



Yorketown Area School

2018 annual report to the school community



Government
of South Australia
Department for Education

Yorketown Area School Number: 767

Partnership: Southern Yorke

Name of school principal:

Fiona Haselgrove

Name of governing council chair:

Tarina Warren

Date of endorsement:

4/3/19

School context and highlights

The school has undergone significant staff turn over. In 2018 the staff was strengthened with 2 permanent Middle School teachers, 1 permanent Mathematics/STEM teacher, 1 permanent Design & Technology teacher and a new Senior School Leader after the retirement of a long serving Senior School Leader. Unfortunately the Design & Technology teacher was only in place for 2 weeks and it has been problematic to replace this position. This is creating a cultural shift in the secondary area where it is predominantly new staff.

STEM (Science, Technology, Engineering, Mathematics). A specialist schools grant (2017), a STEM Evaluation grant (2018), a teacher expert in STEM, timetabling of Digital Technology for Year 7-11 and electives have seen a great increase in student learning in this area. Students are engaging in coding, programming, robots, drones and 3-D printing. Two students represented the Southern Yorke Partnership as STEM Ambassadors and a team of students went to Adelaide to share their 3-D printing projects with other schools.

Expectations for students to demonstrate greater critical thinking has been a focus for teachers. This was highlighted at the Learning Expo which was expanded Reception to Year 11 (Year 7-9 in 2017). The highlight was the Problem Based Learning presentations by the Year 7-9 students on ways to minimise the impact of the Hillside Mine (Ardrossan). Rex Minerals staff attended to hear the student's presentations and were very pleased to be involved in the student learning.

Student Achievements:

For the second year in a row we had a student win the ANZAC Prize and travel to Vietnam. The school surfing team had teams in three of the four divisions and won two divisions. All of the YAS students went on to represent South Australia at the National Titles. The team also had a massive win in the teams event totally eclipsing the other schools. YAS was the dominant school in the competition.

Electives were a new initiative to promote less formal learning but to provide different learning experiences across the school. A range of activities are offered on Wednesday afternoons and senior students are encouraged to assist or lead groups. The grounds are been improved by a grounds group and mural group. Other electives include: cooking, puppetry, dance, poppy project, clay, horticulture, sport, coding, creative writing, Young Environmental Leaders, plain speaking, yoga, film making, school newsletter/magazine, Oliphant Science Awards.

Governing council report

This year has been relatively uneventful for the YAS Governing Council. Again we had a large committee to support the school and decision making. There was ongoing work by some members to continue the grounds beautification project commenced in 2017 with more painting and planting. There has also been continued commitment to the viability of the canteen by both GC and Parents and Friends. As part of this the role of canteen manager has changed from four days contracted to three days in an attempt to improve the financial standing of the canteen. There will also be more focus on daily specials and effectively marketing them. The contracted canteen hours will be reviewed mid 2019.

Focus has also been on planning how to use the amalgamation funds from Edithburgh Primary School. After much consideration of ideas and plans from architects and engineers, it has been decided to spend most of the funds on refurbishing the primary unit and building an outdoor learning area. Smaller projects include a digital sign and painting of the secondary building. This will be very exciting and is expected to commence in April 2019.

Uniform has largely remained the same this year with minor changes including approval of a jacket/coat and early discussion about changing the jumpers.

Many thanks to the committee of 2018. This is a group of parents dedicated to making YAS the best place for their children. Special mention of Anne Collins who is resigning after over a decade of service on the committee. Committee members were:

- Tarina Warren (chair)
- Anne Collins (vice chair)
- Katrina Morgan (secretary)
- Kate McGuire (finance)
- Emily Prichard (teacher representative)
- SRC representatives: Daniel Luke, Naomi Zoumas
- General committee: Anissa Thompson, Monique Warren, Heidi Fry, Amy Loechel, Danielle Johns, Margie McIntosh, Bec Barlow.

Improvement planning and outcomes

The school was reviewed again in Week 1 of Term 2 and remains "on track" with revised directions:

1. Develop a school statement of vision and moral purpose that clearly identifies improving student academic learning outcomes as the core business of the whole, and each sector, of the school.
2. Prioritise performance and development strategies that include focused classroom observations and formative feedback for staff.
3. Ensure every teacher is accountable for continuously improving their practice through the implementation of agreed whole-school curriculum and pedagogies, as informed by training and development.
4. Develop data practices in the school to track and monitor student learning growth over time and to inform short cycles of intentional, differentiated teaching.

