



# Nuriootpa High School

## 2021 annual report to the community

Nuriootpa High School Number: 0788

Partnership: Barossa Valley

Signature

School principal:

Ms Gerri Walker

Governing council chair:

Tarnya Eggleton

Date of endorsement:

16 February 2022



Government  
of South Australia  
Department for Education



## Context and highlights

Nuriootpa High School's motto is PER ASPERA AD ASTRA - Through Adversity to the Stars. Our school community worked through much adversity during 2021 and we worked towards the stars. The way that the school community worked together throughout the year in response to COVID19 ensured that we maximised every student's potential. While doing this, we also undertook much preparation for the Year 7 students for 2022 including curriculum development, building projects and general operations. We also had a positive External School Review that provided constructive directions for the next 3 years. There was also a strong focus on our school improvement journey focussing on literacy across the curriculum.

Nuriootpa High school caters for students Years 8 to 12, including a secondary Disability Unit, 2 Special Classes and a Flexible Learning Centre. The school has an enrolment of over 1100 students and a workforce of over 140 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 2021, we had 7 students with an ATAR between 90 and 100. Ten students received A results with one receiving a Merit award. The Dux, Caitlin Schmidt received an ATAR of 95.9. 96.5% of October potential completers successfully gained their SACE. 96.4 % of Stage 2 grades were C and above.

Highlights of the 2021 year include:

- The introduction of a second Special Class
- The introduction of a Mobile Phone Policy that had a positive impact on learning
- A wide range of successful pathways accessed for all students, including our Flexible Learning Centre and Inclusive Education Centre students.
- 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
- 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

2021 started off well. We had a change in our constitution to increase our council membership to include two community members. It has been a pleasing change. We also welcomed many new faces to the council. Our current members, mostly made up of parents from our school are dynamic, cohesive and committed to the best outcomes for our students. Some of our members are past students of NHS (myself included) and I think that says a lot for our school community and depth of passion we have within our school's council.

A big focus for Governing Council this year, has been the Year 7 Transition to High school. Involvement has included budget discussions for the building works to ensure we can accommodate our new 7's, opening our school to prospective year 7 and 8 families so they could tour the site in March, and ongoing communication and consultation with our regions Primary Schools; to support the parents and students with the transition.

We developed a Terms of Reference for our Governing Council, to represent our vision and values in how we support the school.

Other themes and topics raised at our meetings this year included; supporting fundraising efforts for the Inclusive Education Centre, and reviewing how the council can support fundraising across the school (something that has been difficult with covid and the restrictions) curriculum budgets, learning about the changes to the VET program, and involvement in the school's three-yearly review.

Reflecting on this past year, we have had a very productive time on the council. Despite ongoing covid lockdowns and re-opens, Governing Council were able to come together for all meetings (one via MS teams). We look forward to see what the new school year brings.

# Quality improvement planning

In terms 1 and 2, there was a focus on formative assessment with each staff member going deeper into one of four aspects:

- Self and Peer Assessment
- Questioning
- All Student Response Systems
- Engagement through Pedagogy

Staff responded positively to the cross-faculty learning opportunities as was evidenced in the External School Review. Providing learning opportunities in faculties and cross-faculty groups will be used during the next improvement cycle in response to this feedback by staff.

During Terms 3 and 4, there was a focus on writing and the development of the Year 7 assessment tasks in line with the improvement journey.

There was a continued expectation that all teachers:

- Explicitly taught technical/tier 3 vocabulary in their context
- Provided one written task per term in every learning area with a stretch activity included in each task
- Tracked 3 students' writing as part of their PD (Curriculum SSOs were also expected to track one student)
- explicitly used at least one strategy to gain feedback to inform their teaching.

To complement the writing improvement journey, in response to staff requests, there was also targeted professional learning in ICT to support writing in the areas of OneNote for Beginners; OneNote or Office 365 Literacy Tools. Staff used this learning in their classrooms.

At the beginning of 2021, a number of Maths staff undertook some Back to Front Maths training as a faculty which has had a positive impact on their teaching. During 2021, the Inclusive Education Centre staff (teachers and SSOs) have continued their professional learning in Big Ideas in Number and Back to Front Maths with the expectation that it will be used in their classrooms in the context of their students cohort. There has been much progress by students in the Inclusive Education Centre in this area.

