Elliston Area School

Annual Report 2014

Cooperation   Responsibility   Caring   Respect   Honesty

Government of South Australia
Department for Education and Child Development
1. CONTEXT

School Name: Elliston Area School  
School Number: 0128

Principal: Cynthia O’Neil  
Partnership: Central Eyre

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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<td>5.0</td>
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</table>

The Senior Leadership team includes Principal and a Co-coordinator Band 1 – Curriculum / ICT. A Step 9 teacher is released for Student Counselling.

Staffing numbers are 7.0 FTE with currently 9 teachers - 6 permanent teachers and 3 contracts teaching the following –

Chad Fleming – Curriculum / ICT Coordinator, Maths, Design / Technology  
Jo Penna, classroom teacher  
Sheri Lapsley, classroom teacher  
Maree Bourke – Spanish LOTE R - 6, classroom teacher  
Deidre Chapman – English, Art, Food and Hospitality  
Kristy Newton – Science, History, Health PE  
Annie Williams – classroom teacher  
Ian Dudley – Maths, Science, Geography  
Stevie Romanowycz – Term 1

6 part time Student Support Officers, 3 of whom are permanent and 1 grounds person.

Marie Clark  
Rennae Romanowycz  
Julie Custance  
Kerry Williams  
Trisha Tomlinson  
Dianne Penna  
Julie Tree

Finance  
ICT  
Administration / Finance  
Administration, HWS  
Classroom, Special Education  
Library  
Grounds
Elliston Area School, located in a small coastal town 169km from Port Lincoln, 125km from Streaky Bay and 687km from Adelaide was officially opened in 1921. Elliston Area School is at the core of the Elliston 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 of the school. Elliston Area School has beautiful grounds including playgrounds and multi purpose areas. These conditions are conducive to sound learning for our students - the food and hospitality kitchen, the technical studies shed, the four BER classrooms, the Music room, excellent wireless technology facilities including a primary computer hub and students in Years 7 – 9 accessing laptops, the extensive collection of reading material and DVDs in the Resource Centre.

The Elliston Area School provides extensive learning opportunities for students from R – 9. Combined with committed staff with extensive skills and knowledge across all areas of learning, we are able to offer an exciting learning environment that follows the Australian Curriculum.

Our Primary students have specialist lessons in Spanish as LOTE, Music, Art, PE and ICTs. PE programmes R - 9 include surfing, aquatics, athletics, SAPSASA, SASSSA, skill and game development. Our Year 7 – 9 Secondary students all have laptops and specialist subject teachers for English, Maths, Science, History, Geography, Art, Food and Hospitality, Design and Technology, Health and PE.

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 the crucial factor in improving student learning. Through careful budgeting, we are able to have small composite class sizes where teaching and learning activities can cater for individual learning needs. Extra resources support differentiated learning for Aboriginals, students with disabilities and students with learning difficulties. 6% of the student population are identified as ‘Students with Disabilities’ with A and D levels of support with NEPs and 10% of students are Aboriginal with ILPs.

The Student Representative Council (SRC) is inclusive of all year levels R-9. SRC student voice is evident throughout the school for fundraising days and decision making. We aim for students to be happy and cared for in a safe and friendly environment, free from bullying and harassment. The students are generally a very happy group. Program Achieve and peer mediation are aspects of our key social skills development programmes. The school operates a clearly defined Bullying and Harassment policy in conjunction with a Student Behaviour Management policy ultimately aiming for student success coupled with a strong focus on student engagement and wellbeing. There are minimal behaviour problems. Our students are adaptable and conscientious, benefiting from interactions across all ages and very accepting of the four students with a diagnosed disability.

All our teachers have extensive qualifications and are highly committed to meeting student’s individual needs. We have value added to our teachers’ extensive qualifications through accessing quality training and development in the Australian Curriculum with the Implementation Officers and teaching colleagues from the Central Eyre Partnership schools. Professional learning has included the latest educational trends to increase their knowledge, understanding and skills in teaching. Staff work together to provide exciting assessment tasks that engage and motivate our students to broaden their school experiences.

