Warriappendi School
2017 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Warriappendi School Number: 1364

Partnership: Le Fevre Peninsula

Name of School Principal: Dave Basher

Name of Governing Council Chair: Josephine Judge Rigney

Date of Endorsement: _____

School Context and Highlights

Warriappendi is a small secondary school which has an Aboriginal cultural focus.

Many students who enroll at the school have experienced difficulties with achieving success in mainstream schooling. Warriappendi strives to re-engage young people in the processes of education, and provides an environment in which students feel a strong sense of belonging and achievement.

The school provides students with an opportunity to build on existing knowledge through high level individual planning and support. There are about twelve staff members, some of whom are Aboriginal. With small class sizes, and a focus on quality teaching and learning, students gain support on many levels. eg. Literacy, social skills, wellbeing and vocational options/planning.

Our students come from a range of areas across South Australia, but most come from the broader Adelaide region.

The school provides a morning and afternoon bus run for students who live between Port Adelaide and the school. Those who live outside this area are provided with bus tickets.

We maintain strong links with DECD and outside agencies such as Southern Youth and Reconnect so that we can provide relevant and meaningful supports to maximise our students' learning and life options.

With completion of SACE, employment and/or further training being key foci for the school, we support students to develop their interests and passions. Often over several years we work with students and their families to enable these goals and plans to become reality. Where possible, the school also stays 'connected' with students after they finish SACE, offering support and advice until they feel confident with their post school options.

Governing Council Report

In 2017 the Governing Council (GC) at Warriappendi School consisted of the Principal, ACETO, two parents and two community representatives. The GC met once per term and discussed a range of agenda items including:

-New and innovative teaching and learning programs on offer including digital technologies;

-The ongoing development and utilisation of the Trade Skills Centre including VET certificates offered;

- School financial management;

- Staffing, particularly with regard to the internal Coordinator roles, Aboriginal mentors and HPIs, and contract positions;

- Facilities updates including the demolition of building 3; the renovation of the Science room as a STEM facility and the building of our corker new 'Yarning Place'.

- Attendance rates and strategies for improvement including the adoption of a new attendance policy;

- SACE/VET/Australian Curriculum/NAPLAN outcomes;

- Literacy and Numeracy interventions;

- Pupil Free Days and parent opinion surveys;

-Presentation of the annual report;

-Options for fundraising through the Student Action Team (SAT).

Josephine Judge-Rigney
Chairperson

Improvement Planning and Outcomes

The following key directions come from our 2017/18 SIP.
Key direction1- Teaching and Learning
'Create an innovative learning environment, using sound pedagogy, where Literacy, Numeracy, inquiry based learning and Aboriginal perspectives are priorities; and data drives individual programing to ensure student growth and success.'
Areas for development-
Literacy and Numeracy; developing capabilities; using data to inform teaching; curriculum planning; Aboriginal perspectives; cross curricula teaching & inquiry based learning.
Key direction 2- Personal and Social Development
'Students will be supported in developing personal and social capabilities through an engaging and relevant health and wellbeing curriculum, and the creation of a positive school culture and identity.'
Areas for development-
Growth mindset (Positive Education); health and wellbeing; curriculum; identity; culture; sense of belonging and community.
Key direction 3- Student Pathways
'Students will be equipped with the skills and knowledge to fully participate in community, training and development.'
Areas for development-
Curriculum (including SACE and VET); staying connected; employability skills; life skills; developing partnerships.
Key direction 4- Investing for the Future
'Warriappendi School will be recognised as a leader in Aboriginal education; Warriappendi School will develop engaging, modern multi-purpose indoor and outdoor learning spaces.'
Areas for development-
Facilities and resources; communications and marketing; resourcing; working in partnerships.

To support these key directions the 3 B1 coordinator positions have been realigned for 2018- Daily Routines and Data; VET, Futures and School Promotions; Teaching and Learning.

