

# Yorketown Area School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Yorketown Area School Number: 767

Partnership: Southern Yorke

**Name of School Principal:**

Fiona Haselgrove

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**Name of Governing Council Chair:**

Tarina Warren

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**Date of Endorsement:**

8/3/18

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## School Context and Highlights

YAS is a "one year return" school. There was significant staff changeover - 2 new staff in the junior school (from the amalgamations of Edithburgh Primary School and Port Vincent Primary School), 5 new contract staff in the secondary school and 2 new leaders. The site was significantly disrupted during the re-roofing project with major flooding resulting in the junior school being relocated to the Edithburgh Primary site for 8 weeks.

Highlights:

Student Achievements:

One student won the ANZAC Prize and travelled to Vietnam, the Led Steer class won third, the Chicken Program achieved "Best Bird in Show" at the Royal Adelaide Show.

Student Voice:

Continues to be a strength, students once again participated in the Adelaide United Nations/Dru Yoga Harmony Day. YAS Harmony Day took on the Thankyou organisation "Waterwalk" as a theme. Students from across the Southern Yorke Peninsula participated in a SYP Harmony Day. All participating schools presented their Harmony Day work, did a yoga session, had a presentation by the Thankyou organisation. YAS students also had a workshop with the Thankyou organisation on social enterprise and making a difference.

Engaging disengaged students:

The first "stand alone" FLO class was run for 12 students. The program included one day of working with a teacher towards SACE outcomes, case management, work experience, work with a council project, a camp, a visit to the FLEX centre at Kadina Memorial School.

Learning Approaches:

The middle school trialled a "Problem Based Learning" approach to encourage collaborative learning and critical and creative thinking. 3 staff and 2 classes worked together on a food security topic. The project culminated with a "Learning Expo": students presented their learning in all subjects and the PBL to family members. The expo was well attended and will become an R-11 Learning Expo in 2018.



## Governing Council Report

This year has again seen significant disruption to the every day routine of staff and students due to major capital works, with a major re-roofing project. During this process there was a flooding incident which resulted in the entire primary group being relocated to Edithburgh Primary School for term 2. This unexpected inconvenience was handled in an extremely quick and efficient manner by our principal and the staff and learning time was minimally disrupted. There were other ongoing problems with the new roof but this now seems to be behind us.

Amalgamation with the Yorketown Community Children's Centre was a large focus for the committee in 2017. Interest was expressed by YAS and the YCCC in investigating the use of amalgamation funds from Edithburgh Primary School and YCCC to build a purpose built preschool at our school. This project has a lot of community support and some exciting plans were drawn up. Disappointingly DECD would not contribute the additional \$350000 needed for the project to go ahead.

The governing council has had a very active subcommittee dedicated to the school grounds and they have spent a lot of their own time beautifying the grounds. They have painted, planted A LOT of trees and spread bark chips in a very successful working bee, and replanted some long dead plantar boxes around the school. Special thanks to Danielle Johns and Amy Loechel on this project.

The Governing Council was also involved in supporting initiatives to improve the financial situation of our canteen with the introduction of the QKR app and fund raising efforts by the home economics department as a class project, and the SRC. These changes did decrease the loss made by the canteen in 2017.

Many thanks to the 2017 governing council listed below:

- Tarina Warren (Chair)
- Anne Collins (vice chair)
- Katrina Morgan (secretary)
- Kate McGuire (treasurer)
- Staff rep: Katie Mack
- SRC reps: Taylor Wallace, Shanai Hart
- General committee members: Amy Loechel, Daniel Johns, Monique Warren, Leanne Michelmore, Margie MacIntosh, Anissa Thompson, Kelly Smith, and Tegan East.

## Improvement Planning and Outcomes

The school is a "one year return" school and has 4 directions to address:

1. Culture of high expectations
2. Consistent curriculum, pedagogical approaches and expectations
3. Challenge and stretch for learners
4. Staff collaboration in analysis of data to use in strategic planning.

The school has had a structured professional learning program supported by the Learning Improvement Team. This work has focused on:

Australian Curriculum - delving deeper and ensuring understanding of the curriculum and achievement standards.

Learning Design - revisiting the TfEL framework and using the design process.

Quality assessment tasks that cater to all students, particularly those needing stretch.

Understanding data sets (e.g. PAT) and using this to inform planning for learning.

The partnership Collaborative Moderation days have complemented this work with staff able to moderate their marking and see a variety of tasks.

Staff have been targeted for specific professional learning programs:

2 staff are involved in the STEM500 - Mathematics program

2 staff are involved in the Thinking Mathematics program.

Outcomes include - a decrease in the number of A's in R-10 as teachers gain greater understanding of measuring achievement against the achievement standards. Regular audits of assessment task to improve task design, some use of exemplars on the AC site to show students the Above, At and Below standard.

