



Findon High School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Findon High School Number: 805

Partnership: Inner West

Name of School Principal:

Sue Burtenshaw

Name of Governing Council Chair:

Deb Pedersen

Date of Endorsement:

School Context and Highlights

Findon High School has a population of 275, who come from a range of socioeconomic and cultural backgrounds. Our intention is to aim for a growth in enrolments, consistent with the aim of providing a good balance of a smaller school in which each student is known as an individual and the broad range of curriculum offerings and facilities that a larger school can offer. Findon offers programs and support for students with a wide range of learning abilities, including a severe and multiple disability unit that offers Conductive Education.

The 2016 Highlights:

- Our 97.3% SACE completion is our biggest highlight to date.
- Throughout 2016 the range of traditional Findon High School activities has been embraced by our students: Ski trip, musical performances, Sports Day, Swimming Carnival, G & D Shield, and the ever popular Year 9 & 11 camps. Our Empathy and Safety event term returned in support of the Hutt St Centre and raised \$940.90.
- Strong links with our Inner West Partnership's feeder schools continue to support transition.
- The FLO program had another successful year providing positive outcomes for students.
- Data collection systems are in place to monitor access to wellbeing team staff and inform appropriate actions and responses. In response to this a Self-regulation room has been created for students.
- Extensive and ongoing improvement to our ICT program / infrastructure continued. BYOD takeup is high. Students now have access to our DayMap Learner Management System.
- The launch of Findon's Court of Justice, the first Mock Courtroom of its kind in South Australian public schools, was launched late in Term 3 and is a credit to Melissa Campbell, a team of dedicated staff, friends of the school and the students who were her inspiration. This has generated positive media attention and publicity for the school.
- Our Teaching and Learning Teams focused on developing tasks that challenge our students further – we call this 'intellectual stretch'. As a school, we have been endeavouring to pursue a unified vision for Findon High School. In the last semester, the staff have been led by the Professional Learning Team to redesign our vision, values and mission; these will be made public at the commencement of the next school year.
- The Findon High school Master Plan is front and centre of conversations that Governing Council continue to have with DECD and Government.

Governing Council Report

•Governing Council had on going conversations with Minister for Education and Child Development, Minister for Higher Education and Skills, Dr Susan Close, DECD Chief Executive, Rick Persse and Charles Sturt Council about our Master Plan. This has been developed by school council to improve the much needed building facilities at Findon High School and improve the intake of students now and in the future.

•Council approved an ICT proposal for students to supply their own laptop or loan one through the school. Uptake is approximately 85%.

Council raised money and purchased a 3D printer for student use.

• Applied for 2017 Parent Initiatives in Education (PIE) Grant of \$1630.00. This has been received and we are waiting on the outcome.

• EFTPOS facilities have been implemented in the school canteen to help improve its sustainability.

• Major decision was made to changeover school banking from Bank SA to The Commonwealth Bank. This has been implemented.

• School council supported the ongoing role of the Pastoral Care Worker within the school for 2017.

• Introduced a 'new look' uniform (contracted new supplier, Hambours)

Deb Pedersen
Findon High School Chairperson

Improvement Planning and Outcomes

A review of our Site Improvement Plan in 2016 led to the following recommendations for 2017.

- Focus on existing target areas to be maintained (see analysis of SACE data, PAT/R, PAT/M and NAPLAN).
- Implementation of a cycle of improvement to assist us in achieving our targets via a new structure consisting of
 - o Teaching & Learning Communities
 - o Co-design teams
 - o Findon “+” teams :Pyramid of Intervention, STEAM, Growth Mindset
- Implementation of DayMap Learner Management System final stages – Student and Parent Portal.
- Implement Social Media Communication strategy.

The directions from our External School Review in 2016 listed below are reflected in the 2017 Site Improvement Plan (attached).