The realignment of the coordinator positions, and the refining of the SIP reflect changes in education and our commitment to robust improvement.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
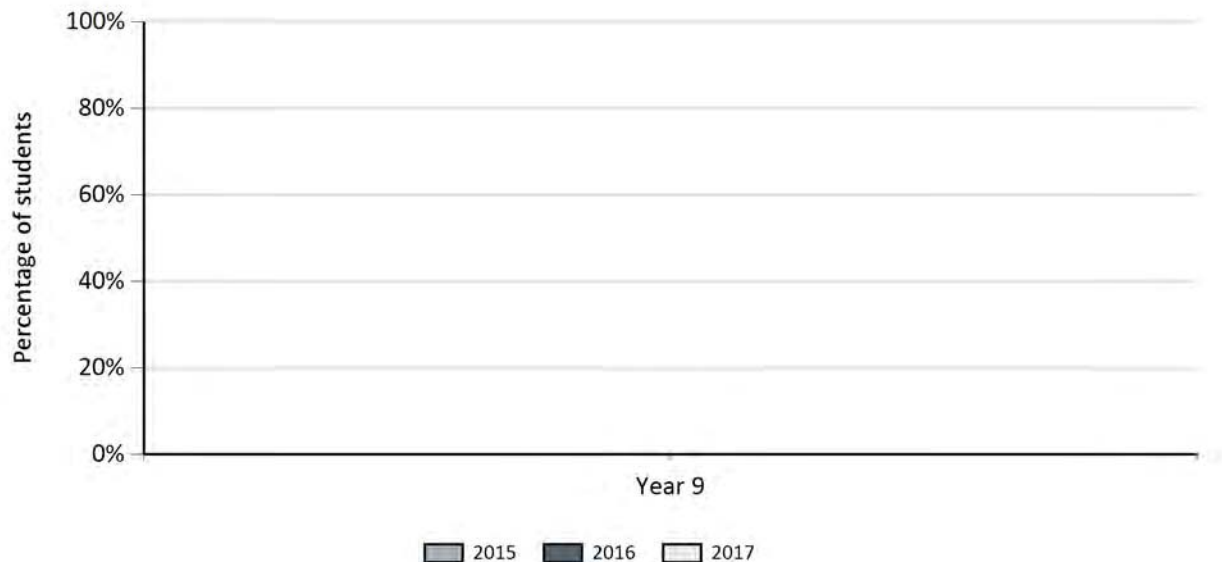
Reading
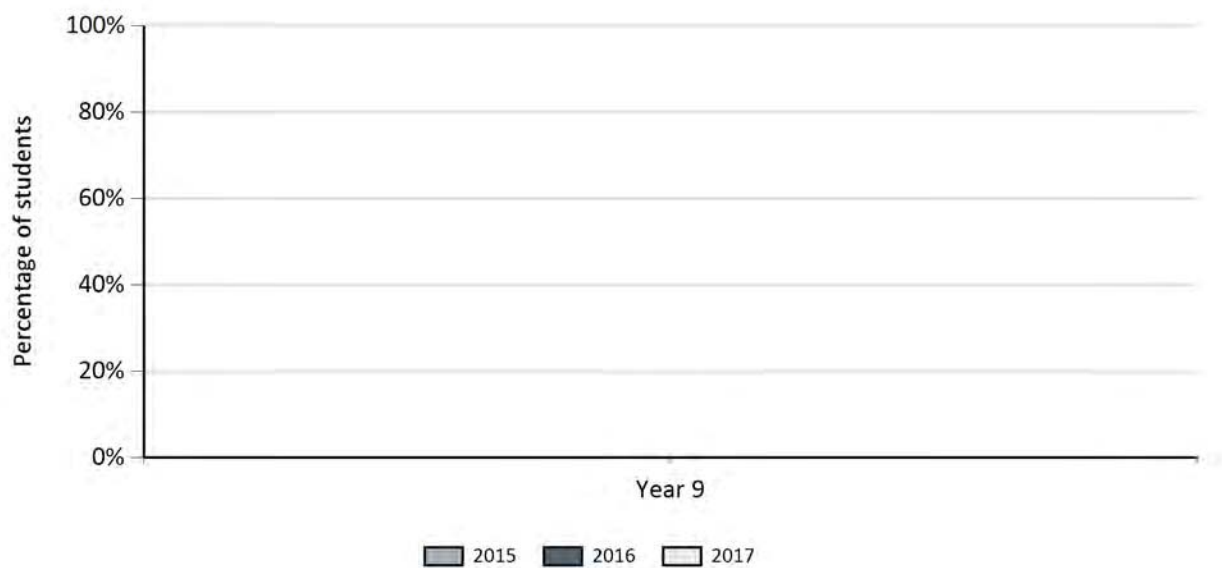
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 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	50%	25%
Middle progress group	50%	50%
Lower progress group	0%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	0%	25%
Middle progress group	0%	50%
Lower progress group	0%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	8	8	0	0	0%	0%
Year 9 2015-17 Average	8.7	8.7	0.0	0.0	0%	0%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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).

