



Penola High School

2020 annual report to the community

Penola High School Number: 931

Partnership: South East Coast & Vines

School principal:

Mrs Ngaire Benfell

Signature

Governing council chair:

Tamara Ploenges

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

Penola High School is 400kms South East of Adelaide and 50kms North of Mount Gambier. It was established in 1962. Students are drawn from a radius of approximately 25kms from the school (50% of our students travel by bus). The Year 8 intake of 21 students was drawn from Mary Mackillop Memorial, Penola, Nangwarry and Kalangadoo Primary Schools in the normal catchment area. Approximately 40% of the students are in receipt of School Card. Penola High School is a Category 4 Index of Disadvantage site with an enrolment of 97 students at the end of 2020. The 2020 enrolment included: 4 students with a recognised learning disability, 39 school card recipients and 5 Aboriginal students. Penola High School had many highlights through student success and participation in 2020, however, many of our usual programs were cancelled due to COVID-19. The year began with the two day Senior School Retreat at Beachport, while Middle School students participated in an alternative pastoral program. The purpose of the programs is to develop relationships, values and goals while setting expectations and the conditions for success. During Term 2, students from Year 10 participated in the Youth Opportunities Personal Leadership Program, strengthening their motivation and confidence. The program was conducted through online learning modules. Ten students graduated from the program. Penola High School students were also able to participate in the Tumbelin Adventure Therapy Program which is designed to support and enhance young people's learning experiences by addressing their wellbeing and resilience. Students joined together in activities based on choices they make in life and how they can understand what is and what isn't in their control throughout life. Public speaking events such as the annual Debating Eisteddfod were not held in 2020. However, eight Year 11 English students were able to compete in club heats of the Lions Youth of the Year Quest during Term 1. Charlotte Neale and Tom Skeer were overall winners of their heats and went to Millicent to compete in the regional finals. Public speaking and the development of confidence through these opportunities, forms a large part of the culture of Penola High School and this has been sorely missed this year. Penola High School students usually participate in a wide range of sporting events and are known for their good sportsmanship and leadership. Fortunately, we were able to hold our swimming and athletics carnivals in Term 1. Torilla was the champion team of both events. We welcomed a return to sporting event participation in Term 3 and 4. Receiving additional minor works funding was a highlight of the year.

Governing council report

While I'm sure that other schools in our region might make a similar claim, our 'small school' atmosphere, student and staff contribution, as well as a very active parent body and growing extra-curricular opportunities for parents and children to build relationships, all work towards a cohesive and engaged school community. This remains an enduring pleasure for me and many others to observe.

Much of what our Principal, Deputy and staff do in the course of a year goes without recognition: the fewer the bumps and the smoother the daily routine, the less that people seem to notice. So it is fitting for me to pay formal tribute on behalf of Council and the school community for an extra extraordinary year.

Thank you once again to all the members of the Governing Council for their work throughout the year with things once again running smoothly. Due to COVID-19 a number of Governing Council fundraisers were unable to go ahead, however, we were kept busy with some major decisions such as, the Site Improvement Plan, facility upgrade and also the transition of year seven to high school in 2022.

It is exciting to see the facilities at Penola High School finally getting the upgrade it needs, Ngaire joined us four years ago with a vision. Her vision was to make sure Penola High was heard, she worked extremely hard with the previous Governing Council Chairperson, Allan, to make sure the right people were made aware of the potential our school had if we were to receive funding to upgrade our site. We have attracted so much funding over the four years and we are now reaping the rewards of Ngaire's vision with the upgrade of the carpark, resurfacing of the tennis court and bitumen, upgrades of the classrooms and school surrounds. Ngaire needs to be commended for her passion and commitment. The most exciting project of 2020 is the imminent commencement of our redevelopment of classrooms into a Middle Schooling space. These works will commence by April 2021 and it is hoped that year 8 and 9 students will be using the space in Semester 2 2021.

This year we farewell a number of staff, I would like to thank you all for your contribution to our wonderful small school. Good Luck to all the Year 12s as their schooling comes to an end. We know your time at Penola High School has helped prepare you for your future and we wish you well in the years ahead.

