a higher membership number.

We held an Extraordinary Governing Council meeting inviting our school community to discuss the changes to the Materials and Services fee structure for 2021. Our school was the first within the state to undertake this poll. We had a positive vote to maintain our fees at \$480 for next year. A great outcome for our school.

Other projects the council have been supporting are changes in infrastructure across the school; including a new cool room for the canteen, progression towards updating the home economics centre, updates to the tech studies and art centres & continuing to move towards housing our first Year 7 classes in readiness for 2022.

Over the year we reviewed site learning plans, ensuring learning outcomes meet needs of the curriculum & our students learning requirements, and the smooth running of sub-committees for uniform, canteen, wine and maintenance. Hopefully next year we will see the return of fundraising events.

Year 7 to High School continues to be a focus at our meetings. I attended an online forum in November held by the project team, and I felt it highlighted that our Governing Council in 2021 will need to step up and take an active role in supporting the transition for our school, & our local primary schools within our zone. At our final council meeting for the year we began discussions around hosting forums for parents.

Quality improvement planning

In writing, there has continued to be an emphasis on Tier 3 Words and scaffolding writing, enabling more complex writing by Year 8 students (this work has been across Years 8 – 12). We have continued to focus in one area of improvement with faculty leaders leading and monitoring this work. Due to COVID19 we did not do the second session planned with the external facilitator. Data analysis shows the ongoing areas for improvement are growth and stretch for every student. This will be achieved through continuing professional learning with a focus on Writing through :

- the LDAM lens in staff selected areas of Peer Assessment, Questioning, All Student Response Systems and Engagement Through Pedagogy. Staff will work in a group on one of these topics led by a group of leaders.
- ICT and how it can support writing. The two focus areas will be Microsoft 365 and OneNote.

Reading PAT data showed

- Year 8 – in 2019 there were 84% who achieved SEA which increased to 89% of Year 8 students in 2020. This is our highest ever PAT Reading score for Year 8s.
- Year 9 – in 2019 there were 77% who achieved SEA – this increased to 79% in 2020.
- Year 10 – there were 80% who achieved SEA in 2019 which increased to 82% in 2020. Again this was our highest ever PAT score for Year 10 Reading.

We attribute these increases to the focus that we have on Writing.

In numeracy, all Year 8 Maths teachers engaged with diagnostic testing highlighting misconceptions, which in turn informed teaching, grouping for purpose and interventions. The students were grouped into 3 groups according to this testing and there were also 2 Numeracy Classes. The most significant gains were in the two numeracy classes with very high effect sizes in both classes. These two classes have continued to work on misconceptions as well as the traditional Australian Curriculum and the results are clear. This is an excellent model for improving numeracy at year 8. All Maths teachers will engage in professional learning with an external facilitator at the beginning of 2021 re Misconceptions. This will deepen the expertise in the Maths faculty.

Maths PAT data showed

- Year 8 – in 2019 there were 83% who achieved SEA which increased to 85% of Year 8 students in 2020.
- Year 9 – in 2019 there were 83% who achieved SEA and in 2020 this was 82%.
- Year 10 – there were 80% who achieved SEA in 2019 which decreased to 71% in 2020.

During 2020, the Special Education/Disability Unit classes have begun work on Big Ideas in Number with targeted professional learning. This will continue in 2021.

There has been a focus on the learning of our Aboriginal students. This is an ongoing agenda item on the Leaders Meetings. The principal, AET and ASETO meet at least once per term to track and monitor Aboriginal students learning. We also meet with the Aboriginal Community Education Team Leader and Aboriginal Services Engagement Officer once per term.

We have continued to link PDPs to the SIP maintaining staff accountability. This has included curriculum SSOs.

Improvement: Aboriginal learners

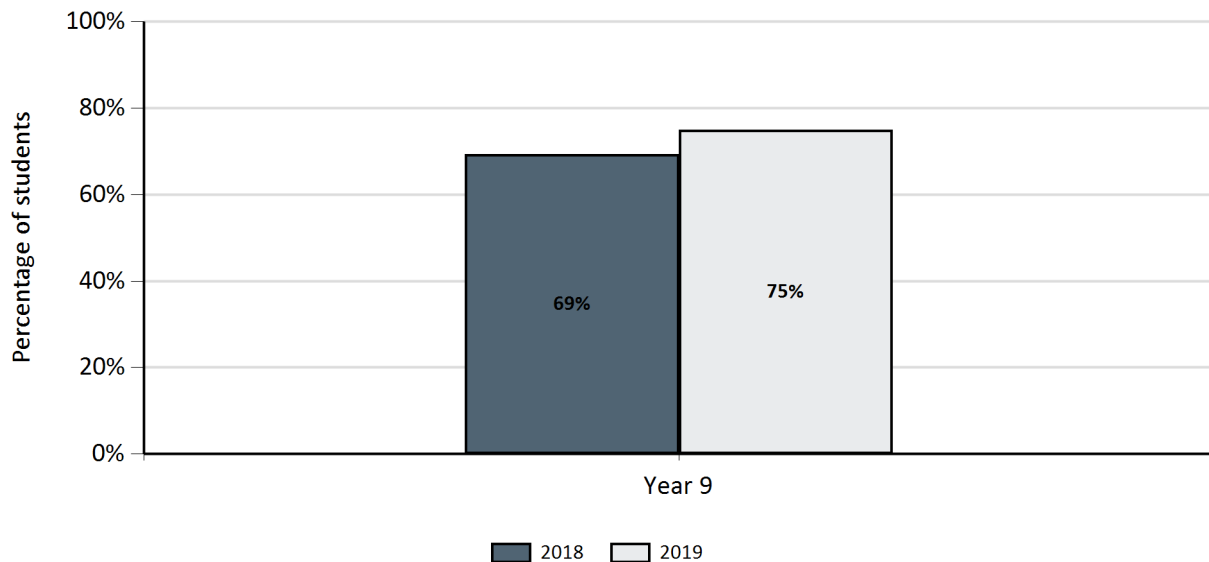
As noted above, there has been an ongoing focus on tracking our Aboriginal students and their learning.