2014	2015	2017
91%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	
A	0%	0%	0%	
A-	0%	0%	0%	
B+	0%	0%	0%	
B	9%	0%	0%	
B-	18%	36%	0%	
C+	9%	43%	0%	
C	45%	21%	0%	100%
C-	9%	0%	0%	
D+	9%	0%	0%	
D	0%	0%	0%	
D-	0%	0%	0%	
E+	0%	0%	0%	
E	0%	0%	0%	
E-	0%	0%	0%	
N	0%	0%	0%	

Data Source: SACE Schools Data reports, extracted February 2017.
*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	2017
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				100%

School Performance Comment

Measuring the Warriappendi school performance through use of standardised data tests is often inaccurate and misleading due to a number of factors, including unwillingness to participate, absenteeism, and fear of failure due to low levels of Literacy and Numeracy- many students have not sat NAPLaN in the past for the same reasons. These test results are however utilised where possible for individual students in terms of planning for wave 1,2 & 3 interventions. As the site has 100% Aboriginal students, it utilises an effective ILP process which maps and tracks student progress through identifying educational, social/emotional and behavioural needs, SACE and VET data, success and engagement strategies and communication with families. As such the site operates on a case management basis, as with low student numbers, the staff maintain intimate knowledge of the varying needs of the students in their care. Senior students have tailored SACE/VET programmes as their Literacy and Numeracy are often in a primary school range of capabilities, and the intense support provided has seen on-going impressive SACE achievement for all students who attend regularly. Attendance has continued to be the pivotal hindrance to student achievement and site performance, despite the comprehensive attendance strategies and communication with families, although a new attendance strategy brought in late in 2017 is expected to yield positive testing results in coming months. Staff have regularly expressed frustration with the transient nature of the students and having limited sequence or continuity to their teaching and learning programmes; student performance does not remain static, Literacy and Numeracy levels tend to drop with long term absenteeism. The inverse is also true- students who attend regularly and engage in learning tend to show worthwhile improvements.

Attendance

Year level	2014	2015	2016	2017
Year 8	74.4%	58.8%	71.1%	54.8%
Year 9	65.5%	70.0%	54.5%	54.2%
Year 10	78.8%	74.4%	57.3%	38.8%
Year 11	57.7%	62.6%	65.1%	46.3%
Year 12	73.4%	65.9%	62.4%	71.0%
Secondary Other	66.7%	66.6%	90.0%	64.5%
Total	68.6%	67.6%	60.6%	50.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Due to a number of life factors our attendance percentages dropped during 2017. As a result we put a lot of work into strategies to support attendance- as outlined in our new attendance strategy 'Whatever it takes for every kid, every day.' As a result our attendance figures rose dramatically in term 4, and continues in term 1. I am confident with continued effort attendance should remain above historic levels. Our cohort has expanded in geographical terms with increasing numbers of students traveling to Warriappendi from northern, southern and eastern suburbs, and less from the Port region.