The success of this year is a result of the partnership with the students, families and our hard working, committed staff who are dedicated and fundamental to the smooth operation of our school.

Elliston Area School in partnership with the wider community hold a successful annual family wool show as a major fundraiser. Students often engage in fundraising activities to subsidize camps.

2. REPORT FROM GOVERNING COUNCIL
The school year is coming to a close and time for a report on behalf of the Governing Council. This year more than any other I would like to thank everyone who was a part of the team.

The people on this council give their time and knowledge to make decisions on behalf of the school families. They aim to support the school, to help make it a great learning place for the children of this community. The council has only one fundraising project which is a large undertaking but worth the effort for the children.

The wool show this year was a success even with an exodus of community members to the Rolling Stones concert in Adelaide. The support from our sponsors and woolgrowers is fantastic. There are only a handful of students from farms, but the farmers of this district get behind the event and support the school. This is a community show which does so much for the district’s children.

Members of the school council voted on new options for the uniform. These options are now available from the front office.

On behalf of the council I would also like to thank Julie Tree for her 13 years of service to the council. So, Julie, thank you for all your time given as a result our children have all benefited from this. I would also like to wish Cynthia all the best for the next five years with her contract as Principal being renewed. Your knowledge and skills will ensure a well-run school.

On behalf of everyone on council I wish all those who are leaving the school the very best in the years to come. I also wish everyone a safe Christmas and summer break.

One last thing, I encourage everyone to consider becoming a part of the Governing Council. Whatever you have to offer will help the children of this school and community.

Michelle Nuske
Governing Council Chairperson

3. 2014 HIGHLIGHTS

Congratulations go to the Elliston Area School Community - staff, students and their families for the successful learning that occurred in 2014 There have been so many Australian Curriculum learning activities and weeks such as Science, Literacy / Numeracy, Book and PE week. Special days and learning activities include sporting events, assemblies, CAP performances, design and technology, camps, excursions, electives, food and hospitality experiences, R, 1 chickens, SRC dress up and fundraising days. These all contribute to another hectic school year.

Parent support and dedication has been outstanding starting with Chairperson - Michelle Nuske and the commitment of all the Governing Council members, ongoing support for WCIAC at Ceduna, WASSAC, family volunteers in the classrooms for electives and reading, excursions, camps and the fundraising lunches at the Sports centre and the very successful 34th Annual Wool show.

As a staff, we have high expectations and strive for excellence in our students, thus providing the very best educational learning programmes for Elliston Area School. We focus on developing all our students’ numeracy and literacy skills in all areas of the curriculum. Social skill development is a basis for all learning activities to ensure students can develop positive relationships and problem solving skills.

In partnership with our families, we strive to develop strong learning foundations on which our students can continue to build on in their lifelong learning journey. It is however, our students’
responsibility to grasp the moment and make the best of the opportunities that come their way. All students should strive for success which will hold them in good stead for their future.

I have been reappointed as Principal at Elliston Area School and I am excited about having the opportunity to work in partnership with staff, students, families and the community over the next five years as we continue to strive for excellence.

PARTICULAR PROGRAMS

- Spanish as LOTE from R – 6 as NIT / Open Access delivery and the teacher has been impressed with our student's high level of language skills and understanding of Spanish culture
- Music, Art and PE as specialist programs R – 6
- Year 7 – 9 Secondary students have specialist subject teachers for English, Maths, Science, History, Geography, Art, Food and Hospitality, Design and Technology, Health and PE.
- Food and Hospitality Year 7 – 9 with the final assessment restaurant dinners
- Extensive Special Education support by teachers and School Service Officers. Successful transition into reception and full time schooling for a student with autism on an ‘I’ level of support.
- Students Years 7 – 9 have access to laptops for use at school with wireless technology. A class set of Ipads and 3D printer for digital technologies was purchased by the Governing Council.
- Active After School Communities program.
- CAP performances to entertain students
- Student Voice forums in Whyalla with participants from across Eyre Partnership.
- Aboriginal Cultural studies and Reconciliation celebrations with representatives from the Warna Manda Aboriginal Women’s Corporation in Port Lincoln who focused on Mother Earth, particularly our local plants and their application as bush medicines. We also had some great damper cooked in camp ovens in the Nature Trail endeavouring to build positive relationships with Aboriginal people.