Quality improvement planning

In response to the 2019 Step 5 review of the Penola High School Improvement Plan, the 2020 improvement plan was reduced to two improvement goals; one literacy goal and one in numeracy improvement as follows:

1. Increase student literacy, particularly academic writing and comprehension skills
2. Increase student growth in numeracy in the Middle School

The Strategic Directions Committee and whole staff group engaged in review of our goals throughout the year. An evaluation of the key actions and progress towards achieving the improvement goals and targets revealed the following: Our focus on the actions of developing teacher knowledge and confidence in the numeracy components in all learning areas was achieved through a combination of teacher professional development, discussion and sharing of redesigned tasks. We determined that we had improved teacher knowledge and skill sets in the identification of numeracy in learning areas through use of the ACARA resources and continuums.

Step 4 Review and discussion revealed that we are beginning to achieve our writing improvement goal through explicit teaching of written genres, vocabulary and through whole site use of learning intentions and success criteria. English and HASS teachers engaged in collective assessment of narrative samples and persuasive writing samples against the Brightpath tool and all staff engaged in data analysis and moderation of these samples. The data demonstrates that growth is evident for some students but inconsistent across cohorts. The English teacher implemented a Guided Reading program at Year 8 in Term 4. Base-line data was collected through taking Running Records reading levels, at the beginning of the term. After 7 weeks in the program, reading and comprehension improvement was achieved by 87% of students, one student made no progress and one student tested beyond the extent of the measurement tool.

Review of the 2019 goals, actions and targets contributed to the re-development of our plan for 2020. We determined that there is further work to do in refining our targets and measures. We also learned that our success criteria for the numeracy improvement goal were not useful measures of the growth of students but rather measured staff development of skill and understanding. Our next steps are to workshop success criteria with the staff in 2021 to improve our focus on measuring student growth. An action important to implement in 2021 is an observation of practice process to support teacher development within the challenge of practice areas.

In Term 1, 2019 Penola High School underwent an External School Review with the following three directions for implementation:

1. Connect and rationalise the school priorities and actions so that there is clear alignment and support for the current SIP
2. Develop agreements on evidence-based pedagogical practices that result in greater student engagement and achievement
3. Develop the capacity and opportunity for students to have greater authentic agency in influencing their learning and providing teachers with feedback to improve teaching practice.

During 2020, the leadership team aligned the ESR directions with the Site Improvement Plan goals, connecting and rationalizing the work teachers are doing. During 2021, further work in PLCs will develop agreements about practice to consolidate and provide accountability around the challenges of practice. A middle leader's position has been developed to focus on student voice and agency.

Based on the school's current performance, we will be externally reviewed again in 2022.

Improvement: Aboriginal learners

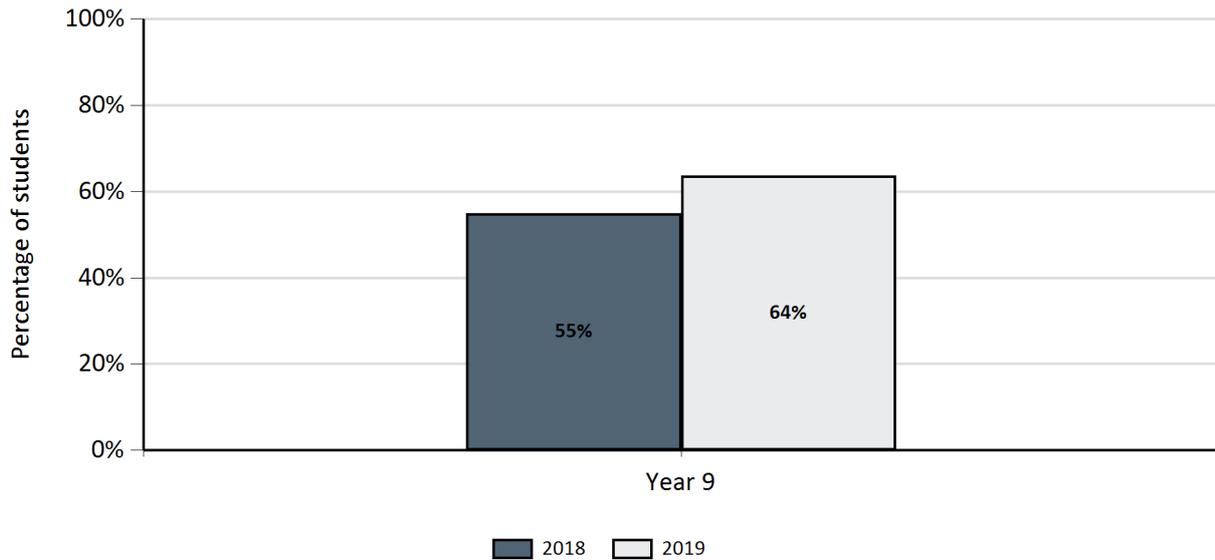
In 2020, there were 5 Aboriginal learners at Penola High School. The school's Aboriginal Learner Action Plan focused on Key Element 2: Tracking and Monitoring Growth and Achievement. Our two areas of focus were Literacy and Numeracy, and One Plans to support learners. Our key actions included developing SMARTAR goals for all Aboriginal Learners in their One Plans, regularly reviewing how they were tracking and sharing successful strategies with the greatest positive impact. The sharing of effective practice has been reported as the most successful strategy for supporting the success of our Aboriginal learners. A future focus will be on Key Element 1: Data Informed Planning, and extrapolating the learner data of Aboriginal learners to create deeper analysis and more effective use of data to inform teacher practice. A key piece of work will be to ensure Aboriginal learners are prominent in improvement planning.