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. This allows us to discuss individual students and monitor their progress, identifying areas of need and celebrating success.

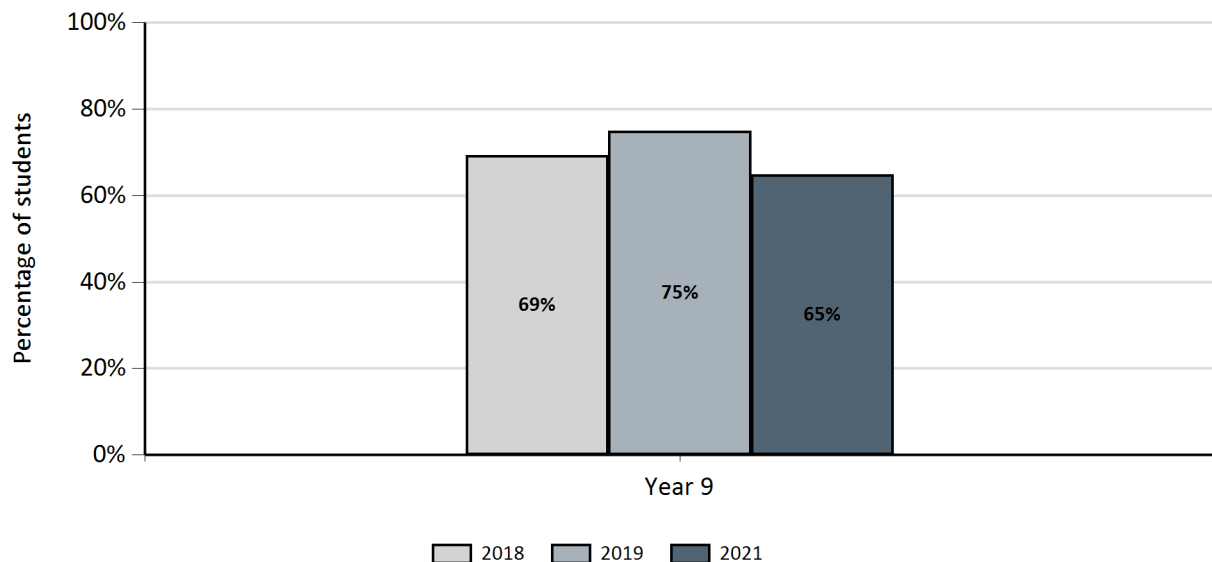
We have continued to link PDPs to the SIP maintaining staff accountability. This has included curriculum SSOs.

