



Streaky Bay Area School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Streaky Bay Area School Number: 745

Partnership: Far West

Name of School Principal:

Chris Roberts

Name of Governing Council Chair:

Nigel Brace

Date of Endorsement:

21-2-17

School Context and Highlights

Streaky Bay Area School is a reception to year 12 school that caters for the Streaky Bay township and surrounding district. The school offers a broad range of curriculum and is also able to access additional senior school curriculum through the Open Access College and through Local Delivery/Blended Learning arrangements with other regional Area and High Schools.

Streaky Bay Area School is the largest school within the Streaky Bay District with an enrollment of over 260 students. The school is part of the Far West Partnership which includes all pre-schools and schools in the Far West including Karcultaby AS, Miltaburra AS, Ceduna AS, Penong PS and Koonibba Aboriginal School. The school is serviced by Departmental service providers based primarily in the Pt Lincoln Regional Office and occasionally the Whyalla Regional Office.

Highlights for 2016:

- Port Kenny Primary School successfully amalgamated into Streaky Bay Area School.
- Highly successful year 12 results, very high levels of SACE Achievement, Dux achieved 96.25
- Growth Mindset and Powerful learners Far West Partnership student free days
- PAT testing data analysis training student free day
- Ann Baker and Dr Margarita Breed training in Natural Maths and Big Ideas in Number
- John Fleming and Explicit Instruction and School Improvement measures
- Mens Literacy Day
- Kids Matter - School Showcase Day which received the South Australian Area Schools Best Practice Award as a leading initiative statewide.
- Community Mentoring increased, nearly twenty mentors matched with students across the school, supported by Mentoring EP and local organisations.
- Trade Training Centre continued to develop, a Barista course was run for students, Students ran Barista Stall at Streaky Bay Hotel 150th Celebration Day, Doorways Construction class passed certification.
- Wetlands and Vines continued to develop, Schools wines won three bronze and one of three trophies at the National Schools Wine Show.
- Hard play re-fenced and re-surfaced with gym re-clad and re-roofed.
- SRC presented at the Eyre Peninsula Student Voice conference, showcasing their work in student voice improving teacher practice.

Governing Council Report

I would like to give a warm welcome to the Port Kenny Community, Parents and Students given the amalgamation at the start of the year. I trust the transition has been a positive and successful one, as we feel it has been. It has been a pleasure to have the new students at our School.

There have been a number of projects completed this year, the Basketball courts have been renewed including fencing and a play area on the school side of the courts. We are planning on the cricket nets and front fence of the school being replaced and upgraded as well in conjunction with this project. The Gym has successfully been re-roofed, re-sheeted, new skylights installed and looks great.

Governing Council are looking at a number of school improvement projects where we can utilise the amalgamation funding, we anticipate this work to commence next year. We have been working with the Parents and Friends to utilise the funding they have been raising for shade and hope that the amalgamation funding will assist this project to be completed next year. We are aiming to have the air conditioning upgraded in the near future also.

The Kids Matters Showcase Day was a success and enabled the students to show off their learning and allowed the community access into the school. This continues to build positive relationships between the school and the community. Men's Literacy day was again a very enjoyable day for the students and their guests, the day seems to be getting more popular every year which is excellent.

Governing Council is responsible for The Vac Rec program, which has been well utilised by the community this year. I'd like to thank Director Rosemaree Skelton and her team for their work in offering a quality service.

Governing Council have been really pleased with the progress and achievements of the school this year. We congratulate Chris Roberts, Tim O'Reilly and the great staff at Streaky Bay Area School for their contribution to the School in 2016 and look forward to a very positive and successful new year.

Improvement Planning and Outcomes

The 2016 Site Improvement Plan had four focus areas for development; Literacy, Numeracy, Australian Curriculum and Explicit Teaching.

Literacy

A Growth Mindset PLC was established to provide drive and expertise across the staff this year. Staff were trained in Growth Mindset by expert James Anderson. Staff incorporated the 'failure is debilitating' mindset into their work as staff moved into developing our students as Powerful Learners –the focus of the second Far West Student Free Day "Developing our students as Powerful Learners".