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

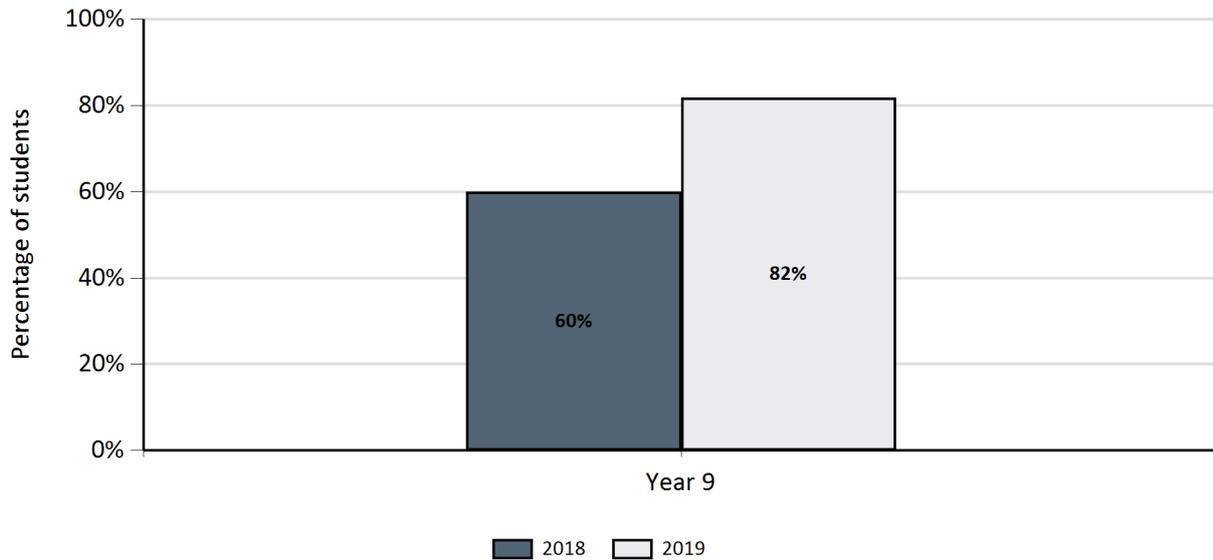


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	25%
Middle progress group	62%	50%
Lower progress group	*	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	*	25%
Middle progress group	50%	50%
Lower progress group	*	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	22	22	2	1	9%	5%
Year 9 2017-2019 Average	22.3	22.3	2.0	0.7	9%	3%

*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%	100%	95%	95%

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+	2%	0%	2%	0%
A	9%	23%	7%	4%
A-	5%	5%	9%	6%
B+	10%	18%	12%	8%
B	19%	11%	12%	15%
B-	12%	23%	16%	6%
C+	21%	9%	4%	26%
C	12%	7%	23%	21%
C-	7%	5%	11%	6%
D+	0%	0%	0%	0%
D	3%	0%	5%	0%
D-	0%	0%	0%	2%
E+	0%	0%	0%	2%
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
100%	89%	91%	87%

