Elliston Area School

2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Elliston Area School Number: 128

Partnership: Central Eyre

Name of School Principal: Cynthia O'Neil

Name of Governing Council Chair: Tom Henderson

Date of Endorsement: 13/03/2018

School Context and Highlights

Elliston Area School, located in a small coastal town 169km from Port Lincoln, 125km from Streaky Bay and 687km from Adelaide was opened in 1921 and the school is at the core of the community and well supported by the surrounding district. The school attracts students from the town as well as rural families who have access to a school bus from 40km south. The school has beautiful playgrounds and multi purpose areas. These conditions are conducive for the excellent learning programmes, activities and events such as Book, Science and PE Weeks, special sporting events, assemblies, CAP performances, design and technology constructions, camps, a sleepover, movie nights, discoes including the senior students' formal, excursions, electives, kindy transition, food and hospitality taste sensations, Student Voice/SRC initiatives like dress up and numerous fundraising days.

Elliston Area School is well resourced and able to provide extensive learning opportunities for R–12. This is strengthened by the comprehensive skills and knowledge of the staff so that we are able to offer an exciting learning environment based on the Australian Curriculum. Our Primary students have specialist lessons in Spanish as LOTE in conjunction with the Open Access College, Music, Science, PE and Digital Technologies. Our Year 6 – 12 Secondary students all have laptops - BYOD or supplied and have specialist subject teachers for English, Maths, Science, HASS, Art, Food and Hospitality, Design and Technologies, Health and PE. PE programmes include surfing, aquatics, athletics, SAPSASA, SASSSA, skill and game development.

Our students are happy, caring and respectful which reflect our school and families' values. They attend school regularly to maximise their learning in a safe and friendly environment with zero tolerance for bullying and harassment. Social skills are embedded so students can develop their problem solving skills and positive relationships with others.

Our school relies on the strong partnership between staff, families and the community so that students feel valued, have a sense of belonging and are proud to attend Elliston Area School. This is crucial in improving student learning outcomes. Parent - caregiver support and dedication has been outstanding through commitment to the Governing Council, support for WCIAC at Streaky Bay, family volunteers in the classrooms for electives and reading, excursions, camps, fundraising lunches at the Sportscentre and the 37th Woolshow.

Governing Council Report

The 2017 school year has been very hectic. I would like to thank those parents on the Governing Council who contribute their time and knowledge to be a part of their children's education and make decisions on behalf of the school. Members of the 2017 Governing Council-Cynthia O'Neil, Kristy Newton, Jo Penna, Kate Jervis, Jessica Jacobs, Michelle Nuske, Renee Lihou, Jessica Donovan, Merle Weetra, Reyah Agars and Allison Wandel.

I would like to encourage all parents to consider being involved in the Governing Council. All contributions and ideas are valued and help shape the running of the Elliston Area School. At meetings we discuss policies, fundraising, school learning plans and are presented with staff, principal and financial reports and any issues that have come from parents caregivers of children. During the year we received a bequeath of $15000 from the late William Bascomb's estate. The Governing Council thank Tom and family for this donation and will consider options on how best to spend this money for the benefit of all students.

The Schools major fundraiser for the year, the 37th Wool Show was amazing. It is a fantastic day out for families and the children have a great time with plenty of entertainment provided. It is a real community event. It was well supported by our local wool growers and farmers with over 90 quality fleeces donated. It is great to have the farmers support along with our major sponsor Elders. The country market stalls and student games all add to the atmosphere of the day.

This year's Wool show funds have assisted in the purchase of special microphone and speakers for the three Primary classrooms which will assist students with hearing loss and help others to concentrate. The Council looks forward to contributing more Wool Show funds to valuable projects such as the upgrade to the Food and Hospitality area to support the wellbeing and learning of our students.

 I would like to wish all the students leaving us, the best of luck in their future endeavours. Elliston Area School provides opportunities for students to develop lifelong skills and our students successfully contribute in their new environments. In 2018 our school will have the same number of enrolments and will be able to offer a wide range of engaging learning activities for the benefit of our students. We are lucky to have such a great school for our children so well done to all of the students on completing another successful year of learning.

Tom Henderson

Improvement Planning and Outcomes

Elliston Area School engages students in open ended learning opportunities in a safe, supportive and harassment free environment, based on the core values of respect, responsibility, honesty, cooperation and caring. Powerful learning through high quality teaching.

