Ceduna Area School
2016 Annual Report
to the School Community

Government of South Australia

Department for Education and Child Development

Ceduna Area School Number: 734

Partnership: Far West

Name of School Principal: Andrew Gravestocks

Name of Governing Council Chair: Tracey Gurney

Date of Endorsement: _____

School Context and Highlights

Ceduna Area School is an R-13 school, of DEMAC construction and the new sections of Primary School, Community Library, some of Senior School and Digital Learning Centre being of similar modern construction. It is set in a landscaped environment of 9.2 hectares on Thevenard Peninsula. The redevelopment of the central area of the school has allowed for additional hard play areas and the school has two ovals which are subsurface watered and six tennis/netball courts. The solar heated swimming pool on school grounds is used by the community. The School has a Gymnasium on site.

Students enrolled at Ceduna Area School come from a wide geographic area and varied socio-economic and cultural backgrounds. We currently have 24% school card students and 32% Aboriginal student enrolment. We are geographically isolated and approximately 27% of our students travel by bus each day. We have 43 students or 12% with identified disabilities and operate a primary and secondary special class.

The School is divided into two sub schools - Primary School (R-6) and Senior School (7-13) with an off site Flexible Learning Programme being delivered.

Special Education support is available for identified students. Ceduna Area school receives funding through its Global Budget which is utilised for support programmes for students. APAS tutoring occurs for Indigenous students Reception to Year 12. MultiLit programs, Guided Reading, Intervention programs and Quicksmart Maths programs are also offered to identified students in each section to increase literacy and numeracy levels.

In 2017 a LENS (Literacy Engagement & Numeracy Support) programme has been introduced to support learning and engagement for targeted students. Our challenge is and will always be to ensure that we are delivering educational programmes and opportunities that are as good if not better than our metropolitan counterparts. Upon reflection, 2016 has definitely ensured that Ceduna Area School has continued to achieve this.

The commitment of staff to review our current teaching practices and learning programmes and change what we do so that we ensure all student achieve to their potential has been a crucial part of this.

The following announcements have ensured that we will have contemporary facilities that will provide engaging learning environments that will support modern teaching practices - a $3.5m upgrade to support the delivery of STEM subjects and an upgrade of science, home economics and administration buildings.

Governing Council Report

Governing Council has had a busy year this year and we recognise also the hard work and achievements of our children, the staff and our school. I make a special mention to Andrew Gravestocks for continuing as Principal of our school for the next few years.

I'd also like to acknowledge the huge changes and challenges that our year 12 students are about to face. Some of you will be working, some going on to study, some travelling and some taking time out to work out what comes next. I encourage you all, regardless of what your "next" thing is, to recognise that some of these decisions will come easily, but some will be very difficult. And this is OK. This is normal. No life changing decision is easy and should not be taken lightly. Gather your facts. Research your options. Make you choice and own it. Run with it. Give it your best shot!

But never be afraid to go back and review or re-evaluate your decision. Your options. If you need to make a change, smile and remind yourself that you are not changing because you have failed. You haven't. You are changing because you have recognised a need for change. Ultimately because you have learned something new. Be proud. This is a positive step forward for your future.

These skills of making decisions, reviewing decisions and changing decisions are what we as governing council members do and rely on to shape our school.

I'd like to take this opportunity to encourage parents to get involved. Join our Governing Council or our Parents and Friends group and help us shape our school for the future.

Thank you.
Tracey Gurney
Governing Council Chairperson

Improvement Planning and Outcomes

Ceduna Area School have 4 site priorities. Quality Teaching & Learning, Aboriginal Education, Student & Staff Wellbeing and Digital Learning Technologies.

Priority 1 - Quality Teaching & Learning our objectives are to improve literacy outcomes, improve numeracy outcomes, pedagogy and performance development. Our targets include having all teachers explicitly teaching reading comprehension and numeracy strategies, increasing the number of students reaching their age levels in literacy and numeracy and achieving greater student involvement and engagement in problem solving and inquiry. Student free days were utilised to support staff to undertake training in Growth Mindsets and understanding data.