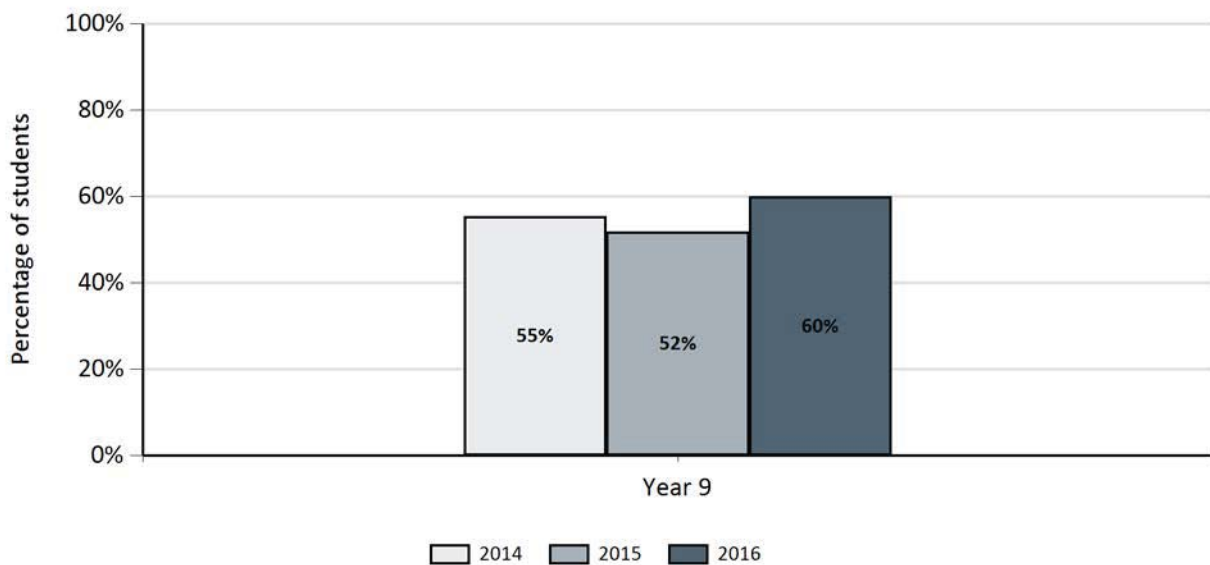
1. While continuing to acknowledge the importance of wellbeing, shift the focus of all members of the school community onto engagement in learning and improved learning outcomes for all students.
2. Provide greater consistency and coherence for learners, and achieve improvement in student outcomes, by focusing on curriculum scope and sequence, and consistent documentation, assessment and delivery in all subjects and at all year levels.
3. Develop leadership capacity and density in all areas of the school, in particular, teaching and learning and ICT, so that all priorities in the Site Improvement Plan are realised.

Performance Summary

NAPLAN Proficiency

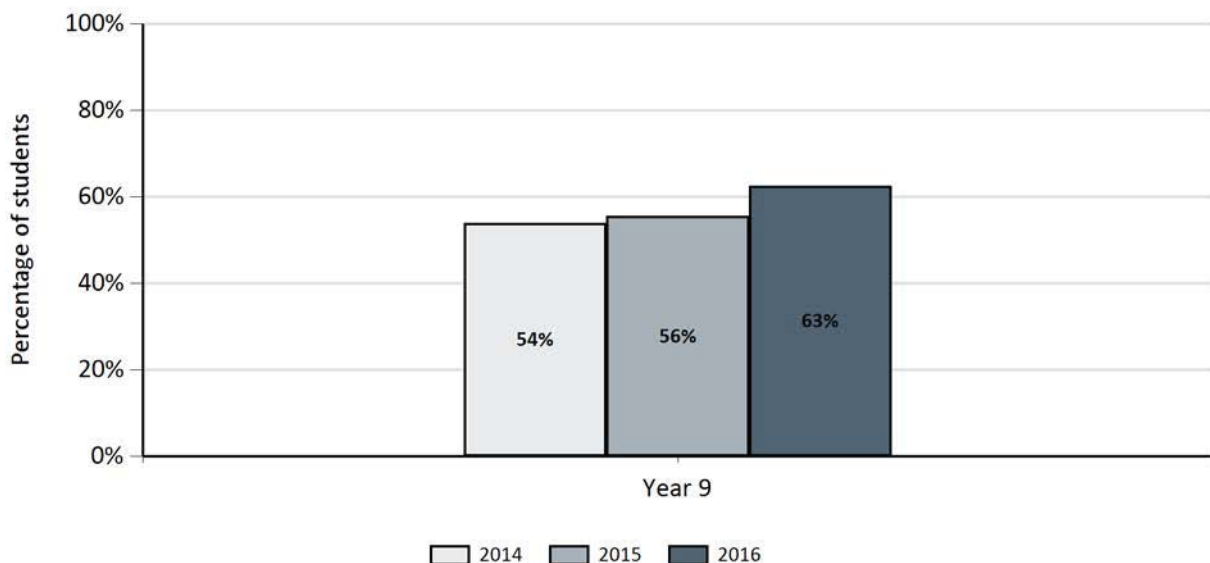
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Lower progress group	26%	25%
Middle progress group	42%	50%
Upper progress group	32%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Lower progress group	27%	25%
Middle progress group	57%	50%
Upper progress group	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 2016	40	40	7	2	18%	5%
Year 9 2014-16 Average	53.0	53.0	5.3	2.7	10%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: 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).