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

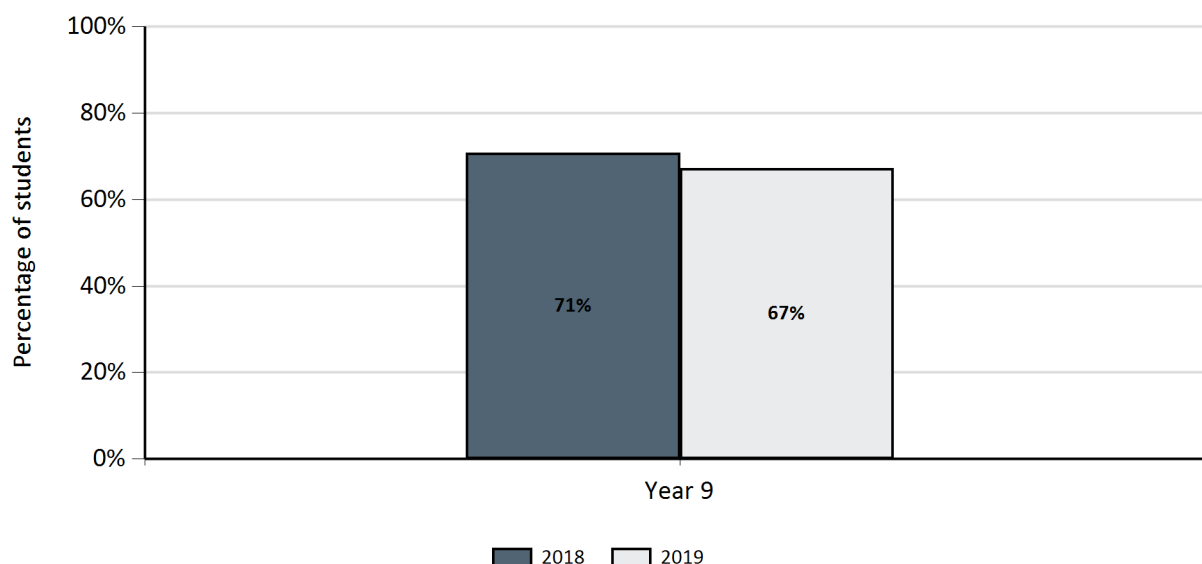


*NOTE: No NAPLAN testing was conducted in 2020.

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	21%	25%
Middle progress group	51%	50%
Lower progress group	28%	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	19%	25%
Middle progress group	55%	50%
Lower progress group	27%	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	212	211	26	19	12%	9%
Year 9 2017-2019 Average	199.7	200.0	26.0	20.0	13%	10%

*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
96%	97%	95%	96%

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%	4%	2%	3%
A	6%	7%	6%	8%
A-	10%	11%	10%	14%
B+	11%	15%	14%	14%
B	17%	16%	16%	15%
B-	19%	15%	15%	13%
C+	14%	14%	14%	11%
C	13%	12%	12%	11%
C-	5%	4%	5%	3%
D+	2%	2%	2%	1%
D	2%	0%	2%	0%
D-	0%	1%	1%	0%
E+	1%	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
92%	95%	96%	93%

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	13%	23%	20%	12%
Percentage of year 12 students undertaking vocational training or trade training	32%	38%	32%	35%

School performance comment

Due to COVID there were no NAPLAN results. PAT data was analysed and shared in the Overview.

SACE

With respect to SACE, the school has continued high achievement. Data collection at mid-term identifies students at risk and intervention including counselling, intervention meetings, action plan development and modification of subjects and individual plans implemented on an individual basis. A strong Student Development program exists to support senior students in the course completion and personal development and future pathway planning.

