



# Ardrossan Area School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Ardrossan Area School Number: 732

Partnership: Southern Yorke

Name of School Principal:

Ms. Karen Bond

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Name of Governing Council Chair:

Mrs. Marie Gorden

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Date of Endorsement:

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## School Context and Highlights

Ardrossan Area School is located 150km from Adelaide and serves the local community on the eastern side of Yorke Peninsula, stretching from Port Clinton in the north to Pine Point in the south. The school has a category 3 index of disadvantage and an ICSEA value of 970.

The year started with 182 students (including 8 FLO) across R-12. The end of year enrolment was 168 (including 6 FLO); this includes 11 new enrolments and 25 students who left during the year. The enrolment figures include 15 Indigenous students and 12 students with a verified disability. 66 students received school card funding.

Student committees included the SRC and the Resilience Ambassadors. The SRC: 6 School Captains (Junior, Middle and Senior School) and 2 representatives from R-6 classes and 10 students from 7-12. Governing Council also includes a student representative.

Highlights for 2017 include:

Term 1 - Year 7 Aquatics, Acquaintance Night, R-2 swimming, Student Leaders' Induction, Sports Days (AAS, Secondary and Primary Inter-school), School Leaders training days, SSSSA Athletics, Governing Council AGM, Harmony Day activities at AAS and with our Resilience Ambassadors at Yorketown Area School) and R-10 Student, Parent, Teacher interviews.

Term 2 - NAPLAN, SAASTA Power Cup, Walk Safely to School Day, YP Vet Visit, AAS Cross Country, Year 8/9 Football and Netball, National Simultaneous Story-time, Year 10/11 Music excursion, Music is Fun, Year 9/10 Aerosol Art Community Project, SAPSASA Cross Country, IMS Music Camp, Open Basketball, Festival Choir assessment and

Term 3 -Footsteps Dance, Year 12 Formal, SACE Outdoor Education Orienteering and Kayaking Days, Balaklava Eisteddfod, SAPSASA Netball, Football, Athletics, R to 2 Wipe Out Waste Performance, Festival of Music Choir Magic Millions and Festival Theatre performance, Open Futsal, AAS PAT, Course counselling, Questacom presentation, Combined Science and Bookweek (Escape to Everywhere), Year 8 and 9 ERRAPPA Camp, Opening of the Ardrossan Outdoor Gym, Opening of the Shellfish Reef and R-2 Adelaide Excursion.

Term 4 - Year 11/12 Biology excursion, , Performing Arts Concert, Better Buddies transition visits, Year 8 SYP Partnership Day to Adelaide, Year 3-6 Adelaide camp, Year 10 Work Experience, YP Music Showcase, SAPSASA Cricket & Tennis, AAS Presentation Night, SYP Band Tour and Year 3-6 swimming.

Kindergarten Transition occurs throughout the year.

## Governing Council Report

The 2017 Governing Council is made up of a balanced representation of the school community. This year the committee included Kathryn Cameron, Amy Abell, Scott Teakle, David Stacey, Trent Whittaker, Peter Younger, Belinda Chapman, Jaynelle LeFeuvre, Jamie Elsworth, Aimee Nixon and Karen Bond. Together, with representatives from the SRC, we have had a busy year with many exciting developments happening within the school.

Our meetings this year have been particularly insightful, open conversations with an opportunity to discuss ideas from many points of view. Having teachers, SSO's, students, parents, grandparents and leadership all present and contributing at these meetings has meant that careful consideration is given when making decisions about how best to provide a meaningful education to our students.

At Governing council we talked about a range of issues. These can be small ideas, like the students wanting to introduce a scarf to the uniform dress code. We also talk about bigger school agenda items such as the budget, the Site Improvement Plan, the development of our nature play areas, the maintenance of the school oval or revising school policies like behaviour management. Governing council meetings were also an opportunity to celebrate the successes our students have accomplished. A highlight this year was when students presented to us about a community art project they had completed in the form of a mural in the Ardrossan creek area. We were impressed not only by their artistic skill and imagination, but in their ability to communicate their ideas and processes to us.

Our school will never be perfect, but working with the whole school community as we strive for continuous improvement in the provision of a high quality education for all Ardrossan Area School students.