The Leadership Team has been restructured - 3 coordinators have been reduced to 2 but the roles have been designed to provide cross over between the Junior School and the Secondary school. The aim of this is to have greater coherence across the school in Intervention and Support and Wellbeing.

Leaders have undertaken leadership training:

The team completed the "Extreme Leadership" training together.

2 staff engaged in Educational Changemakers.

The principal undertook the "Future Leaders" program.

The outcome of this is a more cohesive leadership team, focus on communication with staff and updating of processes and procedures in the school.

The school has developed a vision around "Growing minds, shaping hearts, changing lives" which is being used as the starting point for expectations for students, PDP plans for staff and gives all staff a common focus.

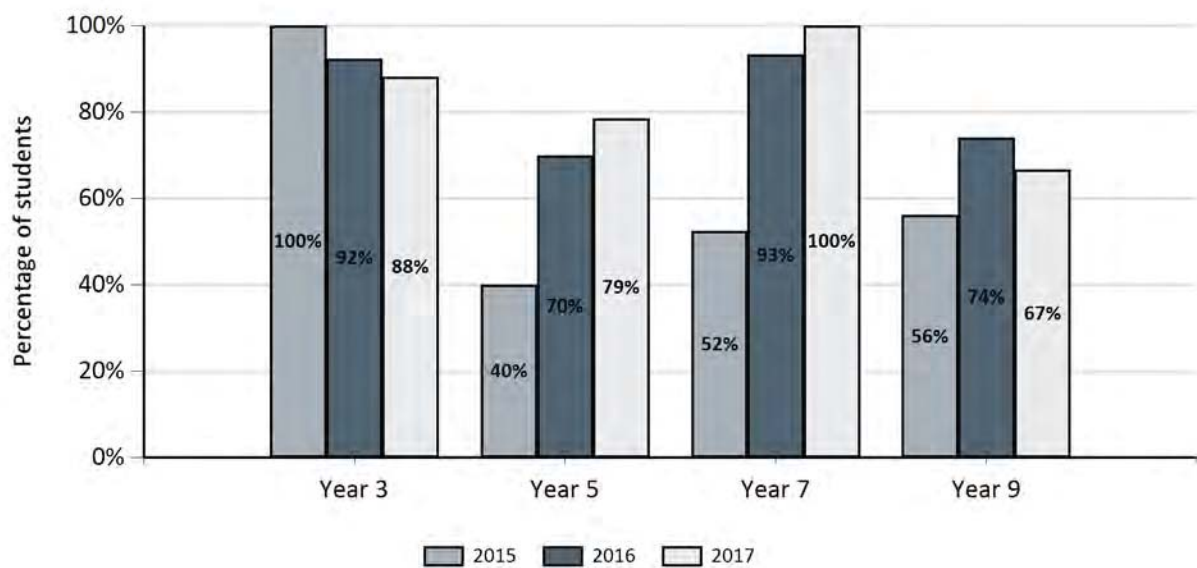
Improvement strategies monitoring attendance, behaviour and progress 5 weekly were implemented across the school. All sub schools have started the "traffic lighting", the middle school had good follow up with meetings with families and developing support strategies. This work will guide practices in the Junior School and Senior School in 2018.