Priority 2 - Aboriginal Education our objectives include improved attendance, an aboriginal inclusive curriculum and positive school and community relationships. We aim to build on existing efforts to improve barriers to attendance including transience and mobility, having staff acknowledge, respect and reflect the histories, values of language and culture and improve connections with the communities which could include staff involvement at cultural celebrations and improved parental engagement and attendance at school events. Successful events were held for NAIDOC week and Reconciliation week. The SAASTA team competed strongly throughout the year. Staff undertook training on our local Aboriginal context.

Priority 3 - Staff & Student Wellbeing our objectives are to promote attendance and provide a positive school culture for students and staff. We aim to improve and maintain student attendance by using a range of key strategies including attendance folders, counsellor involvement and regular meetings and collaboration with DECD Attendance Officers. Improving school culture involves developing the SRC and student voice, supporting students at risk with alternative programs, providing counselling and acknowledging students who take pride in the school environment and positively recognise school cultural events and demonstrate positive behaviours towards others. The promotion of positive school culture for staff includes regular whole school well being gatherings and developing individual staff wellbeing plans and the provision of healthy snacks or drinks at R-12 meetings. Student wellbeing practices continued to develop in 2016 with stronger, closer ties being formed with other agencies to support our students. Activities and refreshments were well received at staff meetings.