## Improvement Planning and Outcomes

The School's improvement priorities for 2017 emerged from the analysis of the school data through the site self-review process in 2016.

This resulted in two key priorities:

- \* Increased engagement and ownership of learning through greater incorporation of student voice and connection to community.
  - \* Improved learning outcomes in Mathematics/Numeracy using the Big Ideas in Number as the underpinning approach.
- While these were our focus, Literacy and Numeracy remained important aspects of teachers work through consistent approaches to the explicit teaching of reading and number .

Engagement in credible professional development opportunities focused on literacy and numeracy improvement and the associated evidenced successful pedagogies has occurred throughout 2017. These included the Big Ideas in Number, Guided Reading, Jolly Phonics and Grammar and exploration of Emilia Reggio approach R to 6 in relation to Inspiring Learning Spaces. Performance management, supported by classroom observations and opportunities to share practice at staff meetings, were a focus of continuous improvement through explicit teaching and consistent pedagogy.

Student voice was a significant focus for 2017. The highly successful 2017 trial of year 7 to 10 cross curriculum projects driven by student voice will amplify in 2018 based on the feedback garnered from students expressing the benefits they found and the suggestions for improvement. Connections with the local community through community projects and performances by our bands and ensembles have resulted in the provision of Stage 1 Creative and Visual Arts in 2018 for the first time in at least 6 years and the involvement of 24 students in the school's and YP concert band and ensembles 18 students engaged in instrumental music lessons.

School Standards and Targets were set in the 2016 Site Self Review. The targets were not all met as they are aspirational targets; however improvement was seen in the number of students meeting the SEA requirements. In Running Records for year 1 55% had meet the SEA by September and 78% by November. In year 2 85% had meet the SEA by September. This was the same in November. In PAT R and M, achievement from year 2 to 10 was 80% for both compared to 2016 where is was 62% and 58% respectively. The NAPLAN growth between successive tests for Year 5 to 7 and Year 7 to 9 in both reading and Numeracy is at or above the expect rate for between 92% and 100% , which is close to our target of 100% for all. Growth between year 3 and 5 in both reading and numeracy at or above the expected rate is below our 100% target, 70% and 40% respectively.

These results in growth particularly between year 3 and 5 and achievement in Numeracy in years 3, 5 and 9 provide further evidence that the school's investment and term 3 implementation of the Big Ideas in Number (BliN) groups across R to Yr 8 are warranted. The expectation that all teachers are explicitly teaching the BliN and the Big Six in Reading and the school review of the explicit teaching of writing through the strategies of Literacy for Learning.

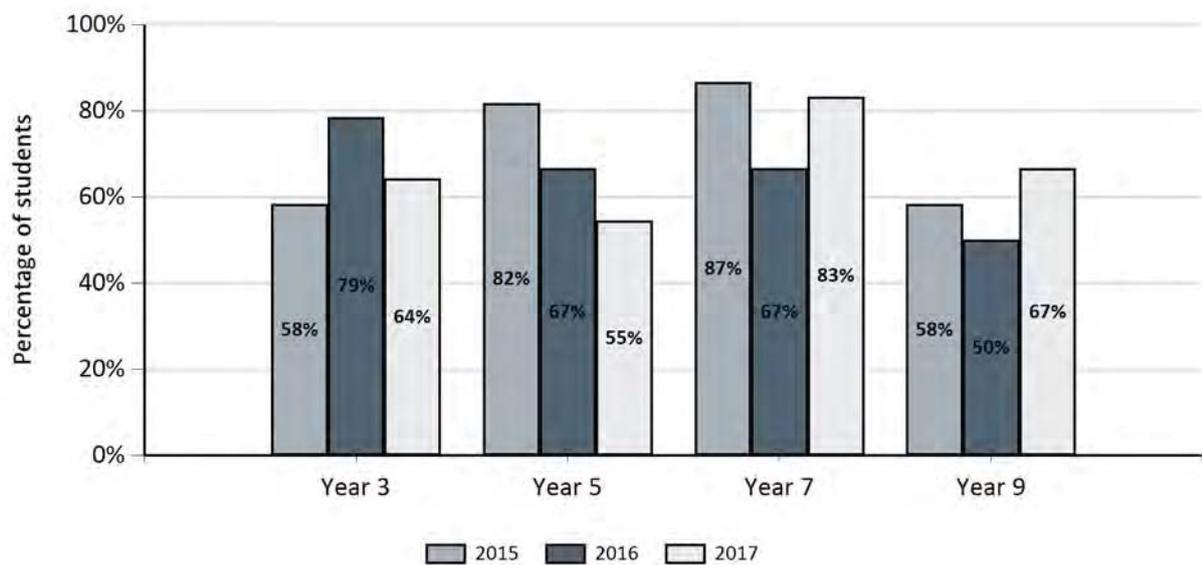
In Stage 1 English, all students achieved a C grade or higher in both semesters. In Stage 1 Maths all students achieved a C grade or higher by the conclusion of semester 2, as 25% (3 students) did not achieve the required C in semester 1. All students achieved a C or higher their PLP.