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	80%	80%	90%	87%
Percentage of year 12 students undertaking vocational training or trade training	35%	20%	24%	42%

School performance comment

Due to the absence of 2020 NAPLAN data, these performance comments refer to student achievement data in SACE, PAT-R/PAT-M and Running Records as initial reading comprehension data. PAT-R data indicated increased percentages of students meeting SEA over time for Year 9 and Year 10 students, and an historically low percentage of Year 8 students (57%) meeting SEA. Year 9 students meeting SEA increased from 79% in 2019 to 83% in 2020. Year 10 students meeting SEA increased from 70% to 77%. This data only includes students who sat tests at year level. The very low percentage of Year 8 students meeting SEA will be a focus for improvement strategies. At the end of Term 3, Guided Reading was implemented at Year 8 as the reading comprehension improvement strategy. Baseline data was collected via Running Records for the Year 8 cohort who were tested again after 7 weeks of the program to determine impact. 87% of students measured made progress in reading accuracy and fluency with 40% of the group making comprehension improvement resulting in moving to the next reading level. After 7 weeks, this is significant impact and results in the decision to continue the program at Year 9, 2021 and again at Year 8. PAT-M 2020 data indicates a decrease of students meeting SEA at both Year 9 and Year 10. While the decrease was slight at Year 9 (from 82% in 2019 to 80% at 2020) the decrease was significant at Year 10, from 90% meeting SEA in 2019 to 59% in 2020. As with PAT-R results, an historically low number of Year 8 students (68%) met SEA. Our Site Improvement Goal to increase students' numeracy performance will continue to focus on creating positive impact on the PAT-M and NAPLAN data. At SACE Stage 1, Penola students performed below the state average in the A and B grade bands and above the state average in the C and D grade bands. This data varied between Learning Areas. In English, the percentage of students achieving in the A band was double that of the state average. In Humanities, the number of students achieving in the C and D bands was nearly three times that of the state average while in the Mathematics Learning Area students achieved at the state average across grade bands. Of particular note is that in the Literacy requirement for Stage 1, only 2 students were allocated a pending status and just one student was resulted at a D grade. For the Numeracy Requirement, no students were given a pending status and only 1 student in both Semester 1 and 2 achieved a D grade, not meeting numeracy requirement. The pending status continues to prevent a number of students (32%) meeting the PLP requirement within the year they undertake the subject. The percentage of SACE Stage 2 grades that are C- or above for Penola High School students is 96%, at historic average. However, in 2018 students achieved 100% of grades at C- or above. Historic results show a reversal of the grade band shift to the A/B grade bands in 2018, across 2019 and 2020. As a school that often has fewer than 20 students enrolled in Stage 2 studies, small changes in our students' outcomes can cause large changes in our data, making it difficult to draw reliable conclusions from year to year. Penola High School will review the data and reset our SACE Improvement Action Plan.

Attendance

Year level	2017	2018	2019	2020
Year 8	91.1%	90.1%	90.5%	84.4%
Year 9	84.2%	86.6%	92.6%	85.5%
Year 10	87.7%	82.1%	85.0%	90.3%
Year 11	78.8%	85.0%	86.9%	77.7%
Year 12	93.2%	88.1%	90.8%	82.5%
Total	87.2%	86.5%	89.4%	84.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance as measured in Semester 1 of the school year, has decreased by almost 4 percentage points from the previous year. At 84.6% this is the lowest attendance rate at Penola High School in four years. Analysis of the data indicates a reversal of the previous trend of high performance for Year 8 and 12 students. During Term 3, an attendance improvement campaign was begun by sharing the school's attendance data with families via the school newsletter. An Attendance Improvement Strategy will need to be developed in 2021 to address the issues that lead to habitual non-attendance.

Behaviour support comment

At Penola High School, our behaviour management policy focuses on developing behaviour in line with our school values. During 2020, staff engaged in training and development in restorative practices and two staff were trained as restorative meeting facilitators. Student misbehaviour is managed using the Department for Education policy and procedures. There was a trend of significant increase in suspensions, from 5 in 2019 to 15 in 2020, 8 of which occurred in Term 2. This was reduced to 5 in Term 3 then 2 in Term 4. 22% of serious incidents were bullying related. The site manages bullying through our policy and social awareness both in Pastoral Care and by external providers. In 2019, the focus was placed on increasing understanding of cyberbullying and reviewing our mobile phone policy. During 2020, the Anti-bullying Policy and guidelines (pamphlet) were reviewed and updated.