A Literacy PLC was established which focussed on further developing the whole school literacy agreement and analysing the school's literacy data. Staff further developed our literacy blocks. Our performance data has indicated a re-focus on improving our student's writing skills in 2017. In 2017 national literacy expert Sheena Cameron will deliver training on Writing and Reading. PAT key contact staff will be trained in further data analysis in the PAT tests to support data driven programming and planning R-10.

Numeracy

A Numeracy PLC was established to drive numeracy improvement across the school, which continued to develop the school's Whole School Numeracy Plan. National Mathematics consultant Ann Baker spent two days working with Primary Staff and the Numeracy PLC on Natural Maths Strategies and Problematised Thinking.

Later in the year Mathematics consultants Dr Margarita Breed and Mark Traynor furthered Ann Baker's work by introducing the Big Ideas in Number and started to develop scope and sequences for Primary classes in mathematics.

Staff analysis of student numeracy data indicated a strong focus on number was needed in 2017.

John Fleming's Improvement strategies were further developed by primary staff through numeracy warm ups, a table facts focus and number knowledge throughout the year.

As part of the PAT R&M student free day, staff trained in utilising the PAT Maths data to identify student and class strengths and areas for development. Further training in the use of PAT R&M data is planned for 2017.

Australian Curriculum

The two combined Far West Student Free Days enabled staff to further develop their knowledge around the Australian Curriculum and share their practices. Moderation activities occurred R-7 with the support of the Far West CPAC who facilitated these activities and provided training to our primary staff in the Australian Curriculum. Senior School staff established a SACE Improvement PLC to further drive improvement across their sub school which also assisted the implementation of English and Mathematics which were aligned to the Australian Curriculum. The SACE improvement PLC will be continued in 2017 as more SACE subjects move into alignment with the Australian Curriculum. Successful Senior School practices that were applicable to the other subschools were identified and implemented R-9, as directed by our External Review outcomes, this included Traffic Light individual monitoring of student achievement, peer observation and student feedback.

Explicit Teaching

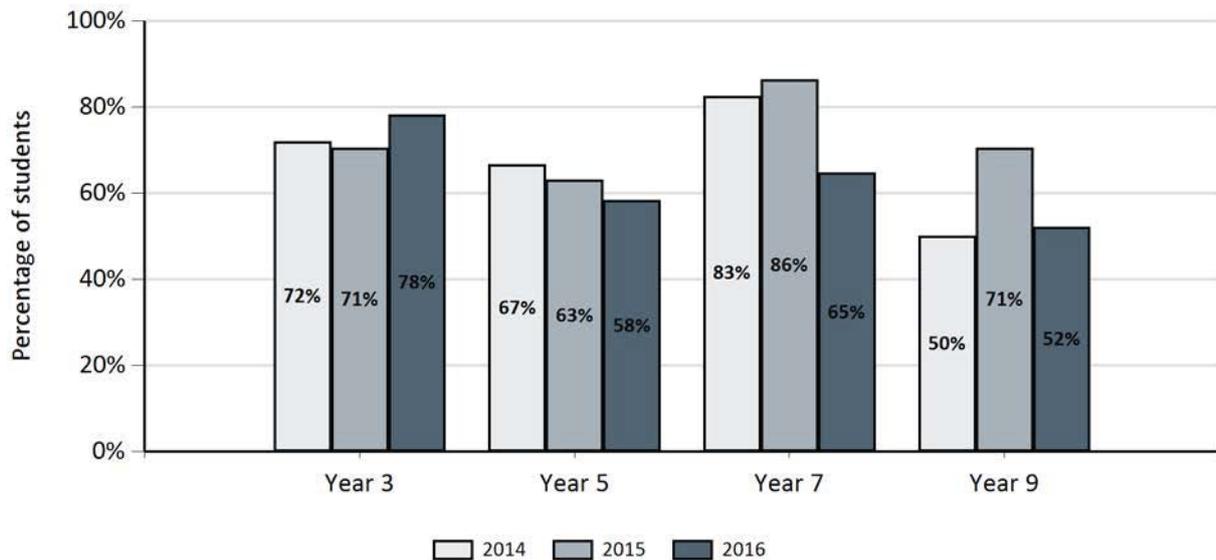
Fleming School Improvement Strategies – staff continued to develop their Explicit Instruction skills across the school. All Primary Staff further developed their three warm ups in Numeracy, Literacy and Daily Writing Warm Up. Two Haileybury teachers demonstrated Warm Ups across the Primary School and shared resources with staff. Classroom displays continued to be developed R-12 and a focus on Self Talk Partner Talk and Problem Solving was identified for 2017. John visited the school twice to provide feedback and direction will be working with the school in terms 2 and 4 in 2017. Collaboration and consistency continued to be developed through resource sharing and observation.