## 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.

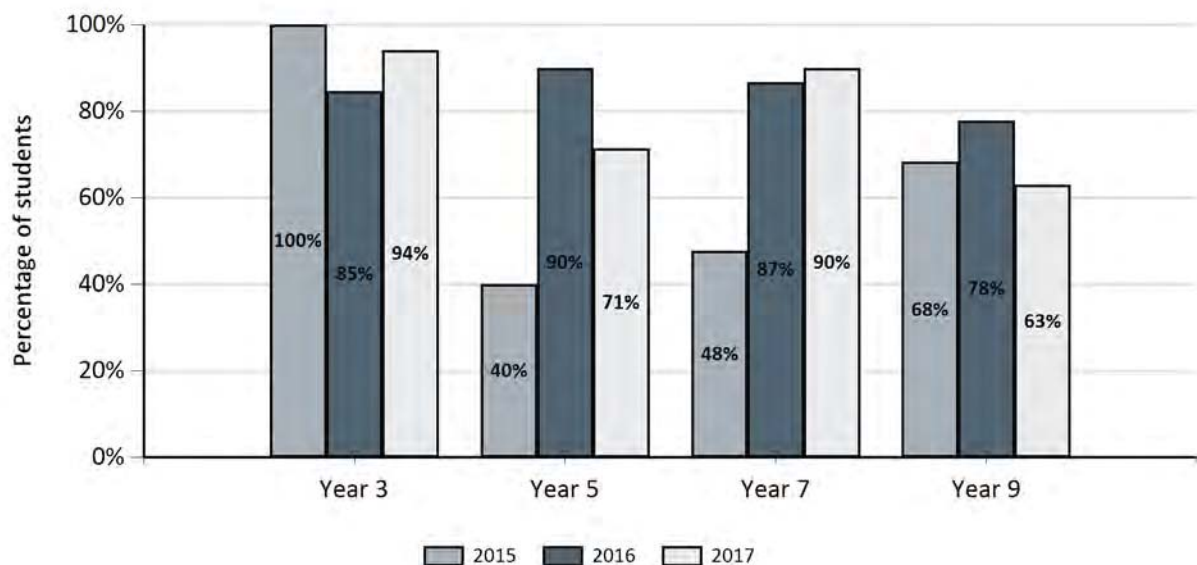
#### Reading



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	62%	20%	14%	25%
Middle progress group	31%	60%	57%	50%
Lower progress group	8%	20%	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%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	46%	20%	29%	25%
Middle progress group	38%	60%	52%	50%
Lower progress group	15%	20%	19%	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	17	17	7	6	41%	35%
Year 3 2015-17 Average	12.7	12.7	6.0	3.3	47%	26%
Year 5 2017	14	14	6	4	43%	29%
Year 5 2015-17 Average	11.3	11.3	2.7	1.3	24%	12%
Year 7 2017	10	10	1	3	10%	30%
Year 7 2015-17 Average	15.3	15.3	2.0	2.3	13%	15%
Year 9 2017	27	27	5	2	19%	7%
Year 9 2015-17 Average	31.7	31.7	4.0	5.0	13%	16%

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
95%	90%	92%	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%	0
A	2%	0%	1%	6
A-	5%	5%	7%	13
B+	11%	17%	7%	13
B	21%	17%	17%	12
B-	14%	22%	17%	14
C+	13%	12%	17%	16
C	16%	10%	18%	17
C-	11%	7%	10%	9
D+	5%	5%	3%	0
D	0%	2%	2%	0
D-	0%	0%	1%	0
E+	0%	0%	1%	0
E	0%	2%	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
96%	88%	95%	93

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	71	14	25	32
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	95	90	97	100

## School Performance Comment

### SACE:

94% potential students completed SACE (1 student did not), Nineteen students were enrolled in February. One student completed Research Project and completed SACE in semester 1 using his apprenticeship and went into full time work. Three other students left - two into full time work and one into an full time engineering apprenticeship.

69 subjects were studied with 100% grades C- or better. 58% grades were in the A/B range which is in the range from 2011-17.

While these results are solid the school is looking to achieve 100% completion and have more grades in the upper A and B grade range. 6 (32%) students used VET (Certificate II & III) to complete their SACE. which is an increase on the past 2 years.

### NAPLAN:

NAPLAN Reading at year 5 and 7 are showing an upward trend over the past 3 years. Reading and Numeracy at years 2,5,7, & 9 show fluctuations in the range of 6 - 20% generally which may be due to small cohort size. Last year there was very good growth in reading Year 3-5 (62%) and numeracy year 3-5 (46%) - the school will investigate if this is linked to the introduction of MiniLit and Quicksmart in 2016.

100% of year 7 met the SEA for reading.

Students in the upper bands is mixed with significant increase in year 3 numeracy, Year 5 reading and numeracy, year 7 numeracy. There are signs of improvement at year 5 which has in previous years being a lower performing year level.

There are some concerns at year 1 where only 20% and at year 2 where 53% met SEA in Running Records. Strategies for these groups will need to be implemented.

## Attendance

Year level	2014	2015	2016	2017
Reception	90.7%	87.8%	85.1%	87.9%
Year 1	91.3%	92.2%	90.0%	93.1%
Year 2	93.6%	93.3%	92.0%	87.6%
Year 3	92.2%	95.1%	91.4%	93.2%
Year 4	92.0%	93.4%	94.1%	91.9%
Year 5	93.0%	90.1%	91.0%	94.6%
Year 6	91.3%	93.4%	89.9%	92.2%
Year 7	93.9%	91.8%	92.1%	89.8%
Year 8	93.4%	90.2%	91.8%	90.5%
Year 9	94.2%	91.5%	92.7%	90.6%
Year 10	86.6%	93.0%	93.6%	93.0%
Year 11	84.6%	82.3%	93.7%	93.9%
Year 12	90.2%	88.3%	91.9%	81.8%
Secondary Other	100.0%	100.0%	100.0%	93.3%
Total	91.5%	90.7%	91.9%	91.6%

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

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

## Attendance Comment

Attendance is steady at 91.6%. Attendance is being more closely monitored through the 5 weekly checks. Staff are becoming more proficient in using Daymap and a greater use of attendance reports. Unexplained absences is trending up which is a concern.