# 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

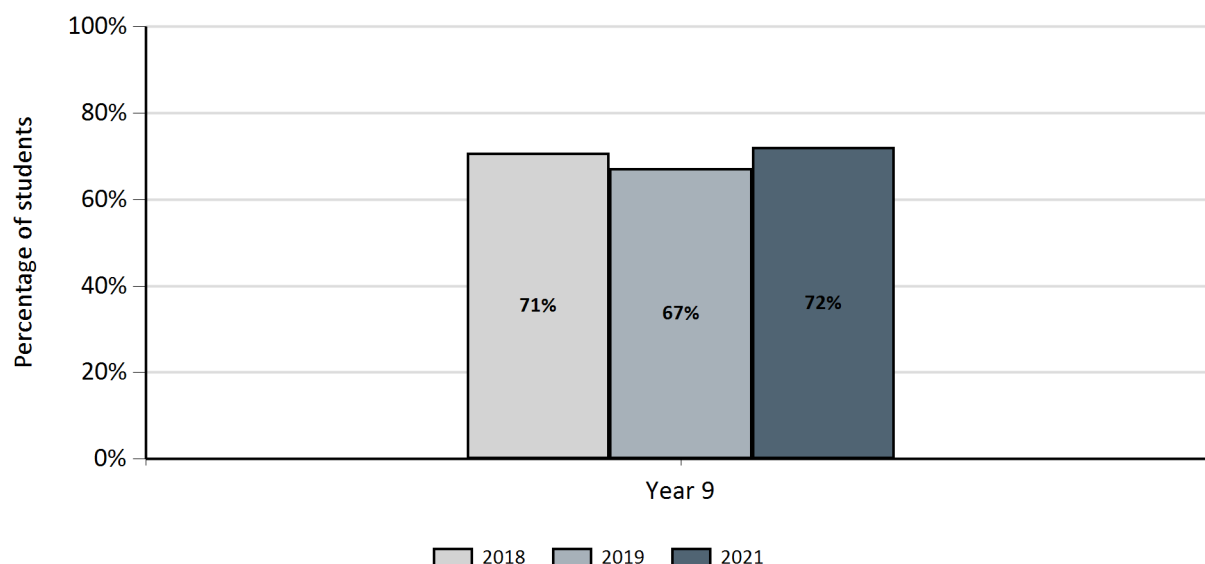


\*NOTE: No NAPLAN testing was conducted in 2020.

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	23%	35%
Middle progress group	52%	48%
Lower progress group	25%	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	27%	34%
Middle progress group	52%	48%
Lower progress group	21%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	216	219	22	29	10%	13%
Year 9 2019-2021 Average	214.0	215.0	24.0	24.0	11%	11%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

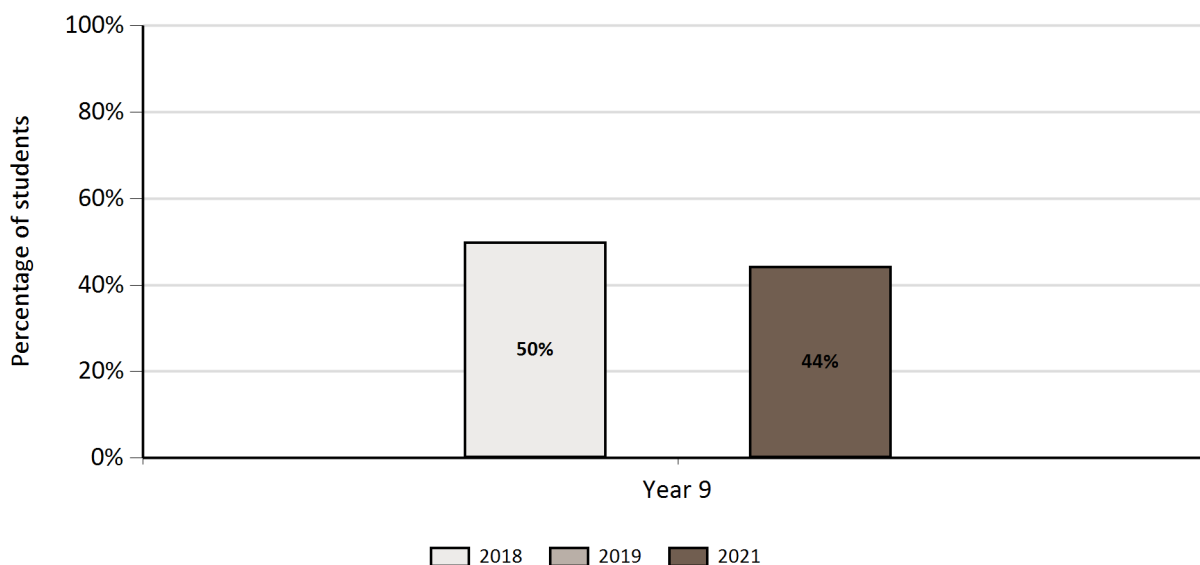
<sup>^</sup>includes absent and withdrawn students.