- Broad range of PE skills development programs including Aquatics program – snorkelling, kayaking, windsurfing, surfing and stand up paddle bording. Athletics competitions across Eyre Partnership at WASSAC and WICCIAC. Surfing Competition as organised by Elliston Area school.
- History resources purchased by Governing Council for Senior students
- Design and technology constructions – toilet roll holders, tissue box covers and bedside tables
- Successful ‘same first day’ single intake for Reception students and improved transition programme for Kindy kids throughout the year.

ACHIEVEMENTS AND SUCCESSES

- The implementation of the Australian Curriculum and support for training and development for staff with SACIO, PACIO and Curriculum facilitators who provide knowledge and curriculum materials for staff planning and student assessments. The Central Eyre Partnership work with Cummins, Lock, Ungarra, Port Neill, Tumby Bay, Cowell, Cleve, Kimba and Wudinna staff on student free days.
- Professional learning such as Martin Westwell, Dylan William, Edutech 2014, Teach SA Science has included the latest educational trends to increase staff knowledge, understanding and skills in teaching.
• Staff work together to provide exciting assessment tasks that engage and motivate our students to broaden their school experiences.

• Developing an effective collecting, monitoring, recording of student achievement data and the continual analysis by staff and discussions around how best to improve.

• End of Semester Written Reports are comprehensive and in line with Australian Curriculum. Staff have engaged in deep conversations around accurate assessment criteria to support reporting to parents / caregivers.

• Early years progress as a result of Literacy / Numeracy strategy with smaller class sizes and the purchase of new reading materials for classrooms.

• Improved PROBE reading comprehension results in fiction

• Successful class fundraising by doing Footy lunches for the Sports Centre on Home games has reduced cost of camps and excursions for families.

• SRC fundraising for charities and special days like Cancer Council, Deaf / Hearing Impairment and other organizations. Students have donated funds to World Vision programmes.

• The 34th Wool Show was outstanding with a showcase of the local farmers’ wool, photographic exhibition and competition, student enterprise, games and school displays and local stall holders selling their wares and a great variety of food stalls. The live music and adult boot / rolling pin throwing competition were certainly popular. Not as popular though as the Jumping Castles which the kids played on all afternoon. A great community event.

• The assemblies throughout the year have showcased excellent student achievement and been well attended by family and community members as was the Presentation Night.

The following students were recipients of Awards and Certificates at our Presentation Night.

Reception Year 1 - All received certificates

Year 2 Achievement - Noah Fleming
Effort – Tina Tree

Year 3 Achievement - Brock Nuske
Effort - Demi Scott

Year 4 Achievement - Natalie Scott
Effort - Melanie Hull, Aleysha Penna

Year 5 Achievement - Skylar Argars
Effort - Josh Nuske

Year 6 Achievement - Zali Newton, Marli Ryan
Effort - Yarni - Boy Cobby

Sue Keane Literacy - Wil Martin; John Bascomb Community –Jed Kenny; Health/PE Sports - Jade Ryan; Bliss Hutchens Memorial Arts Award - Sophie Nuske; Caltex All Round - Rhiannon Tree; Academic and Peter Treloar Medal - Jade Ryan; Minister for Education - Jennifer Rankine’s Volunteer Award - Richards family; Karen Agars Memorial Award – Rachel Scott; Rowan Ramsay, Member for Grey Award for Outstanding Service to the Community - Julie Tree

Spirit Award 2014 Pearsons

Sports Day 2014 Flinders
4. SITE IMPROVEMENT PLANNING AND TARGETS

Elliston Area School strives for educational excellence working in partnership with staff, students and parents and care givers. Our core business is to

- Maintain and continue to develop the teaching and learning environment for staff and students which is collaborative, supportive, safe and reflective of current educational trends in line with the Australian Curriculum.
- Develop a positive sense of self-worth and pride in achievements, caring and responsibility toward others, the environment and ourselves.