Priority 4 - Digital Learning Technologies has the priorities of effectively utilising digital technologies to enhance teaching and learning, the continuation of improvement in staff utilisation of the pedagogy surrounding IT, the effective implementation of Sentral and maintaining safe and secure access to ICT in the school. We intend to achieve this by incorporating the Australian Curriculum coding requirements into all staff and student learning. Teachers will use digital technologies that facilitate the creation, sharing, reviewing and integration of digital content within the school and globally. All R-12 staff will use Sentral for attendance, PxP, curriculum planning, student welfare, communication, markbook and reporting. Staff will continue to maintain high levels of secure access to Digital Learning and integrate cybersafety into the curriculum. The School continued to grow in relation to expertise and equipment throughout 2016, to the extent that it was one of the few schools in country SA who was able to successfully undertake the NAPLAN online trial.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
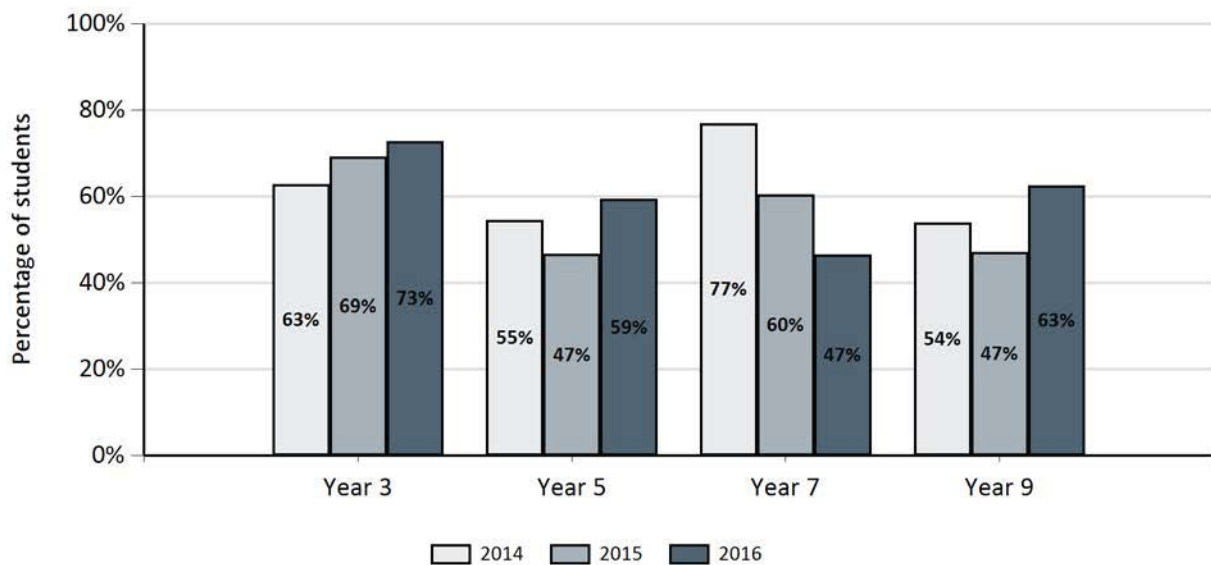
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
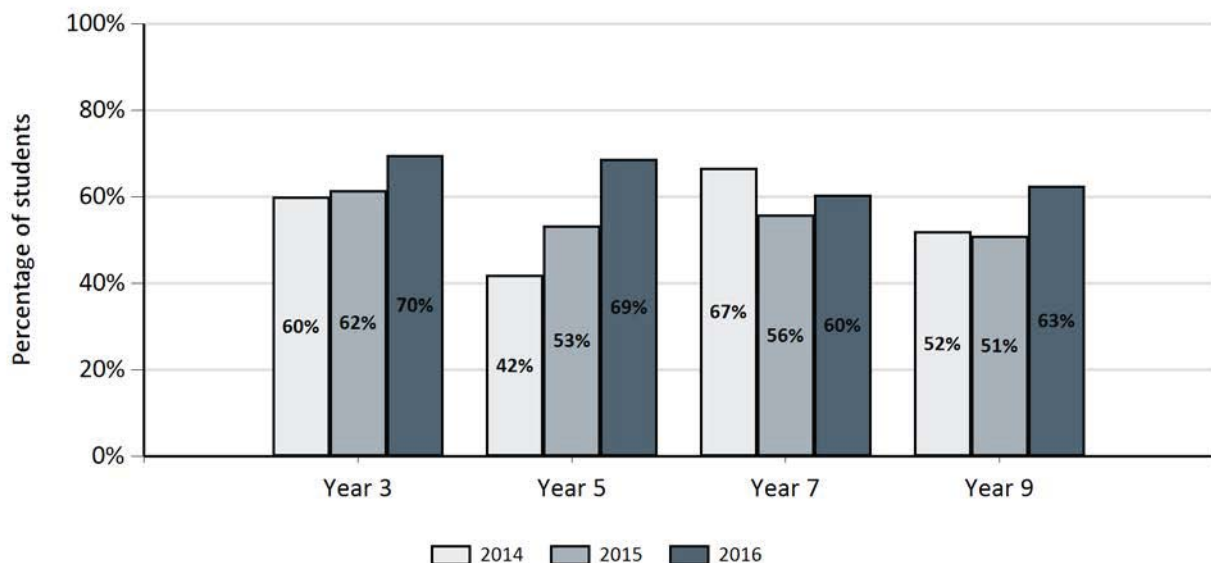
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	41%	42%	18%	25%
Middle progress group	52%	45%	48%	50%
Upper progress group	7%	13%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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)
Lower progress group	15%	34%	16%	25%
Middle progress group	70%	49%	56%	50%
Upper progress group	15%	17%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016	33	33	11	6	33%	18%
Year 3 2014-16 Average	35.7	35.7	9.0	6.0	25%	17%
Year 5 2016	32	32	4	5	13%	16%
Year 5 2014-16 Average	39.0	39.0	5.0	3.3	13%	9%
Year 7 2016	43	43	4	2	9%	5%
Year 7 2014-16 Average	41.7	41.7	7.7	3.3	18%	8%
Year 9 2016	40	40	9	4	23%	10%
Year 9 2014-16 Average	47.7	47.7	6.7	2.7	14%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: 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
92%	93%	96.6%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	1
A	3%	4%	5
A-	10%	1%	13
B+	17%	6%	6
B	14%	11%	25
B-	17%	14%	26
C+	13%	20%	19
C	13%	18%	33
C-	5%	19%	14
D+	4%	3%	2
D	2%	3%	0
D-	1%	1%	1
E+	1%	0%	0
E	0%	0%	2
E-	0%	0%	0
N	0%	0%	0

Data Source: SACE Schools Data reports, extracted January 2016.
*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
91%	96%	100%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	34%	43%	44%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	21%	26%	11%

School Performance Comment

In Reception we had 67% of students reach the SEA in reading. In these results 4 or 12 ATSI students achieved SEA and 4 students were on NEP's.

In Year 1, 58% of student achieved SEA in reading. In these results 2 of 10 ATSI students reached SEA and there were 6 students on NEP's.

In Year 2 71% of students achieved SEA in reading, 7 or 12 ATSI students reached SEA and 3 students were on NEP's.