Performance Summary

NAPLAN Proficiency

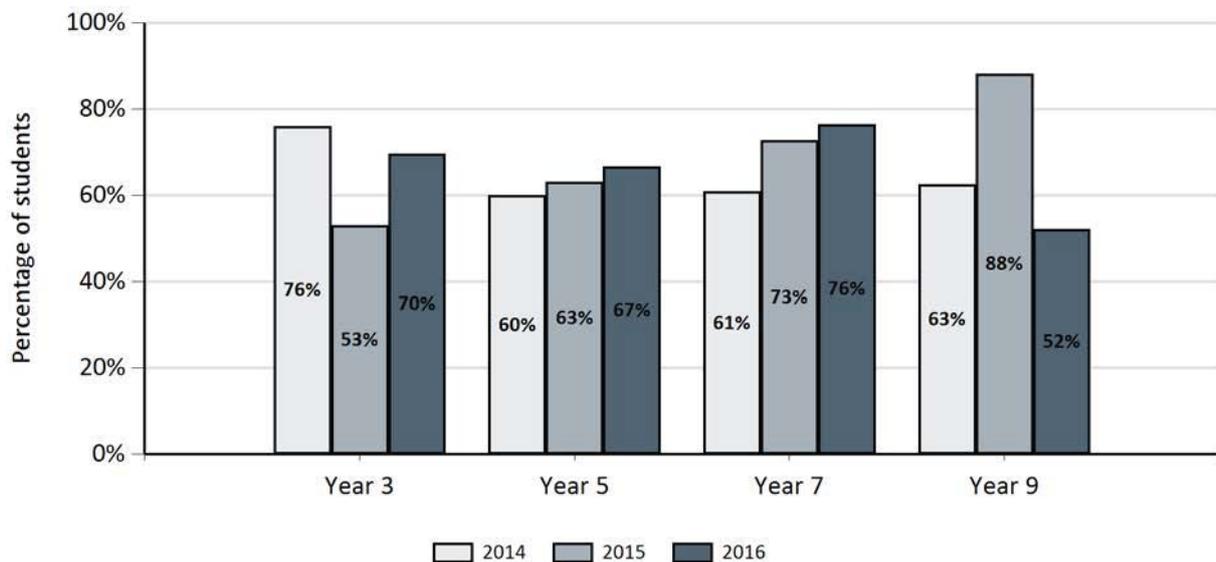
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	28%	27%	24%	25%
Middle progress group	50%	47%	41%	50%
Upper progress group	22%	27%	35%	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	31%	14%	35%	25%
Middle progress group	56%	57%	53%	50%
Upper progress group	13%	29%	12%	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	23	23	10	1	43%	4%
Year 3 2014-16 Average	21.7	21.7	9.0	3.7	42%	17%
Year 5 2016	24	24	6	3	25%	13%
Year 5 2014-16 Average	19.3	19.3	4.7	2.0	24%	10%
Year 7 2016	17	17	6	4	35%	24%
Year 7 2014-16 Average	20.7	20.7	4.7	3.3	23%	16%
Year 9 2016	23	23	3	1	13%	4%
Year 9 2014-16 Average	18.7	18.7	2.7	1.3	14%	7%