A Priority Improvement Plan was developed to address these directions with clear strategies around student learning, performance management, consistent practice and improving feedback to students. The Learning Expo was expanded in 2018 to Reception to Year 11 (2017 it was Year 7-9) as a mechanism to demonstrate the vision of the school of developing confident, creative and collaborative learners. A highlight of the expo was the Middle School Problem Based Learning presentation of student solutions to "Minimising the impact of the Hillside Mine (Ardrossan). Performance development was more formalised with increased focus on observation and focussed goals for staff. A consistent reading program was introduced Reception to Year 6 with a focus on comprehension strategies. Eight staff participated in a PLC facilitated by the Learning Improvement Division on feedback. Two leaders participated in 5 days of "Agile Leadership" to improve skills in strategically implementing improvement processes. All staff participated in the Department LDAM strategy with a focus on assessment and moderation and in a BiIN (Big Idea in Number) 2 day training with Di Seimon.

The leadership team have become more focused in the improvement processes with greater planning of school meetings with very focused purpose. Consultation with staff via feedback stations, multi voting etc to gauge progress and next steps. Meetings are more structured and expectations for teachers are clearer. Leadership has shown greater commitment to teacher development in the performance management process. The monitoring and tracking cycle has been formalised and staff are beginning to engage more with data to inform their teaching practice.

Guided Reading was introduced for Reception to Year 6 for a consistent approach to reading in the school. Staff have increased the time for reading, are using readers designed to help teach comprehension and teachers are teaching common strategies for students to improve comprehension. Students showed growth in their "Lexiles" (measure of reading comprehension).

The teachers completing the Feedback PLC have all embedded feedback strategies into their teaching and some have also attended a John Hattie session to deepen their understanding of "Visible Learning". Further development will occur through the Department LDAM program. Three staff will attend the 5 day program on Feedback.

SSO support was again focused on intervention programs such as MiniLit, MacqLit and Quicksmart. Results showed some improvement for students.

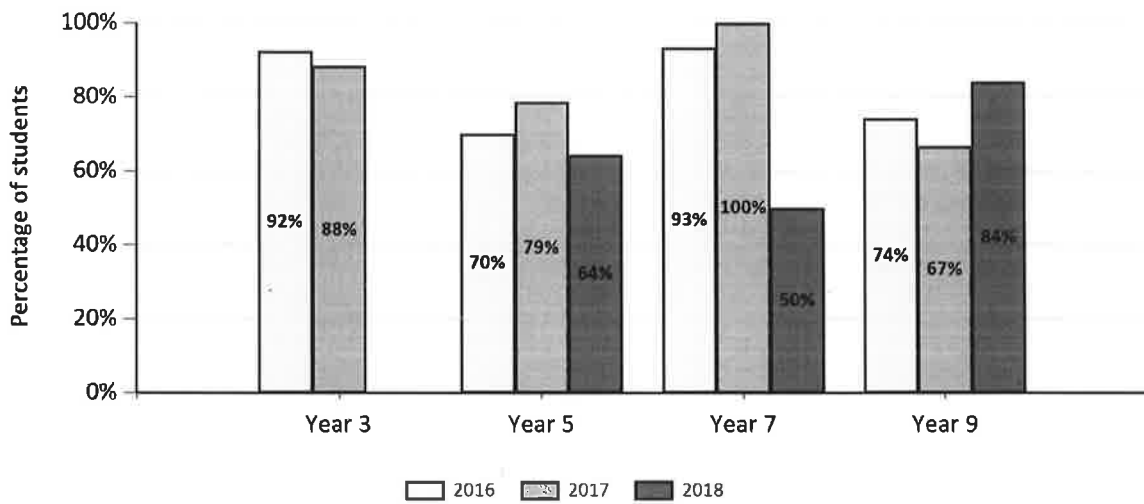
The Southern Yorke Peninsula now has a SLLIP (Senior Leader Learning Improvement Primary) - Kim Hoskins who is based at Yorketown Area School. She has worked with primary staff on programming and planning using Learning Design. She has also worked with primary leaders from the partnership to develop common expectations in teacher programs. This is leading to improved as well as more consistent approaches to programming.

Performance Summary

NAPLAN Proficiency

The Dept. for Education 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 1 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 SEA for reading and numeracy.