\*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



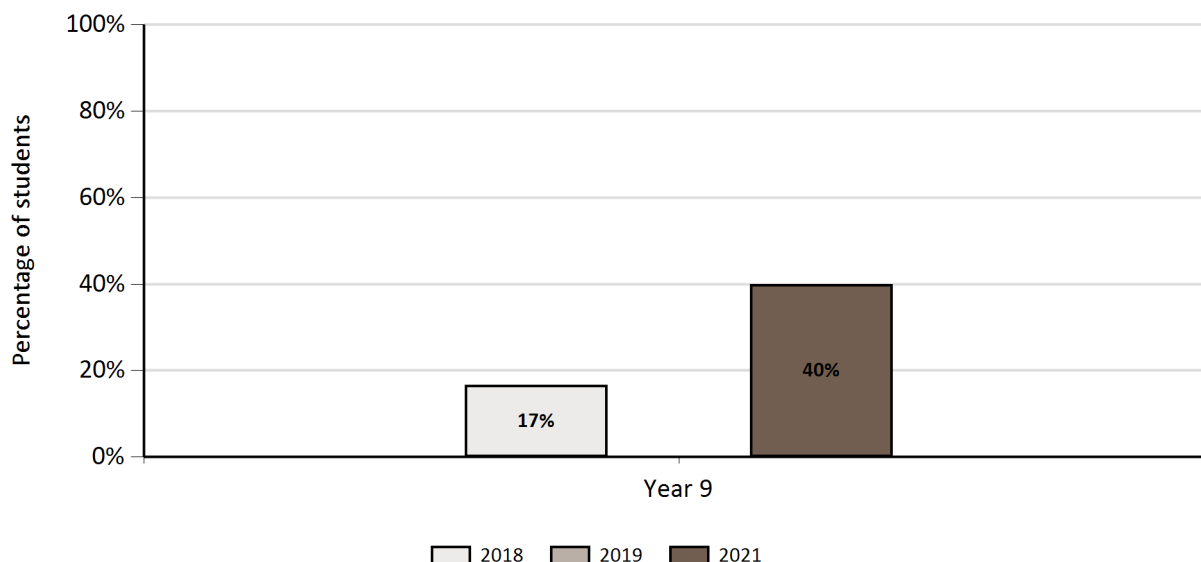
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	9	10	0	0	0%	0%
Year 9 2019-2021 Average	6.0	6.5	0.5	0.5	8%	8%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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: Data Informed Planning**

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

- All teachers use the data as part of their planning for students
- ATSI tutor uses data and adjustments to inform her intervention
- AET and ASETO work with teachers to support ATSI students learning informed by data sets, Boxall Profiles and other additional information

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

- Through ongoing monitoring of every Aboriginal student as a learner there are always timely interventions in literacy and numeracy. Family members are also updated on a regular basis about their student's progress.
- Some examples of success include:
- A Year 9 student who had not engaged with secondary schooling began attending and engaging in literacy (Comprehension) and numeracy (Numbers)
  - A complex Year 11 student doing a modified SACE demonstrated much progress in writing narratives and was able to achieve success in this compulsory subject
  - Aboriginal students achieving their SACE.

## 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
97%	95%	96%	96%

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+	4%	2%	3%	2%
A	7%	6%	8%	8%
A-	11%	10%	14%	13%
B+	15%	14%	14%	0%
B	16%	16%	16%	17%
B-	15%	15%	14%	15%
C+	14%	14%	12%	0%
C	12%	12%	11%	14%
C-	4%	5%	4%	4%
D+	2%	2%	1%	0%
D	0%	2%	1%	2%
D-	1%	1%	1%	1%
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
95%	96%	93%	97%

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

2021
38%
26%

# School performance comment

In Literacy, NAPLAN Data for Year9s across 2019 to 2021:

- there has been an increase in the % of students at or above SEA from 65% - 71.5% - we attribute this to the explicit teaching of the technical vocabulary across all learning areas
- there was a decrease in the % of students achieving at or above SEA from 78% to 68%. Our analysis of the incorrect answers showed that the reading and interpreting persuasive text was the area of highest need. We have identified Reading as one of the SIP goals for 2022.
- our writing results showed stability in the % of students above SEA (32%) but a decrease from 31% to 26% in the At SEA. Our hypothesis about this data is that the text type of writing in NAPLAN was Narrative which was only a focus for the English and HASS learning areas
- NAPLAN Writing Progress however showed that the progress rate for individual students has been maintained even though there was a lower % of students at SEA in 2021 than in 2019. Over both 2017 – 2019 and 2019 – 2021, 60% of students improved at least one band with 25% improving by 2 bands and around 5% by 3 bands.

In Numeracy, we had the best results ever for the school. We believe this is because:

- The inclusion of 'stretch tasks' in written investigations
- The addressing of Misconceptions in Year 8
- The partnership's primary school focus on Big Ideas in Numbers over the last few years.
- The areas within Numeracy with the greatest incorrect answers was Number and Algebra which the Math faculty taught after the NAPLAN test.