## 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.

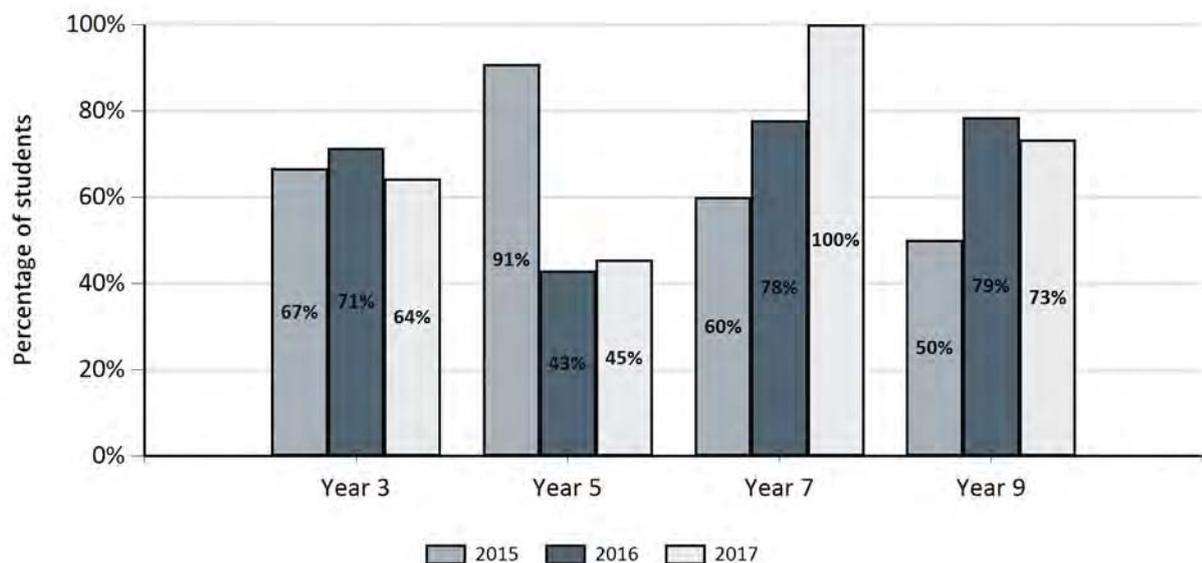
#### Reading



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 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	30%	42%	23%	25%
Middle progress group	40%	50%	69%	50%
Lower progress group	30%	8%	8%	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 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	0%	0%	23%	25%
Middle progress group	40%	100%	69%	50%
Lower progress group	60%	0%	8%	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 <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 3 2017	14	14	5	5	36%	36%
Year 3 2015-17 Average	13.3	13.3	4.3	3.3	33%	25%
Year 5 2017	11	11	0	1	0%	9%
Year 5 2015-17 Average	14.3	14.3	1.7	1.0	12%	7%
Year 7 2017	12	12	1	1	8%	8%
Year 7 2015-17 Average	15.0	15.0	0.7	1.3	4%	9%
Year 9 2017	15	15	1	0	7%	0%
Year 9 2015-17 Average	13.7	13.7	1.3	0.7	10%	5%

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

<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.