Literacy Results + Reading

All but 2 students achieved the targets set for Running Records levels of 11+ for Year 1's and all achieved 21 and above for Year 2's.

Most students from Year 1 – 12 achieved a C or better in English. Those who didn't have differentiated/individualized support from SSOs.

Pat R results indicate an improvement for all students. Students that did not are on NEPS and support programmes.

Analysis of NAPLAN data by all staff is used for intervention and support. The targets aim that all students achieve at or above Naplan Reading level Band 4 Year 3, Band 6 Year 5, Band 7 Year 7, Band 9 Year 9. Our own diagnostic testing-Westwood, Waddingtons, WRAP, Oxford Sight Words support student growth over the year. All staff listen to students read weekly and students' develop skills through this focus on daily school / home reading activities. Jolly phonics and WRAP practice along with phonemic/spelling focus have scaffolded student learning in the primary classes. The cross age reading has lifted the fluency but need the Plus +. We focus on open ended questioning that are more complex to develop student's inference skills for deeper understanding/comprehension.

Analysis of Writing data/information from NAPLAN/diagnostic assessments show students need sentence structure, grammar/punctuation, spelling, vocab/enrichment language and genre scaffolding. Teachers have been using 'Word Up Spelling' and 'Grammar Rules' workbooks in class for development of skills. Teachers cover the range of genre and incorporate oral, written and multi-modal presentations for students to develop as confident, effective writers, speakers and listeners in group situations. 2017 NAPLAN results in writing and spelling were lower for Years 3 and 5.

Numeracy Results +

Pat M results demonstrate SEA for all but 4 NEP students who have SSO intervention programs.

Analysis of NAPLAN data showed students improvement which reflects the building of teacher capacity through collaborative sharing/dialogue around learner growth, the establishment of PLCs across CEP to develop numeracy/mathematical tasks, share learning and moderation. Student fluency and growth mindsets/resilience/grit focus in learning programmes.

All staff meetings have a STEM/literacy/numeracy focus for continual PD.

Literacy and numeracy were reported to parents four times per year either by Written Report or at interviews. Staff analyze NAPLAN / Pat R and Pat M results for future programming and planning, teaching and learning and to measure growth.

Engagement and Wellbeing

Small classes enable staff to develop positive relationships with all students to enhance teaching and learning. Student engagement and wellbeing is optimised. Staff develop rigorous teaching and learning practices with high expectations ensured 95% of students gained a minimum of a C in year appropriate AC Achievement standards. 30% achieved better.

Attendance

Target was not reached, dropping from 91.7 to 91.5 due to extended family holidays and appointments.

Behaviour

Positive behaviour development decreases Red Cards as more students negotiate time to do homework activities and BYOD availability. SEE data for one adolescent diagnosed on the Autism spectrum.

Build Leadership Capacity

Staff had STEM, Maths, Digital Technologies opportunities for PD. Focus on high quality teaching/open ended tasks for student engagement/intellectual stretch to improve student learning. Develop leadership capacity for succession planning/middle management/aspiring leaders.