SACE data has also improved over the last 3 years as evidenced by the increase of A or B grades from 2019 to 2020 and 2021 from 63% to 69%. We believe the improvement can be accounted by:

- Impact of focus on writing in the past 3 years has contributed to grade improvement
- Analysis of data led to introduction of Stage 2 Essential English in 2018; Stage Vocational English for Year 10 students in 2019 and Stage 2 Research Practices in 2021 as a result of the success of the Vocational English.

o Essential Maths will be introduced in 2022

o Increasing use of flexibility within SACE.

# Attendance

Year level	2018	2019	2020	2021
Year 8	91.7%	90.0%	90.1%	90.2%
Year 9	89.8%	87.7%	86.2%	87.3%
Year 10	89.9%	88.5%	85.9%	89.8%
Year 11	90.1%	88.5%	90.4%	87.5%
Year 12	91.2%	88.2%	90.6%	92.7%
Secondary Other	85.4%	86.3%	88.4%	87.0%
Total	90.3%	88.5%	88.5%	89.3%

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

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

## Attendance comment

Attendance in 2021 was impacted by the COVID 19 pandemic, however, the school saw improvements due to the attention given to following up absences. The overall attendance in 2021 was the highest since 2018. This is a positive outcome given the impact of the pandemic. The individual year level data showed that all year levels except Year 11 showed a slight improvement, with Year 10s being the highest. Year 11 decreased, reflecting where we had particular difficulties in engaging this cohort of students.

## Behaviour support comment

The Behaviour Support Policy and Procedures was reviewed in 2020. Consistency and fidelity of implementation were highlighted & emphasised resulting in a deeper understanding of policy across all stakeholders. A move to use Daymap for all record keeping was also implemented resulting in staff being able to gain a holistic understanding of each student's circumstances. The Mobile phone policy was introduced at the start of 2021 & saw a reduction in the number of "in-lesson" behaviour management issues & student-to-student disagreements. Time Out continues to be supervised by Leaders, providing opportunities for restorative conversations, co-ordination of reconnection meetings & referral to our Wellbeing Team. Student suspension has continued to decrease over the last three years. They have dropped from 140 student suspensions in 2018 to 65 in 2021.

## Parent opinion survey summary

The Online Parent Survey was completed by 282 parents in 2021 which is similar to the previous year where 286 parents responded. In comparison to the previous year there were no areas that differed significantly. The area of biggest improvement was "Students Receive Learning Tips" which rose 31% on the previous year. The biggest decrease was in the "People are Respectful" which decreased just under 15% on the previous year. COVID19 has impacted on the school's ability to connect with parents due to the limitations put in place restricting parents coming onto site.

## Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	51	24.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	1.0%
NS - LEFT SA FOR NSW	2	1.0%
PE - PAID EMPLOYMENT IN SA	26	12.5%
QL - LEFT SA FOR QLD	2	1.0%
SM - SEEKING EMPLOYMENT IN SA	19	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	3.8%
U - UNKNOWN	93	44.7%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	5	2.4%

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 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	138
Post Graduate Qualifications	77

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	81.4	0.7	34.8
Persons	0	90	1	45

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

## Financial statement

Funding Source	Amount
Grants: State	\$15,125,426
Grants: Commonwealth	\$4,400
Parent Contributions	\$734,156
Fund Raising	\$0
Other	\$318,804

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	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"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; 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"> <li>• SAASTA</li> <li>• APAS funding for targeted tutoring for the successful completion of SACE both at our main site &amp; our FLC</li> <li>• NAIDOC week activities facilitated by Year 11 ATSI students for cultural engagement and awareness, combined with a SACE Stage 1 accredited LAP.</li> <li>• Coordination &amp; facilitation of Gawler Health Services – Aboriginal Health team on-site visits to support ATSI students and their families health &amp; wellbeing</li> <li>• Culture and Homework Club each Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>• Cert II in Construction Pathways</li> <li>• Traineeship</li> <li>• SACE completion</li> <li>• Scholarships</li> <li>• STEM</li> <li>• Improved attendance &amp; engagement through cultural activities</li> </ul>
Program funding for all students	Australian Curriculum	Funding was used to appoint 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