In Year 3 69% achieved SEA in PAT-R of which 2 of 7 ATSI students reached SEA, 72% achieved SEA in PAT-M, 1 of 7 ATSI students reached SEA and 9% of this group were on NEP's.

In Year 4 67% of students achieved SEA in PAT-R, 2 of 6 ATSI students reached SEA, 70% of students achieved SEA in PAT-M, 1 of 6 ATSI students reached SEA and there were 9% of students on NEP's.

In Year 5 71% of students achieved SEA in PAT-R, 4 of 7 ATSI students reached SEA, 74% of students achieved SEA in PAT-M, 4 of 7 ATSI students achieved SEA and there were 3 % of students on NEP's.

In Year 6 52% of students achieved SEA in PAT-R, 2 of 4 ATSI students reached SEA, 58% of students reached SEA in PAT-M, 1 of 4 ATSI students achieved SEA and 6% of students were on NEP's.

In Year 7 79% of students achieved SEA in PAT-R, 1 of 4 ATSI students reached SEA, 59% of students reached SEA in PAT-M, 0 of 4 ATSI students achieved SEA and 48% of students in PAT-M had medium to upper growth.

In Year 8 79% of students achieved SEA in PAT-R, 2 of 6 ATSI students reached SEA and 61% of all students achieving medium to upper growth, 79% achieved SEA in PAT-M with 2 of 6 ATSI students reaching the target and 78% of all students achieving medium to upper growth.

In Year 9 84% of students achieved SEA in PAT-R with 6 of 11 ATSI students achieving SEA. 78% of all students achieved medium to upper growth. In PAT-M 79% of students achieved SEA with 9 of 11 ATSI students reaching the target.

In Year 10 81% of students reached SEA for PAT-M with 2 of 5 ATSI students reaching SEA. 86% of students reached SEA for PAT-R and 1 of 5 ATSI students reaching SEA. 95% of students achieved a C or above for their compulsory PLP with 2 of 2 ATSI students achieving a C or better.

In Year 11 77% of students achieved a C or above for their compulsory Numeracy SACE subject, 11 of 12 ATSI students achieved their compulsory Numeracy. 79% of students achieved a C or above for their compulsory Literacy SACE subject and 10 of 12 ATSI students achieved their compulsory Literacy.

In Year 12 100% of students achieved their SACE. 3 of 3 ATSI students achieved their SACE.

Attendance

Year level	2014	2015	2016
Reception	86.5%	89.2%	90.0%
Year 01	90.7%	85.1%	89.6%
Year 02	86.6%	91.9%	88.8%
Year 03	86.8%	90.4%	93.1%
Year 04	88.9%	91.4%	90.8%
Year 05	89.6%	88.5%	91.6%
Year 06	87.3%	91.0%	88.8%
Year 07	88.6%	86.4%	90.4%
Primary Other	81.7%	84.0%	81.9%
Year 08	82.5%	86.9%	82.8%
Year 09	83.4%	74.4%	80.5%
Year 10	83.2%	81.6%	82.9%
Year 11	79.4%	79.9%	67.8%
Year 12	83.7%	76.1%	84.3%
Secondary Other	94.4%	87.1%	84.4%
Total	86.0%	85.0%	85.8%

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

Attendance Comment

Ceduna Area School has targets for attendance and has developed strategies for contacting parents regularly regarding absences. Class cohorts generally improved their attendance over previous years with the exception of the Year 11 group who had a core group of students with high absences.
The school attendance target of 95% still seems a distant goal but progress is being made towards this target.

Behaviour Management Comment

Suspensions and Exclusions have continued to decrease at Ceduna Area School. Statistics show that in 2013 there were 16 suspensions, 2014 - 17, 2015 - 14 and in 2016 there were 12. As a percentage of enrolments, the suspensions have remained similar as a proportion of enrolments in the past 4 years being 2%.
Ceduna Area School have had no exclusions in 2016.
Of the 12 suspensions in 2016 there were 11 students involved.
Ceduna Area School continues to develop strategies to minimise student behaviour escalation which has been integrated into the teaching practice of all staff. When students return after suspension a contract involving parents and the student is agreed to which is improving results.

Client Opinion Summary

Ceduna Area School conducted a Student, Parent and Staff survey at the end of the 2016 school year.