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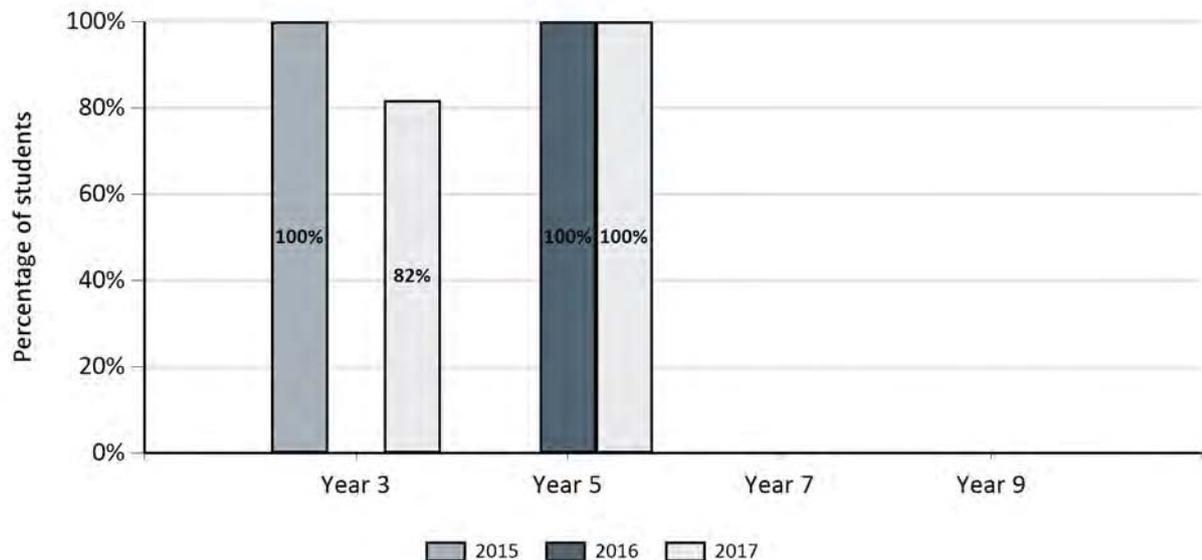
Reading
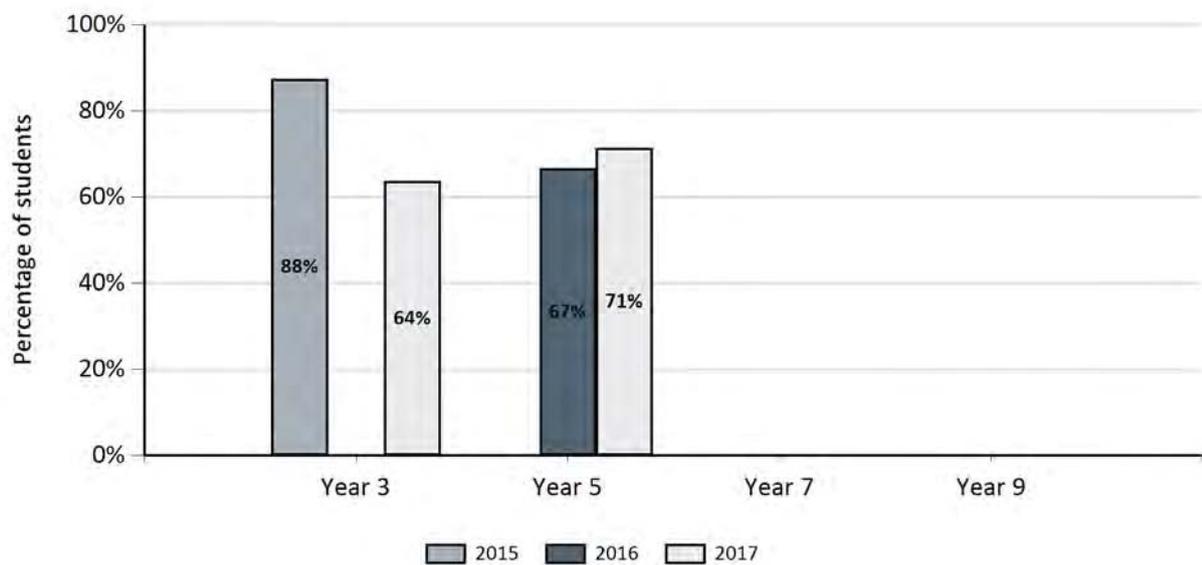
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	0%	*	*	25%
Middle progress group	83%	*	*	50%
Lower progress group	17%	*	*	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	14%	*	*	25%
Middle progress group	57%	*	*	50%
Lower progress group	29%	*	*	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 3 2017	11	11	1	0	9%	0%
Year 3 2015-17 Average	8.0	8.0	2.0	2.3	25%	29%
Year 5 2017	7	7	2	1	29%	14%
Year 5 2015-17 Average	6.0	6.0	2.0	0.7	33%	11%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*
Year 9 2017	*	*	*	*	*	*
Year 9 2015-17 Average	*	*	*	*	*	*

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).

2017

50%

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	2017

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.

2017

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

0

School Performance Comment

2 students undertook SACE Stage 2 studies. 1 student completed Cert 3 in Business Studies but dropping other subjects and 1 will receive an ATAR and completed Cert 3 in Early Childhood Education and Care. Unfortunately due to the TAFE SA issues in late 2017 the results are yet to be finalised.

Year 1 Running Records all students showed growth with class above state, category and partnership levels 11-26. Year 2 Running Records all students showed growth with class above state, category a levels 21-26. Results reflect the work staff have put into developing students reading skills in the JP.