Client opinion summary

Penola High School used the School Parent Engagement Survey to gather parent opinion. 29 families completed the survey. Responses to questions regarding respect indicated positive opinion with 78% of parents agreeing that they feel their child is important in the school. 65% of respondents agree that people treat each other with respect. Responses to questions regarding communication indicated high satisfaction. 80% of respondents feel satisfied with the amount of communication they receive and 76% feel the communication is effective. The preferred methods of communication were by email (83%) and text (83%) followed by phone call (76%). While 72% of the respondents were clear about learning expectations, 39% were unsure that they receive useful information about their child's learning in discussions with teachers. This is an opportunity to develop greater engagement in teacher/student/parent discussions about learning, which supports parents to increase their understanding. 100% of respondents think education is important for their child's future. A key area for exploration is the school's engagement with parents regarding how they can help their child learn at home. 32% would like more support.

Students and staff completed the 2020 Penola High School Opinion Survey. 90% of students agreed or strongly agreed that teachers expect them to do their best. 64% of students agreed or strongly agreed that teachers motivate them to learn, an increase by 7% from 2019 and 61% felt that this school gives them opportunities to do interesting things. This is a possible indicator of increased engagement. While staff agreed that teachers expect students to do their best (83%), in contrast to students, 91% believe they treat students fairly. Only 49% of students agree with this, providing an important opportunity to develop greater student voice and agency. 87% of staff believe that students and parents can talk to teachers about their concerns but only 44% of students believe that to be true. In addition, there was a significant decrease in positive opinion by students that teachers provide them with useful feedback from 74% agreement in 2019 to 56% agreement in the 2020 survey.

Intended destination

Leave Reason	Number	%
Employment	6	15.8%
Interstate/Overseas	3	7.9%
Other	0	NA
Seeking Employment	2	5.3%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	13.2%
Transfer to SA Govt School	8	21.1%
Unknown	14	36.8%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Penola High School has a comprehensive system in place to ensure every staff member and volunteer on site has a relevant history screen prior to commencing work at the site. The school has developed a Volunteer Policy. Screening records are maintained in EDSAS records, HRS and site files for employees, volunteers, contractors and Governing Council members. Shared use agreements are in place for the Penola Men's Shed, which operates on site each Wednesday. Appropriate screening occurs for every member in order to gain membership.

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	23
Post Graduate Qualifications	4

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	11.8	0.0	7.4
Persons	0	13	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$2,213,888
Grants: Commonwealth	\$8,628
Parent Contributions	\$39,478
Fund Raising	\$24,553
Other	\$44,985

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	Students supported in class with SSO time. Wellbeing coordinator support of staff regarding strategies. Training and Development in Restorative Practices - 2 staff trained as facilitators. Ongoing Behaviour Coach support.	Student behaviour in Year 8 class improved. Behaviour support plans in place.
	Improved outcomes for students with an additional language or dialect	One student - English teacher trained in assigning EALD levels.	Student success in Australian Curriculum grades moving from C to B and A grades.
	Inclusive Education Support Program	Delivery of a modified program within classrooms. 1:1 support with SSOs. Case management.	Students remain engaged and experience success in mainstream activities.
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	Open Access enrolment of 2 courses; one student in one semester of Stage 1 Psychology and one student in Stage Two Psychology. Aboriginal students supported with career development through specific programs. Case management and flexible learning to ensure SACE pathways. 1:1 literacy and numeracy support for Aboriginal learners. Students supported to study VET courses off and on site.	Students experienced success and completed SACE and/or gained an ATAR with subjects in their preferred fields. Aboriginal Learners on SACE/work pathways.
Program funding for all students	Australian Curriculum	Funding and Student Free Days used to develop teacher understanding of numeracy components of their learning areas.	Staff understanding of the development of numeracy competency.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Better Schools funding was used to develop workforce capacity and improve outcomes for students in literacy, numeracy and the implementation of the strategies to meet the Site Improvement Plan goals.	Improved Literacy/Numeracy outcomes, AC grades and SACE achievement.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