We generally don't have a high percentage of respondents to the Parent Survey. In total 52 parents were invited to comment and we had 11 respondents. Generally parents felt that their child felt safe at school and that they could talk to their child's teacher about their concerns. Questions regarding treating students fairly, maintenance at the school, acting on parent opinion and teachers motivating students are areas that the school can improve on.

With the student survey we arrange for the students to complete this in class time. We had 69 students complete the survey. Most students felt that their teachers expected them to do their best. Of concern is the feeling amongst students that teachers don't treat students fairly, the school isn't well maintained and student behaviour in not well managed. These results will form the basis of our planning for 2017.

We have a staff cohort of around 100 and had 29 respondents to the staff survey. A high percentage of staff felt that teachers at Ceduna Area School expected students to do their best, teachers treated students fairly, teachers were able to motivate students to learn, staff were well supported and felt that students and parents could talk to them about their concerns. The staff had concerns about the maintenance of the school and student behaviour management.

Common replies amongst the 3 surveys seems to be the issue of the feeling that teachers don't treat students fairly and the maintenance of the school. These issues will be addressed in the planning for 2017 and further research will be done to determine in what areas respondents believe unfairness occurs and how we can improve the perception. The issue of maintenance is an ongoing one and involves the poor state of repair of some of our buildings and surrounding carparks and tennis courts as well as the gardens and playgrounds. We have significant upgrades of the Home Ec, Science and Administration buildings occurring in 2017 as well as the redevelopment of the old stone building and various other buildings in the school to cater for the new STEM focus in the school. A new 5 week plan has been developed to focus on sections of the school to better maintain and upgrade various areas around the school. Governing Council have also planned a parent working bee to begin a process of upgrading sections of the gardens.

Intended Destination

	School	
Leave Reason	Number	%
Employment	8	6.0%
Interstate/Overseas	10	7.5%
Other	0	NA
Seeking Employment	3	2.3%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	13.5%
Transfer to SA Govt School	53	39.8%
Unknown	41	30.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Ceduna Area School follow the requirements of ensuring relevant history screenings are completed for all our staff, volunteers and any parents participating in camps or excursions.

The history checks are now completed online and this has generally made the process quicker and more efficient. Processes are in place to notify existing staff or volunteers of the expiry of their history screenings and the invitation to renew it.

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	93
Post Graduate Qualifications	17

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	51.5	3.4	19.4
Persons	0	54	4	28

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	7,401,735
Grants: Commonwealth	84,566
Parent Contributions	183,038
Fund Raising	10,391
Other	163,711

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

2016 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 2016 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	Individual students received in class SSO support. Staff were released to work with DECD support services person to plan, implement and monitor programmes for individuals.	In some cases improved outcomes were demonstrated and recorded for individuals.
	Improved Outcomes for Students with an Additional Language or Dialect	Individual students were supported with SSO time where they qualified for ESL time and the staffing component was used to reduce class sizes. Staff were released to undertake testing, attend training and supported.	In some cases improved outcomes were demonstrated and recorded for individuals.
	Improved Outcomes for Students with Disabilities	Identified students with disabilities were supported with SSO time in the class. Staff were released to meet with parents, support services and other agencies and also T&D opportunities to support student learning.	In some cases improved outcomes were demonstrated and recorded for individuals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funding has continued to be made available to support our students to travel for camps, work experience, careers trips, sporting events and other priorities identified each year. Our Aboriginal Students are supported by a group of ACEO's and in 2016 we had a Senior Leader in AbEd who was part of the Executive Leadership team. Literacy and Numeracy has remained a priority in the school, Quicksmart, Multi Lit, Guided Reading and Intervention were among the programs delivered by teachers and SSO's. The SAASTA program was re-structured to provide targeted support for its members through staff T&D and release time.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	The Languages Team in DECD are currently in negotiations with the local languages team to implement delivery of Aboriginal language at CAS	N/A
	Better Schools Funding	Funding was used to support small class sizes and to provide mentoring to targeted students in Middle School and provide SSO support for Multi Lit and Guided Reading in JS & MS.	Some cases improved outcomes for some individuals.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	The Primary Counsellor was used in the Junior School to improve the wellbeing and engagement of students. Drum Beat was used as a medium for several groups of identified students.	Engagement and Attendance increased for some students.