2014	2015	2016
88%	88%	91%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	1%	0%
A	3%	5%	5%
A-	6%	9%	6%
B+	10%	10%	14%
B	10%	15%	14%
B-	15%	11%	15%
C+	18%	12%	13%
C	14%	14%	16%
C-	12%	13%	8%
D+	6%	7%	3%
D	1%	4%	1%
D-	2%	0%	2%
E+	2%	1%	2%
E	0%	0%	1%
E-	1%	1%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
86%	77%	97%

Data Source: SACE Schools Data reports, extracted January 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	13%	18%	16%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	13%	11%	5%

School Performance Comment

2016 was a very successful year in terms of SACE for Findon High School as the school surpassed the state school average. Our SACE completion rate was 97.37% as compared to 77% in 2015 and a massive improvement from 2013 where it was 66%. To have a 30% increase in SACE completion over 3 years is indicative of the successful strategies and structures which have been implemented within the senior school to focus on our SACE results. These results concur with one of our major Site Plan goals, to be the school with highest increase in SACE completion within the WASSN (Western Adelaide Secondary School Network).

The ongoing commitment of the Year 12 PLC (Professional Learning Community), which meet on a regular basis throughout the year to discuss the progress of our senior students, has allowed us to monitor our students closely and ensure the best opportunity is provided for our students to achieve success. It is pleasing to report that our 2016 percentages of grades that are C- or above for attempted SACE Stage 2 subjects have increased to a solid 91%, up from 88% in both 2014 and 2015. However, even though our SACE Stage 2 grade distributions have remained very steady over the years, our challenge is to try and move students into the higher grade bands. One of our goals within our Year 12 PLC is to have a higher percentage achieve in the A/B band compared to the C band.

The majority of our students are achieving above the National Minimum Standard in Literacy and Numeracy. To ensure students don't fall below the standard we need to continue to improve support and intervention programs. We support students in the lower bands to meet the National Minimum Standard through classroom differentiation and targeted literacy and numeracy programs.

- Numeracy Intervention (FinMaths) (group Numeracy intervention)
- Multilit (Years 8-12, individual literacy intervention)

There are positive gains in Literacy achievement with the majority of students performing in the upper progress group for achievement growth between NAPLAN tests. Numeracy achievement is improving with the majority of students meeting the National Minimum standard, however, less than expected are achieving in the upper progress group for achievement growth between NAPLAN tests. We continue to target increased achievement in the upper two bands through extensive staff professional development, including partnerships with neighbouring schools investigating the transition in from Primary to Secondary schooling, in conjunction with intervention strategies.

Our focus for numeracy programs is to

- design tasks with multiple entry and exit points, thus catering for all learners
- transform tasks so that students investigate, make connections, solve realistic problems and construct meaning
- explicitly teach problem-solving skills and growth mindset

In PAT-M and PAT-R testing we see a similar trend in the overall student performance.