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
95%	98%	95%

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%	2%
A	8%	8%	10%
A-	8%	10%	22%
B+	15%	24%	14%
B	13%	24%	12%
B-	8%	22%	16%
C+	23%	6%	8%
C	15%	4%	12%
C-	5%	0%	4%
D+	0%	2%	0%
D	5%	0%	2%
D-	0%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
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
89%	100%	94%

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	50%	33%	42%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	89%	100%	94%

School Performance Comment

Reading

An Increase in numbers of students in year 3 above NMS, traction from our Jolly Phonics, Jolly Grammar, Explicit Instruction, Spelling Mastery programs is evident. Slightly higher number of students achieving in the upper bands than previous years, 43% of student achieving in the upper bands, slightly above average for past three years.

Steady decline in Year 5 reading scores overall, higher number of students performing in the upper bands than in previous years, 6 compared to 4.7, with 25% of students performing in upper bands of reading slightly above average for the past three years.

Decline in number above NMS in year 7 cohort. Higher number of students performing in the upper bands than in previous years (6 compared to 4.7), with 35% of the students performing in the upper bands significantly above the average number for the past three years (35% compared to 23%).

Decline in year 9 number below NMS, this cohort has a number of students with significant literacy needs, intervention programs and modified curriculum are currently in place. Higher than average number of students performing in the upper bands (3 compared to 2.7) with close to average number of students achieving in the upper bands 13% compared to three year average of 14% - evident that a few students are impacting on class averages.

Close to average progression in years 3-5, and years 5-7, higher growth rates in upper growth for year 9 despite lower average numbers of students above NMS – which is encouraging.

Reading identified as a focus for improvement for staff in 2017, consultant Sheena Cameron booked term 1 2017.

Numeracy

Large improvement in year 3, only one student performing in the upper bands compared to an average of 3.7, most students are performing well but extension required.

Steady improvement in year 5 achievement levels, 13% in upper bands compared to average of 10%. Improvement in upper achievement bands reflected in steady increase in other performance data.

Steady increase in year 7 achievement levels - Explicit Instruction and warm ups having positive impact across primary classes, 24% of students in upper bands compared with 16% on average.

Decline in year 9 numeracy - cohort related, significant numeracy issues with identified students. One student in upper bands, slightly lower than the 1.3 average.

Larger than average progression in the middle and lower growth group and less than average in upper growth group in year 3-5. Higher than average growth rates in middle and upper progress groups in year 5-7, higher than average progress in lower and middle groups in years 7-9. Dr Margarita Breed booked to provide training for staff in Big Ideas in Number.

Excellent Stage 2 SACE results, 94% competition with a large shift in grades into A's which has been a focus of the senior school teachers for 2016 – moving students from B's into A's. Significant shift up the achievement levels for the students.

A large movement in students out and into the school throughout the year, the 15% turnover has continued to provide challenges for staff.

Attendance

Year level	2014	2015	2016
Reception	87.4%	91.5%	88.0%
Year 01	92.2%	89.9%	91.7%
Year 02	87.9%	93.3%	92.0%
Year 03	91.2%	88.0%	92.4%
Year 04	90.4%	90.3%	88.4%
Year 05	91.3%	88.3%	92.2%
Year 06	92.8%	91.2%	90.6%
Year 07	90.1%	91.9%	89.5%
Primary Other	87.7%		
Year 08	88.9%	87.4%	94.7%
Year 09	89.5%	85.3%	85.9%
Year 10	88.4%	88.6%	84.9%
Year 11	87.9%	86.1%	88.4%
Year 12	85.7%	86.9%	85.2%
Secondary Other	97.5%	71.7%	62.2%
Total	89.8%	89.2%	89.7%

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

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

Attendance Comment

Attendance rates have been very constant, fractionally under 90%. Our attendance strategies of calling parents of students missing from school on a daily basis, newsletter articles highlighting the importance of attendance and awards for those students with high attendance rates continued. Only a very small percentage of our students are absent for reasons unknown, over 99% of our absences are for parent approved reasons. Travel to out of town medical appointments has impacted on some students attendance. The school continued to work with Regional Office Staff to support students and families.