## 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	2017
82%	97%	100%	95%

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%	0%
A	0%	0%	0%	0%
A-	0%	10%	8%	2.5%
B+	12%	10%	13%	10%
B	24%	29%	21%	20%
B-	24%	26%	13%	5%
C+	12%	19%	25%	17.5%
C	12%	3%	8%	35%
C-	0%	0%	13%	5%
D+	6%	0%	0%	0%
D	0%	0%	0%	5%
D-	12%	0%	0%	0%
E+	0%	3%	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 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%	90.91%

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	66.67%	44.44%	80%	80%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	90.91%

## School Performance Comment

As outlined in the Improvement Planning and Outcomes section, the school's performance in Reading in the early years evident in Running Records results is 85% achievement of the SEA by November of year 2. The intervention programs of MiniLit and MacqLit and the application of these strategies back in the classroom can be attributed to this improvement. The explicit teaching strategies used through Jolly Phonics and/or Jolly Grammar in classrooms is also providing a platform for improvement.

The higher than expected growth between NAPLAN tests for year 5 to 7 and year 7 to 9 in Reading is reflected in the improved achievement in Year 7 and 9 Reading. In years 3 and 5, the school decrease in NAPLAN achievement strengthens the schools resolve to imbed the explicit teaching of the Big Six in Reading R to 6. PAT R(C) results from year 2 to 10 of 80% achievement of the SEA, indicate the consistent monitoring of Literacy Pro levels and the use of specific reading improvement strategies are making a difference, however, further improvement is desired. The performance of students in the upper two bands of NAPLAN is consistent with other years, however, there is an increase in the number of year 3 students achieving in these upper bands. This indicates that these strategies and the capacity of our teachers to embed the literacy needs of students into their teaching across all learning areas is having an impact. A focus for the school is the maintaining these students in the upper bands.

NAPLAN numeracy performance against the SEA in years 5 and 7 improved, as did the number of students in the upper two bands in year 3. At or better than expected growth between successive tests in year 5 to 7 and year 7 to 9 was evident and reflects the use of explicit teaching strategies in number and collaborative problem solving. The whole school approach to the Big Ideas in Number, the continued incorporation of the automaticity strategies from the intervention program, QuickSmart Maths into classroom practice and increased use of collaborative problem solving should see an improvement in both achievement and growth and upper band retention.

In Stage 2, 90.91% students enrolled in October 2017 completed their SACE. The decrease in achievement represents one student who did not meet the C- or higher in one of the required subjects. 80% of our graduates seeking an ATAR achieved scores of 60 or higher. 40% of our 2017 graduates completed their SACE with Vocational Education and Training (VET) qualifications. All Indigenous students achieved their SACE with 66.67% of these students also achieving a Certificate III through the SAASTA program and a Certificate II and 20 Stage 2 credits for Certificate III units of competencies through the Trade Training Centre. The challenge for the school is in providing a range of opportunities for our young people to achieve their SACE. The impetus is on how we can effectively work across the Southern Yorke Peninsula Partnership to provide this range of opportunities.

## Attendance

Year level	2014	2015	2016	2017
Reception	93.3%	93.3%	92.3%	93.2%
Year 1	87.5%	93.0%	93.3%	93.5%
Year 2	93.0%	90.1%	94.3%	89.8%
Year 3	88.9%	94.8%	88.8%	92.8%
Year 4	92.0%	90.6%	93.5%	85.9%
Year 5	94.6%	95.3%	88.0%	91.9%
Year 6	90.6%	90.4%	95.0%	86.6%
Year 7	86.9%	88.7%	92.1%	92.9%
Year 8	88.9%	86.5%	90.8%	92.1%
Year 9	89.6%	80.5%	85.9%	87.8%
Year 10	84.8%	86.9%	85.2%	84.2%
Year 11	86.7%	87.9%	79.4%	78.5%
Year 12	81.4%	87.6%	81.4%	88.3%
Total	89.7%	89.8%	89.9%	88.9%

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

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

## Attendance Comment

Attendance over the last 4 years has remained between 89 and 90%. This is below the DECD target of 95%. The school uses MGM text messaging service to communicate absences to families, however, while this reduces the number of unexplained absences, it does not improve the attendance rate. AAS has 3 families with chronic attendance issues and a small number of families with habitual attendance issues. Our Student Wellbeing Leader works closely with these families and the Attendance Officer to find ways to improve attendance and re-engage these students with their learning.

## Behaviour Management Comment

In 2017, there were 29 suspensions and exclusion for actual or threatened violence. This was an increase of 16 suspensions on 2016 and 3 on 2015. The number of suspensions reduced from term 1 (8) to term 4 (2) over the year.