Our highest ATAR for 2020 was 98.9, which was outstanding. 15 students achieved ATARs in the 90's and 31 students achieved an ATAR of 80 or higher. The top 15 achieving students were female. 21 A results were achieved by 15 students. 6 of these were merits and 6 students achieved 2 A grades. Despite the disruptions to learning and challenges of COVID the overall results were outstanding, however, did impact completion rates slightly.

Attendance

Year level	2017	2018	2019	2020
Year 8	91.9%	91.7%	90.0%	90.1%
Year 9	90.2%	89.8%	87.7%	86.2%
Year 10	89.7%	89.9%	88.5%	85.9%
Year 11	89.4%	90.1%	88.5%	90.4%
Year 12	91.8%	91.2%	88.2%	90.6%
Secondary Other	86.9%	85.4%	86.3%	88.4%
Total	90.3%	90.3%	88.5%	88.5%

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 was impacted by the COVID 19 pandemic, however, the school saw improvements due to the attention given to following up absences. Time was given to all Home Group teachers, SSOs and leaders to support students' return to school following closures. The overall attendance in 2020 was the same as 2019 at 88.5%. The individual year level data showed that Years 8, 11 and 12 showed a slight improvement whilst Year 9 and 10 decreased. These increases and decreases reflect where we had particular difficulties in re-engaging Year 9 and 10 following site closures.

Behaviour support comment

Time out continues to be supervised by Senior Leaders and Year Level Managers (YLMs), providing opportunities for restorative conversations, co-ordination of re-entry meetings and referral to our Wellbeing Team. Student suspension has continued to decrease over the last three years since we have introduced the new timeout location and process. They have dropped from 164 students suspended in 2017 to 140 student suspensions in 2018, 116 in 2019 and 103 in 2020.

Strong year level management and Student Development twice weekly sessions has supported the promotion of positive behaviours and student responsibilities.

Client opinion summary

In 2020 the Student Survey returned scores that were largely the same as the previous year. Teachers' expectation that students will do their best continued to score the highest. Responses from students are consistently positive about their teachers motivating them to learn, the school looking for ways to improve, and receiving useful feedback from teachers about their work. As in previous years, students scored the school lowest for the management of behaviour. Nevertheless, students consistently report feeling safe at this school.

The Parent Survey followed a different format in 2020 which makes the comparison to previous years difficult. The questions that were worded similarly showed the same results as the previous year. Parents responses were positive across all areas without exception. The lowest scoring area was "I have useful discussion with the school about my child's learning" which will no doubt improve in 2021 as COVID-19 restrictions lift and allow for Parent Teacher Interviews to be re-established.

Intended destination

Leave Reason	Number	%
Employment	33	13.0%
Interstate/Overseas	16	6.3%
Other	3	1.2%
Seeking Employment	19	7.5%
Tertiary/TAFE/Training	51	20.1%
Transfer to Non-Govt School	11	4.3%
Transfer to SA Govt School	22	8.7%
Unknown	99	39.0%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All teaching staff must have current SA Teacher Registration which includes relevant screening. All ancillary staff are required to have relevant history screening current and recorded through the DfE Eduportal system. An alert system provides pre-warning of required updates and is monitored by the Business Manager and Principal. Volunteers must produce a current screening certificate before undertaking regular duties in the school. Contractors are required to ensure staff working on site have current screening certification and understand the expectations of working on site.

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	57

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	77.0	0.7	33.5
Persons	0	85	1	43

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

Financial statement

Funding Source	Amount
Grants: State	\$13,299,237
Grants: Commonwealth	\$5,600
Parent Contributions	\$562,952
Fund Raising	\$4,743
Other	\$327,888

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	Funding was used to employ additional staff to address wellbeing and learning needs.	Targeted students had improved connection to school.
	Improved outcomes for students with an additional language or dialect	N/A	N/a
	Inclusive Education Support Program	IESP funding contributes to the employment of SSO staff to provide individual and small group learning. Student data was used by teachers to determine individual student needs towards meeting the SEA.	Students with disabilities improved attendance and achievement.
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>Funding for Aboriginal students supported the following specific programs:</p> <ul style="list-style-type: none"> • SAASTA • APAS funding for targeted tutoring for the successful completion of SACE both at our main site & our FLC • NAIDOC week activities facilitated by Year 11 ATSI students for cultural engagement and awareness, combined with a SACE Stage 1 accredited LAP. • Coordination & facilitation of Gawler Health Services – Aboriginal Health team on-site visits to support ATSI students and their families health & wellbeing, once a month. • Culture and Homework Club initiation each Wednesday. 	<ul style="list-style-type: none"> • VET Cert III in Sport & Rec • SB Apprenticeships • SACE completion/ATAR transition to Uni • Improved attendance & engagement through cultural activities
Program funding for all students	Australian Curriculum	Funding was used to employ additional staff to address learning needs.	Targeted students had improved learning outcomes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding contributes towards employment of a Youth Worker to case manage students at risk of non-completion, connecting them to services and providing career pathway options.	Increased engagement of at risk students
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A