The Pat results were positive with most students achieving SEA and a year's growth +. Low results in the Pat R reflected the skill levels of individual students, most of whom are on NEP/support. Positive Pat M results.

Pat R
Year 3 7 students above scale with 5 below - 2 NEP and 3 have SSO support
Year 4 all above scale
Year 5 all above scale with 1 NEP/nonverbal Asbergers
Year 6 all above scale with 1 below on SSO support
Year 7 all well above scale with 1 NEP on SSO support
Year 8 all well above scale with 1 missed test
Year 9 all well above scale

Pat M
Year 3 all above scale with 1 lower
Year 4 all above scale
Year 5 all above scale with 1 NEP/nonverbal Asbergers
Year 6 all well above scale
Year 7 all well above scale with 1 NEP on SSO support
Year 8 all well above scale
Year 9 all high

"As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."

NAPLAN - Positive improvement Years 3-9 from 2016. Progress in the middle and upper Year 5-9 Reading reflects the daily cross age tutoring programme to improve fluency. Our daily reading focus is inference comprehension skills and multi layered question practice.

Reading results Year 3 64% met SEA, 4 didn't, 3 higher band, 1 exempt.
Reading results Year 5 at 71% met SEA, 1 didn't, 1 higher band, 1 exempt.
Reading results Year 7 at 100% met SEA, 2 in the higher band, 1 exempt.
Reading results Year 9 at 100% met SEA.

Positive improvement Years 5-9 from 2016. Progress in the middle and upper Year 5-9 - 100%. Numeracy results overall were very good due to the Numeracy Results + focus of the Site Improvement Plan with rigour/explicit teaching and CEP professional learning and dialogue.

Numeracy results Year 3 at 82% met SEA, 4 higher band, 2 did not, 1 exempt.

Attendance

Year level	2014	2015	2016	2017
Reception	87.0%	86.4%	91.0%	85.2%
Year 1	88.5%	93.8%	90.1%	91.9%
Year 2	96.7%	92.9%	92.4%	90.8%
Year 3	94.1%	96.3%	86.6%	92.0%
Year 4	95.0%	97.5%	90.5%	90.8%
Year 5	93.1%	96.3%	90.5%	92.5%
Year 6	92.2%	92.0%	94.8%	94.8%
Year 7	95.3%	93.4%	94.6%	95.2%
Year 8	95.2%	95.0%	94.7%	89.7%
Year 9	89.5%	89.8%	95.4%	96.3%
Year 10			50.0%	
Total	92.4%	93.7%	91.7%	91.5%

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

Attendance Comment

2017 attendance figures showed improvement in Year 1, 3-7 and 9 which is great. There were slight dips in Reception, Years 2 and 8 while some students were ill or on family holidays. % drop is disappointing. Year 10 data is 0% and there was 1 student. 2 Year 12. Nonattendees' families are contacted when students are absent on a regular basis. Outstanding attendance is positively recognized in the newsletter. Our learning environment fosters student engagement with positive attendance results. Families take all children to appointments in Port Lincoln due to the lack of child care in Elliston.

Behaviour Management Comment

In line with the Cossey Report, Behaviour Management Policy, the Bullying/Harassment Policy and the Behaviour Code are available on our website. 1 student with Autism has 3 suspensions in 2017 with counselling followup. Students approach staff regarding issues and parent/caregivers contact the school with any concerns which are followed up by the Principal. All issues of bullying and harassment were dealt with by staff with red cards for students who make inappropriate behaviour choices. Students are given opportunities to solve their differences and apologize. Positive rewards and celebrations acknowledge success for those students who strive to do their best. Social skill/problem solving programmes build student resilience.