Working in conjunction with the Behaviour Support Coach, parents/carers and students with specific behaviour management needs, the development of individual student behaviour support plans and Individual Learning Plans continued to be a focus of the schools behaviour management processes. The school introduced the Rock and Water program in term 2 in all year 3 to 6 classes and small group sessions using these strategies.

The number of suspensions for harassment was 7 in total. This is an increase of 5 from 2016.

## Client Opinion Summary

The Student Opinion Survey saw no improvement in any areas with a slight decline of 0.2 in the areas of Student Behaviour is well managed, I feel safe at my school and I like being at at my school. These areas of decline are reflected in the Parent Opinion Survey with a decline of between 0.4 and 0.5.

In general, the Parent Opinion Survey saw a decline in all areas. (Note: only 15 responses were received). The parent responses indicate that a focus needs to be on growing the understanding of our school community on what the school is doing to improve teaching and learning and what we are doing to modify behaviour. There is also some misconception on what constitutes both fairness and equity. This will be ongoing work with the community.

The Staff Opinion Survey looked at four key areas of Quality of Teaching and Learning, Support of Learning, Communication and Relationships and Leadership and Decision Making. There was an increase in all areas. On average, this increase was 0.17, with highest increase in the key areas of Quality of Teaching and Learning and Communication and Relationships.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	3	12.5%
Interstate/Overseas	2	8.3%
Other	0	NA
Seeking Employment	2	8.3%
Tertiary/TAFE/Training	2	8.3%
Transfer to Non-Govt School	4	16.7%
Transfer to SA Govt School	11	45.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

AAS complies with the requirement for Criminal History Screening. Through the Human Resource System in EduPortal, Teacher registration is monitored and new staffs are asked to provide a copy of their registration certificate for sighting by the Principal. For School Support Officers, Bus Drivers and Grounds Staff DCSI Screening are monitored through the Human Resource System in EduPortal and new employees are asked to provide a copy for sighting by the Principal. Volunteers, including Community Mentors, are also required to provide their original screening for sighting and a copy is filed.

## 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	31
Post Graduate Qualifications	5

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	0.0	16.8	0.5	6.8
Persons	0	20	1	11

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

## Financial Statement

Funding Source	Amount
Grants: State	\$2,974,425.79
Grants: Commonwealth	\$113,815.43
Parent Contributions	\$75,720.78
Fund Raising	\$1,472.00
Other	\$19,774.06

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	This funding is primarily for FLO enrolments. These students, worked with a case manager. RAAP funding and Country in-Lieu funding for individual students is used to provide SSO support to improve behaviour and learning.	Improved engagement in both off and on site programs. Some improved achievement.
	Improved Outcomes for Students with an Additional Language or Dialect	Supported students to improve their EALD Level and engage in their classroom learning through individual and small group withdrawal 3 hours week with a teacher initially and then an SSO once the program was established.	The students all grew at least one EALD Level over the year.
	Improved Outcomes for Students with Disabilities	This funding was primarily converted to SSO hours. These hours were used to provide intervention programs to these students and in class support.	Students made progress toward the goals set on their NEP.
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	The RIF money was used to fund transport to curriculum connected camps, excursions and performances. The APAAS funding for ATSI students in years 11 and 12 was used to increase ACEO support for these students and their families. The Early years funding was used to keep junior Primary classes smaller, provide literacy intervention for students without a disability and professional learning for teachers.  Conversion to SSO support in the classroom.	Access to programs not available locally. All senior secondary ATSI students achieved or on track to achieving their SACE. Improved Running Records results.
Program Funding for all Students	Australian Curriculum	Building the capacity of teachers to make consistent judgments through collaborative moderation and effective task design and how to differentiate the curriculum though	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Used to improve Literacy and Numeracy of students performing below SEA of their year level through the intervention programs of MiniLit, MacqLit and QuickSmart Maths. Also used to fund the Community Mentor Program.	Improved and improving Running Record, NAPLAN and PAT R & M results from Yr 1 - 8
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	This funding releases the Counsellor at a B1 level to work with students and families with a focus on attendance and well-being.	Improving attendance of some of our chronic and habitual non-attenders.