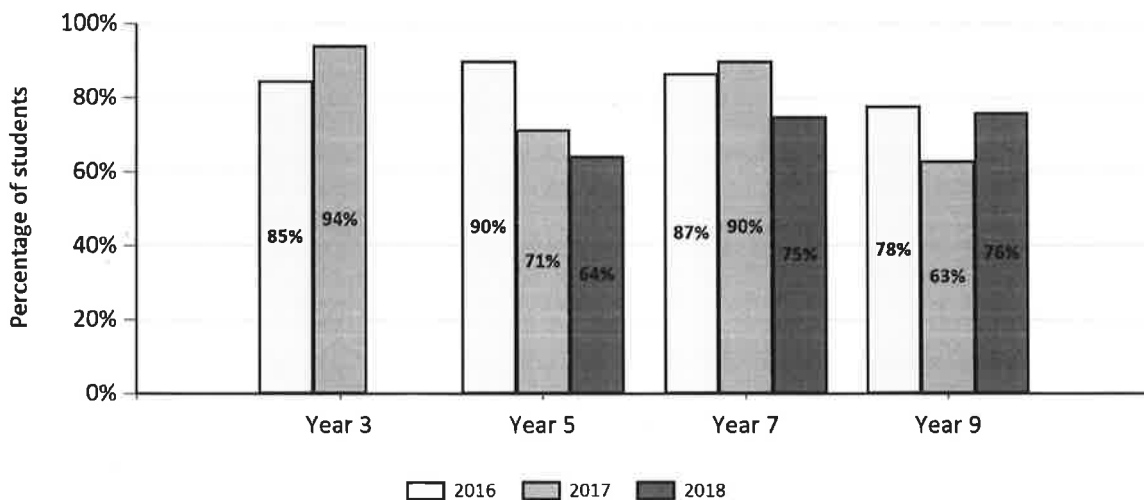
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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%	0%	11%	25%
Middle progress group	50%	43%	79%	50%
Lower progress group	20%	57%	11%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	30%	29%	28%	25%
Middle progress group	60%	57%	44%	50%
Lower progress group	10%	14%	28%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	*	*	*	*	*	*
Year 3 2016-18 average	11.7	11.7	5.0	2.7	43%	23%
Year 5 2018	14	14	4	2	29%	14%
Year 5 2016-18 average	12.7	12.7	3.7	2.0	29%	16%
Year 7 2018	12	12	0	0	0%	0%
Year 7 2016-18 average	12.3	12.3	1.7	1.7	14%	14%
Year 9 2018	25	25	6	5	24%	20%
Year 9 2016-18 average	26.3	26.3	4.0	4.7	15%	18%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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)

2015	2016	2017	2018
90%	92%	100%	93

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	0%	0%	0%	0%
A	0%	1%	0%	4.23%
A-	5%	7%	9%	7.04%
B+	17%	7%	13%	7.04%
B	17%	17%	13%	11.27%
B-	22%	17%	17%	18.31%
C+	12%	17%	17%	12.68%
C	10%	18%	21%	25.35%
C-	7%	10%	11%	7.04%
D+	5%	3%	0%	2.82%
D	2%	2%	0%	2.82%
D-	0%	1%	0%	1.41%
E+	0%	1%	0%	0%
E	2%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.

*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 in October that year

2015	2016	2017	2018
88%	95%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	14%	25%	32%	14%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	90%	97%	100%	100%

School performance comment

SACE:

2018 had a 100% completion. YAS achieved a higher % of A's in 2018 than in the previous 4 years but there was also an increase in C's and a drop in the B range grades. Overall 93% of grades were C- or above. Teachers are working on improving literacy across subject areas to ensure students can complete investigations to a high standard. 13 Year 11 students studied Stage 2 subjects, 6 of these students achieving in the A/B range.

2 students used School Based Apprenticeships to complete SACE with 2 students working towards Certificate III qualifications.

NAPLAN:

The school has small cohorts so it is difficult to see trends. In Reading Year 3 was steady, Year 5 and 7 showed a drop and Year 9 showed an increase in students meeting the SEA (Department for Education Standard of Educational Achievement). In Numeracy Year 3 showed a small increase, Year 9 an increase and drops at Year 5 and Year 7.

A consistent reading program R-6 has been implemented to improve reading comprehension. In 2019 there will be less intervention programs (MiniLit, Quicksmart) with a greater emphasis on SSO support within the teaching program.

It was pleasing to see that 100% of students who achieved in the higher bands in Year 3, remained in the higher bands in Year 5 for numeracy.

The phonics screen was introduced to all South Australian Public Schools in 2018. This screen is designed to identify foundation skills for developing reading and oral language. The data indicates that phonics must be more explicitly taught at Reception/Year 1.

Attendance

Year level	2015	2016	2017	2018
Reception	87.1%	85.5%	85.6%	94.4%
Year 1	92.0%	88.9%	91.4%	92.0%
Year 2	92.0%	91.4%	91.5%	93.9%
Year 3	93.8%	89.9%	92.2%	91.5%
Year 4	93.0%	93.1%	90.7%	95.0%
Year 5	90.6%	90.1%	92.1%	91.9%
Year 6	93.3%	90.1%	90.7%	95.0%
Year 7	91.4%	91.3%	89.0%	91.7%
Year 8	90.9%	91.3%	89.7%	91.2%
Year 9	91.3%	91.1%	89.4%	88.8%
Year 10	91.4%	91.8%	92.2%	90.7%
Year 11	79.4%	92.3%	92.3%	90.9%
Year 12	88.3%	91.9%	84.4%	90.1%
Secondary other	100.0%	100.0%	93.3%	
Total	90.1%	91.0%	90.6%	91.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance is steady at 91.6%. Monitoring of attendance five weekly is becoming embedded in the home groups. Further improvement in unexplained absences is a goal. There are a small number of students with poor attendance and the school has worked with the Attendance Officer and Aboriginal Liaison officer to support these students with some success.