Attendance

Year level	2014	2015	2016
Year 08	85.5%	89.4%	81.7%
Year 09	84.7%	81.6%	86.4%
Year 10	88.7%	85.9%	83.1%
Year 11	87.0%	87.2%	86.2%
Year 12	85.5%	89.6%	89.5%
Secondary Other	28.4%	49.5%	94.1%
Total	86.2%	86.4%	86.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Chronic non-attendance is managed by our attendance counsellor and our on-site FLO program which aims to re-engage students. Acute non attendance is addressed through our text messaging system, communication to parents/carers via Home Group teachers and our data wall where we can track and target students. Intervention strategies include vertical home groups to encourage peer mentoring and year 8 focus groups around wellbeing, respect and confidence (yr. 8 data in 2016 only 81.7%).

Behaviour Management Comment

In 2016 data sources for bullying and violence at Findon High School were EDSAS, the Survey of Wellbeing and Student Engagement and the Dashboard. Data showed an increase in suspensions/exclusions, however only a very small proportion of reported incidents were violent. Victimization also appeared higher compared to state averages. Policies on being a Safe School, Pathways to Positive Relationships and Pathways To Success have all been revised recently. In addition the school has introduced Rm 28, an Emotional Regulation space, an intervention encouraging students to regulate or seek help. Also the student Life Long Learning program has been revamped to address data trends, increase student voice and it is now assessed by Home Group teachers.

Client Opinion Summary

Student surveys have also been conducted through the the Survey of Wellbeing and Student Engagement. Of concern were the results showing Findon students were below state average participation in homework, they had low Optimism, Perseverance and Academic Self Concept. This data has informed decision making regarding the development of new Professional Learning Communities (PLC's) including Growth Mindset. New interventions already developing include student lessons in the area of Growth Mindset in Life Long Learning (LLL), a supported study line which are run in Vertical Home Groups to also encourage peer mentoring.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	3.3%
Interstate/Overseas	5	5.5%
Other	3	3.3%
Seeking Employment	3	3.3%
Tertiary/TAFE/Training	1	1.1%
Transfer to Non-Govt School	4	4.4%
Transfer to SA Govt School	21	23.1%
Unknown	51	56.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

A secure spreadsheet is maintained, this is reviewed monthly to ensure any certificates nearing expiry are renewed. Hard copies of each person's Screening Certificate including copies for offsite case workers, contractors, volunteers, hirers, therapists and VET students are also filed and contained in the spreadsheet. Findon High was audited in 2014 and the findings were that site records are generally well maintained. We were requested to include the Clearance Type in the spreadsheet, this change was implemented. DECD Notifications are monitored for alerts to changes in compliance processes.

Teacher Qualifications 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	43
Post Graduate Qualifications	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	24.2	0.0	18.6
Persons	0	26	0	25

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	5024824.59
Grants: Commonwealth	35857.00
Parent Contributions	186348.84
Fund Raising	16529.92
Other	78119.31

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Behavioral Supplementary Funding was used to develop individual student social functioning.	Students developed more appropriate interactions with peers.
	Improved Outcomes for Students with an Additional Language or Dialect	Funding was used to provide specialised English studies at SACE level. Funding was targeted at raising literacy levels using intervention programs for the junior years.	100% SACE completion for specialised English at Stage 2 for EALD students.
	Improved Outcomes for Students with Disabilities	Students with disabilities have been supported through classroom SSO's, targeted intervention, staff Professional Development and a synthesis of the needs for these students disseminated for all staff to use.	Identified critical areas of need, practical strategies for differentiation.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Employed as Aboriginal Education Teacher, an ACEO 3 (2 days a week), ILP'S completed for Aboriginal students to track goals and their progress, implemented the AIME Mentoring Program including tutor squads and AIME university experience.	100% achievement of SACE subjects for Aboriginal students, Aboriginal SACE students transitioning into training pathways
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Ongoing impimentation of Numeracy Intervention program, Multi-Lit and 3 wave intervention.	Findon "+" team focusing on Pyramid of Intervention for Numeracy and Literacy.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)		