Client Opinion Summary

Student Opinion Survey - 30 students Year 4-10 completed the survey. 'Teachers expect me to do my best' scored the highest 4.6 which supports our focus on growth mondsets. Staff also rated this 4.5 and Parents 4.2.
Other high scores were 'I feel safe at my school 4.2; My school looks for ways to improve 4.1; My teachers provide me with useful feedback 4.0; My school is well maintained 4.2; My teachers motivate me to learn 4.2'. These reflect our school ethos and culture.
Students have three areas for concern - 'Student behaviour at this school is well managed 3.5; My school takes students opinions seriously 3.6; I can talk to my teacher about my concerns 3.7'. Despite consistent behaviour management students don't always see what transpires in follow up. The profile of the student voice/SRC has improved with multi fundraising days and events. Teachers are always open and develop positive relationships with all students.
Parent Caregivers Opinion Survey - 11 responses with generally high scores across the range. 4.5 for 'My child likes being at this school' which is affirming of our caring, supportive, engaging and open ended learning environment. Staff also rated this 4.7 and relates to positive Behaviour Development in classrooms/yard.
'The school takes parents' opinions seriously 3.4' is a concern despite always having an open door. Our community are laid back and prefer to consult with staff informally outside of school hours and not contact the school. We have worked hard on developing family relationships and our Governing Council is vibrant and liaises with broader community resulting in positive commitments from families. 5 were @ 3.7 and related to student behaviour/teacher's learning activities/student engagement which is our major SIP focus. Staff are committed to providing the very best learning opportunities for our students for intellectual stretch.
Staff Opinion Survey - 12 responses with all areas scoring 4+. 'School takes staff opinions' seriously' 4.0, 'School works with parents to support student's learning 4.1' and 'Students can talk with their teachers 4.1' reflect the other surveys. This school is very democratic and does value the opinions of all stakeholders.
 The 3 surveys were above average and positive which reflects staff collaboration and working with students and their families to have the very best, high quality learning environment possible at Elliston Area School.
website http://www.myschool.edu.au

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	66.7%
Transfer to SA Govt School	1	33.3%
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

All employees are currently approved and recorded in Eduportal HRS. All Teachers are subject to TRB screening process. All DECD personnel providing support for Australian Curriculum or allied support providers carried photographic ID and had approvals. Some volunteers/parents/caregivers/Governing Council members have HRS and information is securely stored in EDSAS with copies of clearances with their expiry dates. No Private music providers, teacher practicuums or students on work placement in 2017. NO HRS for parents/caregivers attending one off events - sport/class electives/excursions.

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	14
Post Graduate Qualifications	0

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	0.6	6.9	0.0	4.8
Persons	1	8	0	8

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

Financial Statement

Funding Source	Amount
Grants: State	$1,507,409.03
Grants: Commonwealth	$4,400
Parent Contributions	$34,627.70
Fund Raising	$46,281.29
Other	$8,613.18

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
	Improved Behaviour Management and Engagement	n/a	n/a
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	n/a	n/a
	Improved Outcomes for Students with Disabilities	6 identified students received 1:1 SSO support either in classrooms or were withdrawn with a focus on literacy/speech/numeracy/social skills using specific learning programmes provided by Disabilities Coordinator	Autism SA positive feedback re success of students in mainstream
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Students accessed Country Areas Programme performances/DVDs/excursions/camps/ bus free for equity/inclusivity 4 Aboriginal students have ILPs. 3 gained SEA Pat R&M Numeracy Results + with CEP for PD in growth mindsets, pedagogical shift, transformation of learning tasks,problematised explicit teaching, assessment and moderation	100% participation 1 low Pat R test 6, 1 Reception Growth mindset/resilience culture. Students with grit.
Targeted Funding for Groups of Students	First Language Maintenance & Development	n/a	All showed a year's growth/year's learning
	Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with learning difficulties were supported by SSOs in class or in small groups in numeracy/literacy/speech/social skills. Teachers provided programmes supported by Disabilities Coordinator/Speech Pathologist/Psychologist/Autism SA	
Program Funding for all Students	Australian Curriculum	TRT release for PLCs for planning/assessment/reporting/moderation	PD
	Aboriginal Languages Programs Initiatives	n/a	n/a
	Better Schools Funding	$ supported differentiated/individualised learning with SSOs for Aboriginals, students with learning difficulties/global delay/processing/hearing loss. Students with delayed speech participated in specific programmes.	Supported students showed growth in their end of year diagnostic tests/Pat R & M
Other Discretionary Funding	Specialist School Reporting (as required)	n/a	n/n
	Improved Outcomes for Gifted Students	n/a	n/a
	Primary School Counsellor (if applicable)	Principal/Step 9 teacher supported families / students with high level emotional needs to access outside agencies - Mid West Health, CAMHS. Principal liaised with support agencies, NDIS and families.	Counselling support provided by allied Health, private providers