Behaviour management comment

Over 2017-2018 the total incidents are steady (2017 - 307, 2018 - 312). The processes are becoming embedded into school practice to improve accuracy of data. Restorative approaches are preferred with consequences applied within the behaviour management approach. An increase in internal suspensions was due to this approach been used for a small cohort who needed to be separated to encourage improved behaviour.

Client opinion summary

Parent and student surveys were conducted using the department survey. This was not used for staff this year as they undertook the "Perspectives Survey".

Parent Feedback:

We had 30 responses (some on-line and some paper based). Some pleasing data:

"My child feels safe at this school" showed a 25% increase on agree/strongly agree from 2017.

"This school takes parents' opinions seriously" increased by 13% in the agree/strongly agree from 2017.

"Teachers at this school motivate my child to learn" increased by 5% in the agree/strongly agree from 2017.

"The school works with me to support my child's learning" increased by 18% in the agree/strongly agree from 2017.

"My child likes being at this school" increased by 18% in agree/strongly agree.

While "student behaviour is well managed in this school" was down by 7% in agree/strongly agree the disagree/strongly disagree dropped by 14%.

Feedback to look at:

"Teachers at this school expect my child to do his or her best" was down 7% in agree/strongly agree.

"Teaches at this school treat students fairly" was down 6% in agree/strongly agree.

Student Feedback:

We only had 33 responses compared to 134 the previous year. Some pleasing data:

"teachers at my school treat students fairly" up 19% in agree/strongly agree from 2017.

"Student behaviour is well managed at my school" increased by 9% in agree/strongly agree from 2017.

"My teachers motivate me to learn" up 10% in agree/strongly agree from 2017.

Feedback to look at:

"My teachers provide me with useful feedback about my school work" a decrease of 9% in agree/strongly agree from 2017.

Staff feedback (new Perspectives Survey)

83% said they know what is expected of their role.

But there was some data to address around shared responsibility and leadership e.g "staff opinions and suggestions are given significant consideration in our sites decision making processes" 42%

Intended destination

Leave Reason	School	
	Number	%
Employment	3	5.5%
Interstate/Overseas	3	5.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	25.5%
Transfer to SA Govt School	14	25.5%
Unknown	21	38.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

DCSI Criminal History screenings are obtained in accordance with the information provided on Department for Education "Relevant History Screening" website page.

The site initiates the online screening process. The applicant 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	31
Post Graduate Qualifications	16

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	19.2	0.0	9.2
Persons	0	21	0	12

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	6010.00
Grants: Commonwealth	12400.33
Parent Contributions	86982.65
Fund Raising	9479.8
Other	22995.66

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	0.2 Primary Counsellor funding - coordinator working with students and staff on restorative practices, behaviour plans and multiple approaches with students.	Staff taking more responsibility for managing student low level behaviour.
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	Funding used for SSO support for students with learning needs. 0.3 RAAP funding for teacher for Year 11 student with Down's Syndrome to program and support teachers to modify learning plans.	Student on track to complete SACE. More adjustments in learning plans.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	RIIF - support curriculum experiences & excursions. ACEO - provision from Regional Office. Regular visits with cultural focus and work with ATSI students. Release time for teachers to collect data e.g. Running Records, Phonics Screen Maintaining classes with only 2 year levels. FLO - 0.3 Teacher, 0.2 Case Manager to run a stand alone program for students on alternative pathway to engage in learning that contributes to SACE. SSO support.	Broader students experienc Cultural experiences, ILP meetings. Disengaged students supported in transition from school.
	Program funding for all students	Australian Curriculum	Feedback PLC supported by Learning Improvement Division.
Other discretionary funding	Aboriginal languages programs initiatives	Ongoing planning for the Aboriginal Native Trail (including foods). Signs being designed in Narrunga Language.	Native plants planted. Plan ready for signs to be made.
	Better schools funding	Funded MiniLit, MacqLit, Quicksmart intervention programs.	6 students MacqLit 5 students MiniLit 14 students Quicksmart
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	Authors visits to conduct workshops with students STEM Ambassadors program Staff members to attend ANZAC Prize session	2 students represented SYP as STEM Ambassadors. 1 student won ANZAC Prize
	Primary school counsellor (if applicable)	0.2 Primary Counsellor - focus on Student Voice and Restorative Practices.	Values reviewed and Vision adopted.