The following outlines the key priorities for 2014 and the strategies and progress achieved along with implications for 2015.

**To improve Literacy Numeracy skills R – 9**

**To improve student’s reading skills with particular emphasis on reading comprehension**

We achieved the targets set for Running Records levels of 11 and above for Year 1’s and 16 and above for Year 2’s given the cohort of students and their learning needs. Most students from Year 1 – 9 achieved a C or better in English. Those who didn’t in the Senior school failed to submit assessments mostly due to illness. Most primary students progressed by at least their current year level in reading age and in SEA, all but two Year 2 students reached application stage.

Analysis of NAPLAN data by all staff and 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. We were disappointed with our overall results but when we looked at individual’s results, the data supported our own diagnostic testing. Some students didn’t perform as well as expected and we don’t know if that was on the day or nerves or confusion. We intend to focus on open ended questioning and more multiple choice learning activities to enhance student’s skills to cope with the NAPLAN format. We do have diagnostic results from the end of the year that show all students have progressed from the beginning of the year. So the numeracy and the Literacy focus in classes is working.

Students are reading regularly and class novels in English for the Senior students have ensured they read daily. Staff listen to students read weekly and students’ develop all reading skills through this focus on daily school / home reading activities. Jolly phonics and WRAP focus has certainly scaffolded student learning in the primary classes

We aim that 80% achieve reading standard by 2014 and it is closer to 90% with those students not achieving this having learning difficulties. The following data supporting this - Westwood, Waddington, Oxford Sight Words, First Steps Reading continuums, R- 2 JP SEA. Literacy and numeracy were reported to parents four times per year either by Written report or in Portfolios. We use our excel data storage for all students and embed staff analysis for future programming and planning, teaching and learning and analysis at end of year to measure growth.

**Through a focus on spelling and grammar conventions to improve writing skills –**

Teachers have been using ‘Word Up Spelling’ and ‘Grammar Rules’ student workbooks in class to support development of skills. First Steps Writing Continuums assess and map progress. Teachers cover the range of genre so that students can produce oral, written and visual presentations for a variety of purposes. We aim for all students to be confident, effective speakers and use active listening skills in group situations.

**Whole school Literacy Numeracy approach based on EALD Language and Literacy levels, General Capabilities Literacy Numeracy scope and sequence**

All students have age appropriate reading comprehension skills. EALD scales are age appropriate. PROBE results indicate that by building on student’s prior knowledge, we have had an impact on fiction comprehension since 2012 - 16% improvement in 1 year below, 19% improvement at age level and above.
This is supported by staff using the AC literacy scope and sequence R – 9. One staff trained in Literacy and Learning and has supported other staff with literacy in their daily teaching and learning activities.
At all staff meetings, literacy and numeracy are a focus so that they are embedded in all planning. Numeracy will be a major focus in 2015.

**Monitor attendance**
Our daily follow up and monitoring has achieved better results across the school compared to 2013 except in Years 1 and 3 where there was considerable illness. 93.6% attendance rate in 2014 is above target.

**Implementation of Australian Curriculum**

Using Tefl and Bityl tools for Learning design, motivational pedagogies and methodologies, staff develop rigorous and high quality teaching and learning practices to ensure 95% of students gain a minimum of a C in age appropriate achievement standards and 25% achieve better.