Behaviour Management Comment

This year Kids Matter Action Team (KMAT) continued to lead the Kids Matter Framework implementation and the training of staff. Bullying data was collected from students, as has been done for the previous nine years. The data was collated by the KMAT and the results presented to the students, staff and Governing Council by SRC members. The data indicates that bullying related matters across the school has continued to drop – which follows a five year trend.

The staff continued to utilize the school's Behaviour Management Step System. Non-negotiable student expectations and consequences were put into place to support the Explicit Teaching process. The school continued to work with Regional Office Support staff to support student behavior.

Client Opinion Summary

Twenty two responses were received from parents, over the past three years there has been a decline in responses to the survey, from 61 to 22 in 2016.

Overall there were very positive responses, with parents strongly agreeing in five areas and agreeing in nine areas. Parents strongly agreed with; Expecting my child to their best, School well maintained, Child feeling safe, Talking to teachers about concerns and School improving.

The largest improvement from last year were; Talk to teachers about my concerns (4.1 to 4.5), School well maintained (4.1 to 4.4), Looks to improve (3.8 to 4.0). Areas of declining agreement compared to last year were; Provide child with useful feedback (4.0 to 3.7), Motivate my child to learn (3.9 to 3.6), Works with me to support my child's learning (3.8 to 3.5).

There has been less than a 10% variance in responses over the past three years, indicating consistent satisfaction with the schools performance.

There were 28 responses from staff with strong agreeance from staff with all statements.

Strongest agreement from staff was; Teachers expect students to do their best (4.5/5), School is well maintained (4.5/5), School looks for ways to improve(4.5/5), Teachers motivate teachers to learn (4.5/5).

The largest drop compared to the previous year was; Student behaviour is well managed(-0.4), Students can talk to their teacher about concerns (-0.3) and I receive useful feedback about my work(-0.3).

The largest increases compared to the previous year were; Teachers provide students with useful feedback (+0.2), Students feel safe (+0.2), Staff concerns taken seriously (+0.2) and Teachers motivate students to learn (+0.2).

Seventy eight students participated in the survey, overall students were more agreeable with the statements than the previous year with no declines in agreement and eight statements with higher levels of agreement.

Strongest agreement from students were; teachers expect me to do my best (4.2/5), teacher provides useful feedback (3.9/5), I feel safe (3.8/5), School looks to improve(3.8/5), teachers motivate me to learn (3.8/5).

The lowest agreement from students were; Teachers treat students fairly (3.2/5), I like being at my school (3.2/5), My school takes students' opinions seriously (3.2/5). The largest increases compared to last year were; I like being at my school (+0.3), My teachers provide me with useful feedback (+0.2), Teachers treat me fairly (+0.2), My teachers motivate me to learn (+0.2).

Intended Destination

Leave Reason	School	
	Number	%
Employment	2	5.9%
Interstate/Overseas	2	5.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	17.6%
Transfer to SA Govt School	12	35.3%
Unknown	12	35.3%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff and personnel who interacted with the school, who are required to be screened by the Screening Unit have had the required screening processes undertaken. Our thorough processes were confirmed through a DECD Screen Audit that was conducted during 2015, we have continued to follow these procedures in 2016.

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	40
Post Graduate Qualifications	8

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	1.0	21.1	0.0	11.8
Persons	1	23	0	16

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

Financial Statement

Funding Source	Amount
Grants: State	\$3880925.25
Grants: Commonwealth	\$62617.95
Parent Contributions	\$93095.72
Fund Raising	\$1833.78
Other	\$165509.42

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