## Behaviour Management Comment

2016-17:

Over the two years there has been an increase in behaviour consequences. This is mainly due to the implementation of documented processes which includes more accurate input into EDSAS. Previously many behaviours were dealt with informally and not documented. There was a decrease in "suspensions" in 2017 but increase in "take homes" as this strategy was used for a student with autism.

Similarly behaviours "threatened safety or wellbeing" increased as the new policy and reporting process was used more.

The process is now clearly documented for staff, a more formal detention system in place, recording booklets for "behaviour" and "bullying and harassment" and a greater range of strategies being used to support students.

## Client Opinion Summary

Client opinion surveys were undertaken late in Term 4 using the DECD short survey. 14 staff, 134 students and 28 parents responded to the survey - some parents completed the survey at the Presentation Night as we handed them out there.

Parent opinions changed the most from 2016 with increase in average rating in 12 of the 14 questions and two questions had the same rating as 2016. Largest increase (0.5) was in "teachers at this school expect my child to do his or her best" (rated 4.3) and "student behaviour is well managed at this school" (rated 3.3). Five of the questions recorded greater than 10% increase in "strongly agree" with "my child likes being at this school" showing 10% increase in "strongly agree", "teachers at this school provide my child with useful feedback about his or her school work" increasing by 20% in "strongly agree"

Student opinions were very similar to 2016 with "student behaviour management is well managed at my school" rating the lowest (rated 3.3) and "my teachers expect me to do my best" rating the highest (rated 4.3). 8 of the 12 questions increased in the "strongly agree"; "teachers at my school treat students fairly" increased 8% in the "strongly agree" and "student behaviour management is well managed at my school" increased by 6% in the "strongly agree".

Staff opinions were very similar to 2016 and "I receive useful feedback about my work at the school" (rated 3.3), "Staff are well supported at this school" (rated 2.9), "student behaviour management is well managed at this school (rated 2.5 - 0.8 lower than students or parents). 4 out of 14 questions increased in the "strongly agree". Leadership will need to focus on ensuring all staff are comfortable and confident in the changes that are occurring.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	10	25.0%
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	8	20.0%
Tertiary/TAFE/Training	10	25.0%
Transfer to Non-Govt School	1	2.5%
Transfer to SA Govt School	9	22.5%
Unknown	2	5.0%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

DCSI Criminal History screenings are obtained in accordance with the Practical information for school and preschool leaders guide.

The site initiates the online screening process for prospective and current employees and volunteers who require a DCSI criminal history screening. The applicant then completes the online form and is identified either online or by presenting their identification documents to an authorised officer. When the school receives notification that the applicant is cleared to be suitable to work with children, the information is recorded in EDSAS and on Eduportal.

## 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	36
Post Graduate Qualifications	18

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	20.2	0.0	8.9
Persons	0	22	0	13

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

## Financial Statement

Funding Source	Amount
Grants: State	13,975.59
Grants: Commonwealth	200055.44
Parent Contributions	109629.17
Fund Raising	10004.75
Other	34826.05

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	0.2 primary counsellor - working with staff on restorative practices, behaviour plans and multiple approaches with students.	Primary staff familiar & comfortable in using the restorative practices process.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding used for SSO support. Resources including iPad apps.	Down Syndrome student using a variety of formats to present learning.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	RIF - support curriculum excursions. ACEO - provision from regional office Ensuring classes only have 2 year levels, maintaining smaller class size. Release for teachers to do Running Records to ensure consistent data across the school.	Curriculum experiences - plays, dance, civics & citizenship Cultural experiences, ILP meetings.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	FLO - 0.3 teacher, 0.2 case manager to run a stand alone FLO class engaged in SACE outcomes, work experience, community projects. SSO support	Disengaged students engaged in FLO program
Program Funding for all Students	Australian Curriculum	Staff released in small groups to work with the Learning Improvement Team on Australian Curriculum, task design, learning design and programming.	Consistency
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Ongoing planning for Aboriginal Native Trail (including foods). Signs being designed in Narrunga language.	Plan ready and signs designed.
	Better Schools Funding	Funded MiniLit, MacqLit and Quicksmart. Training of an additional 2 SSO's.	11 students did MiniLit 4 students did MacqLit 16 students did Quicksmart
	Specialist School Reporting (as required)	STEM - equipment for a robotic drone and digital sensing technology with a focus on rural and primary industry.	Equipment purchased ready for use in 2018. Staff worked with primary schools.
	Improved Outcomes for Gifted Students	Author visits to conduct workshops with students. Workshops for students in Adelaide.	2 students attended workshops in Adelaide. R-5 attended author visit.
	Primary School Counsellor (if applicable)	0.2 Primary Counsellor - focus on Restorative Practices and Student Voice.	Worked on refreshing values. Student Voice strong.