Report to parents caregivers of Years 1 – 9 in A-E equivalent in English, Maths, History and Science by end of 2014. Report to parents caregivers of Years 1 - 9 in A-E equivalent in Humanities and Social Sciences, The Arts, Years 1 – 9, Health and PE, Technologies Years 8 and 9; Spanish R – 9 by end of 2015

Australian Curriculum implementation is achieved through the extensive training and development support provided here at school by SACIO, PACIO and facilitators in Australian Curriculum across Eyre Partnership. Staff enjoy professional development opportunities at combined student free days with Central Eyre Partnership and opportunities to share planning as Powerful Learners. The support provided by the Australian Curriculum initiatives was fantastic for our staff.

**Self review - Improvement and Accountability Framework**
Reviewing role of Principal and outcomes achieved over last 4 years

Positive support from review in Term 2 by Education Director, Rowena Fox from the interviews and surveys with representatives from staff, students and community members indicated Elliston Area School is in an excellent position and has high quality educational expectations. My successful reappointment reflected the outcomes of the review.

### 4.1 Junior Primary and Early Years Scheme Funding

The Early Years funds in 2014 have enabled us to establish small composite class sizes where teaching and learning activities cater for individual learning needs. Whilst staffed for four classes, we ran five classes and these funds assisted this along with careful management and budgeting of school funds.

R, 1 = 16
Year, 2, 3 = 13
Receptions = 11 and Year 1 = 5
Year 2 = 6 and Year 3 = 7

End of year diagnostic results show all students have improved in SEA, Running Records, WRAP, Spelling and Maths.

### 4.2 Better Schools Funding

The Better Schools Funding supported differentiated learning programmes employing Student Support Officers for Aboriginals and students with learning difficulties that were not entitled to other
forms of funding such as APAS and Students with Disabilities. Students with delayed speech were supported in specific programmes by SSO’s.

All students supported showed growth in their diagnostic results.

5. STUDENT ACHIEVEMENT

Running Records Year 1 Term 3 Index of Disadvantage 5

It is great to see that our students are above the State and Disadvantage Category from Level 11 – 26. The teachers have worked with students to improve their reading through flash card practice and implementing Jolly Phonics. Parents and caregivers have supported through sight words being sent home for daily practice and reading being given a high priority in daily learning activities. As part of Early Years Literacy Program, resources were provided to support students in the Junior Primary to improve their literacy skills.
Year 2 Running Records Term 3 Index of Disadvantage 5

All students showed growth with outstanding results in the 16+ level by the end of Year 2, above state and disadvantage category results. The Levels 21 – 26 results reflected the student’s individual abilities but other diagnostic data including Waddington’s, Westwood and First Steps continuums show continued growth for these students. Reading comprehension skill development and WRAP skills have been a focus for learning programmes. SSO support targeted students for small group phonemic awareness, speech and daily reading practice. Families supported students’ learning through listening to students read on a weekly basis.
5.1 NAPLAN

Year 3 Proficiency Bands by Aspect

![Graph showing proficiency bands by aspect for Year 3 NAPLAN results.]

Year 3 Mean Scores

![Bar chart showing mean scores for Year 3 in Numeracy, Reading, Writing, Spelling, and Grammar across 2012, 2013, and 2014.]

Our mean results for 2014 were disappointing in comparison to previous years. However, after further analysis we were happy with how the individual students performed due to their individual abilities and progress with learning in May. This cohort of students has struggled and with scaffolded learning, they have thrived in the later part of the year. During the self review process, the class teacher has evidence to support student’s growth throughout 2014 in their diagnostic results in other tests.

The issue is comparing different cohorts over the years, leads to misinterpretation.
Year 5 Proficiency Bands by Aspect

Our Year 5 cohort had higher results in Numeracy, Spelling and Grammar which reflects the areas of SIP focus. Reading and writing results were disappointing, despite a whole school literacy focus.

One of the Year 5 students was kept at home by their parent and another didn’t answer the questions due to his Post Traumatic Stress Syndrome. I am confident with the support provided for this student that his results in Year 7 will improve.

Despite a focus on genre writing the results were lower.
Whilst these results are lower than previous years, of the Year 7 cohort, all but one student is above the average. When analyzed, individual student’s results and levels of achievement were supported by other diagnostic data. One student performed lower and whilst the parent at interview was disappointed, her other diagnostic tests for the year show progress. Literacy has been a major focus for this cohort during English by focusing and building on the basics of spelling and grammar as well as daily reading practice.