Behaviour Management Comment

Behaviour at Warriappendi School is predicated on our three school values- respect, responsibility and resilience. Although staff are highly skilled in managing volatile situations, there are times when we need to apply DECD School Discipline policies. We approach suspensions as ways of supporting positive behavioural change rather than as punitive measures. We also use Restorative Practice as a framework to allow students to resolve issues- and students are actively encouraged to practice conflict resolution prior to staff involvement in issues. Exclusion is rarely used, and only in extreme circumstances. We suspended students on 16 occasions, and excluded students on 2 occasions, during 2017.

Client Opinion Summary

A parent/caregiver survey that contains 14 questions relating to all aspects of schooling was undertaken. The questions were the same as surveys done in 2015 and 2016. Parents were asked to respond to the 14 statements and to give a tick in one of four columns- disagree, neither, agree, strongly agree. More parents responded than in 2016 (14 compared to 10) the perception showed consistent satisfaction as per 2015 and 2016. There were positive perceptions on all statements including "Warriappendi is a very important place for Aboriginal families. It is a gem to our communities". Unfortunately, the parent surveys are not consistently completed and the school ASETO often visits families to ensure that the site gains a group of responses. There were 165 'agree' ticks, 43 'strongly agree' ticks, and no ticks for the 'neither' or 'disagree' columns. Students participated in the DECD Wellbeing and Engagement Collection for years 8 and 9. The small number of students participating (6) meant that results are perhaps skewed- students who were absent for the testing may have answered the questions differently (students who attend regularly may have a more positive outlook). Percentages below represent low, medium and high. Selected pertinent questions; overall DECD figures in brackets. Optimism, perseverance, emotional regulation, and satisfaction with life are disconcertingly low. School belonging, peer belonging and engagement are good.
Happiness- 25 33 42 (25 29 46)
Optimism- 42 25 33 (16 26 58)
Perseverance- 58 33 8 (26 35 39)
Satisfaction with life- 50 25 25 (21 27 52)
Emotion regulation- 8 75 17 (22 43 35)
Sadness- 50 33 17 (59 26 15)
Worries- 42 17 42 (47 29 24)
Important adults in school- 0 58 42 (3 43 54)
Connectedness with adults at school- 25 17 58 (10 30 59)
Emotional engagement with teacher- 8 25 67 (6 33 61)
School climate- 25 42 33 (22 32 46)
School belonging- 25 8 67 (22 26 52)
Peer belonging- 17 25 58 (15 23 63)
Friendship intimacy- 17 25 58 (11 15 74)
Cognitive engagement- 33 33 33 (10 36 54)
Academic self concept- 8 42 50 (10 22 68)
Engagement- 42 17 42 (41 29 30)

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	8.0%
Other	1	4.0%
Seeking Employment	1	4.0%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	10	40.0%
Unknown	11	44.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All requirements relating to DECD History Screening are adhered to with a data base being maintained by the site Finance Officer - all visitors are required to sign in and provide proof of identity before entering. All visitors provide the Principal with a copy of their DCSI clearance.

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	15
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.8	6.8	1.2	3.1
Persons	1	7	2	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	2500.00
Grants: Commonwealth	10341.00
Parent Contributions	9361.80
Fund Raising	1046.00
Other	1200.00

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

2017 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 2017 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	Utilized to maintain low student to teacher ratio.	Tailored programs with more intense individual support.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding utilized to employ Aboriginal mentors, and SSO tutors.	Improved levels of Literacy and Numeracy.
	Improved Outcomes for Students with Disabilities	Funding used to provide one on one and small group support for SWD in the area of Literacy.	Extra teachers and SSOs in class and withdrawal support.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Case management of our cohort through Individual Learning Plans (ILPs); interventions to support waves 1,2 and 3 students in Literacy and Numeracy.	On going case management that is data driven and directly addresses growth in Literacy and Numeracy.
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Utilized to employ a consultant to work with students directly, and train staff in oral language strategies to use in the classroom and one on one. She implemented an oral language test given to all students.	Ongoing capacity building in students' oral language skills.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		