More open ended learning tasks and multiple choice learning activities will be provided to develop these student’s skills and confidence in future NAPLAN experience.
The overall performance of our Year 9 cohort was very disappointing but reflected individual’s abilities. One student, if focused is capable of far better results. Two students missed the tests as they went to Cactus surfing which had an effect on the rest of the group. These Year 9 students have a problem with being organized and lack time management skills in all learning activities. They are laid back which impedes their ability to perform to a higher level than this and often reflect their parent / caregivers approach to life.
Year 3-5 Growth

**NAPLAN School Growth: Year 3-5**

The middle Reading and upper Numeracy results are pleasing. The lower 25% in Reading does reflect the progress of those students with learning difficulties.

Year 5-7 Growth

**NAPLAN School Growth: Year 5-7**

The middle and upper 25% in Reading and midrange Numeracy progress reflects our learning programmes and is pleasing to see. The large group in the lower 25% of Reading and Numeracy does reflect the progress of those students with learning difficulties.

It is a challenge for our differentiated learning planning in 2015.

Year 7-9 Growth

**NAPLAN School Growth: Year 7-9**

The lower 25% in Reading is a concern and one area that will require focus in 2015. The other middle and upper results in Numeracy and Reading are very pleasing. Obviously planning, training and development opportunities, a focus on higher quality teaching and higher expectations in our classroom practice is working successfully. The 2015 challenge is now to move all students into the upper bands.
5.2 Senior Secondary

No Students in Year 11 or 12 undertaking SACE or VET studies in 2014.

6. STUDENT DATA

6.1 Attendance

Figure 12: Attendance by Year Level

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<tr>
<th>Attendance by Year Level</th>
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<td>Year 11</td>
<td>80.7</td>
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<td>Total All Year Levels</td>
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<td>Total ACARA 1 TO 10</td>
<td>93.5</td>
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2014 attendance figures showed improvement in Year levels – Reception, Years 2, 4, 5, 6, 7, 8 and 9 which is great.
Years 1 and 3 showed a dip which was related to some type of chest infections in these classes. It is pleasing to have improvement in our overall attendance and to reach the 93% benchmark for the state. Nonattendance is followed up by contacting families when students are absent on a regular basis. Reception attendance is monitored as families often keep students home if they are tired. Outstanding attendance is positively recognized in the newsletter thus fostering an environment of attendance. Most families value schooling and ensure their child attends regularly and informs the school of reasons for absences. Holidays overseas, especially to Bali surfing, do impact on our overall results.

### 6.2 Destination

#### Table 13: Intended Destination

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<th>Leave Reason</th>
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<th>DEC'D</th>
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<td>Employment</td>
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<td>3.5%</td>
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<td>Interstate/Overseas</td>
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<td>4.3%</td>
<td>10.5%</td>
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<tr>
<td>Other</td>
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<td>4.3%</td>
<td>0.5%</td>
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<td>Seeking Employment</td>
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<td>4.3%</td>
<td>3.2%</td>
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<td>Tertiary/TAFE/Training</td>
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<td>5.5%</td>
<td>4.6%</td>
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<td>Transfer to Non-Govt Schl</td>
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<td>17.4%</td>
<td>10.2%</td>
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<tr>
<td>Transfer to SA Govt Schl</td>
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<td>47.8%</td>
<td>46.2%</td>
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<td>21.7%</td>
<td>20.3%</td>
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Students entering Year 10 historically have left Elliston Area School to attend independent schools in regional centres or major cities to broaden their senior secondary / pathway options and for socialization with a larger cohort of peers. In 2015, there will be five students continuing on in Year 10 which is fantastic. Teaching staff have outstanding skills and I am confident we will be able to cover all Australian Curriculum requirements at Year 10.
7. CLIENT OPINION

**Parent Opinion Survey 2014**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child’s teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- This school looks for ways to improve.
- This school takes parental opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child’s learning needs are being met at this school.
- This school works with me to support my child’s learning.
45% of families responded to the Parent Opinion Survey. We are pleased with the responses and the support families provide to the school. As a staff, we are looking at the following which indicated lower rankings –
I can talk to my teacher’s about my concerns
My child is making good progress at this school
My child’s learning needs are being met.
The neither agree or disagree for …the school takes parents opinions seriously… needs to be looked at with Governing Council.
**Staff Opinion Survey 2014**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

### Average Rating

- Teachers at this school expect students to do their best: **4.7**
- Teachers at this school provide students with useful feedback: **4.2**
- Teachers at this school treat students fairly: **4.1**
- This school is well maintained: **4.3**
- Students feel safe at this school: **4.3**
- Students at this school can talk to their teachers about... **4.0**
- Parents at this school can talk to teachers about their concerns: **4.0**
- Student behaviour is well managed at this school: **4.0**
- Students like being at this school: **4.2**
- This school looks for ways to improve: **4.3**
- This school takes staff opinions seriously: **3.9**
- Teachers at this school motivate students to learn: **4.2**
- Students' learning needs are being met at this school: **4.0**
- This school works with parents to support students' learning: **4.0**
- I receive useful feedback about my work at this school: **3.9**
- Staff are well supported at this school: **4.0**
Staff responses indicate they agree with how Elliston Area School is operating. An area for work that two staff identified is …school taking staff opinions seriously… I believe we do this very well but perceptions differ. The neither agree or disagree … I receive useful feedback about my work at school… is interesting as being a positive person, I ensure written feedback is provided at our regular performance development meetings.
### Student Opinion Survey 2014

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Graph showing average ratings for various statements.
The students eagerly undertook these surveys as there is a culture around providing feedback to inform practice. The results are encouraging. Areas that concern students include behaviour and bullying. Social skills programmes are proactive with developing student’s problem solving skills and staff continually strive to have a school free from harassment. All issues are followed up immediately.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

In line with the Cossey Report, all required documents are available to families on our Elliston Area School website. Elliston Area School reviewed the Behaviour Management Policy, the Bullying and Harassment Policy and the Behaviour Code. No students were suspended in 2014. All issues of harassment were dealt with by staff with red cards for students who make inappropriate behaviour choices. As a result, these students are withdrawn from the play areas for a short time. Most Red Cards were for homework not being completed. In the instance where students receive 3 or more cards, the Principal contacts the parents - caregivers. Very few calls were made to parents caregivers as students generally make the right behaviour choices.

Positive rewards from staff and celebrations of success are attractive to students who strive to do their best. Our School Counsellor worked with students around issues with positive results. Some students received regular counselling sessions to ensure their wellbeing. Students approach staff regarding any issues and parent / caregivers contact the school with any concerns. These are followed up immediately.
8.2 Criminal History Screening

Under the legislative requirements for Criminal History Screening in schools, all employees at Elliston Area School are currently approved and recorded in Eduportal HRS. All Teachers are subject to Teachers Registration Board screening process.

All Volunteers including parents / caregivers and Governing Council members have DCSI current approved clearances and relevant information is stored in EDSAS with copies of all screening clearances with their expiry dates stored securely.

- No Private music providers currently.
- No parents caregivers attended any overnight camps, sleep overs as Elliston Area School staff were deployed to provide supervision.
- No Tertiary students on placement or Secondary school students were on work placements or work experience in 2014.
- No ICAN and FLO or Department of Health personnel from Women's and Children's Health Network
  (CAMHS, CaFHS, and YHS) were on site.
- Parents / caregivers who helped at single events such as sports days, BBQs, assemblies, athletics, swimming and Aquatics week did not have CHSI.

All DECD personnel providing support for Australian Curriculum carried photographic ID.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>15</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.2</td>
<td>6.9</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2.98</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source
See Final 2014 Profit and Loss Statement as an appendix.