Ardrossan Area School
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Ardrossan Area School Number: 732

Partnership: Southern Yorke

Name of School Principal: Margaret Roads

Name of Governing Council Chair: Kathryn Cameron

Date of Endorsement:

School Context and Highlights

Ardrossan Area School is located 150km from Adelaide and serves the local community on the eastern side of Yorke Peninsula, stretching from Port Clinton in the north to Pine Point in the south. The school has a category 3 index of disadvantage and and ICSEA value of 970.

The year started with 192 students (including 10 FLO) across R-12. The end of year enrolment was 188 (including 7 FLO); this includes 10 new enrolments and 14 students who left during the year. The enrolment figures include 17 Indigenous students and 14 students with a verified disability. 75 students received school card funding.

Student committees included the SRC and the Resilience Committee. The SRC: 6 School Captains (Junior, Middle and Senior School) and 2 representatives from R-6 classes and 10 students from 7-12. The Resilience Committee had 10 members. Governing Council also includes a student representative.

Highlights for 2016 include:
Term 1 - Year 7 Aquatics, Acquaintance Night, R-2 swimming, Student Leaders' Induction, Sports Days (AAS, Secondary and Primary Inter-school), School Leaders training days, SSSSA Athletics, Governing Council AGM, Parents and Friends AGM, Dinosaur Science performance, Harmony Day activities and R-6 Student, Parent, Teacher interviews.
Term 2 - SACE Aquatics camp, NAPLAN, SAASTA Power Cup, Walk Safely to School Day, YP Vet Visit, AAS Cross Country, Year 8/9 Football and Netball, National Simultaneous Story-time, Resilience Committee 'Pink Day' to raise awareness and funds for Breast Cancer Research, Year 10/11 Music excursion, Music is Fun, SAPSASA Cross Country, IMS Music Camp, Open Basketball, Festival Choir assessment and Better Buddies Day.
Term 3 -Footsteps Dance, Year 12 Formal, Balaklava Eisteddfod, Christan seminars, Cyber- Bullying Police visit, SAPSASA Netball, Football & Athletics, Wear Your Colours Day, Festival of Music Choir Magic Millions and Festival Theatre performance, Open Futsal, AAS Amazing Literacy & Numeracy Race, PAT, SACE Information Night, Course counselling, Nature Play incursion, AAS Open Day, Year 11 Orienteering, Performing Arts Concert and R-2 Adelaide Excursion.
Term 4 - Year 11/12 Biology excursion, Christian seminar, Year 11 Bush-walking,Soccer clinic, Year 3-6 Stockport camp, Year 10 Work Experience, YP Music Showcase, SAPSASA Cricket & Tennis, AAS Presentation Night, SYP Band Tour, Year 3-6 swimming and Year 8/9 Surf Camp.
School assemblies and Kindergarten Transition occurs throughout the year.

Governing Council Report

2016; AAS had a big year of learning, challenges & many successes.   As a school and myself as Governing Council Chairperson, I am extremely proud of what our school and students have achieved in the past year.
Whilst we have had a small but active group of Governing Council members we have been able to achieve many expectations, including policy reviews, educational direction, academic review & financial management with the leadership of Acting Principal Margaret Roads. I would like to take this opportunity on behalf of the Governing Council and personally as a parent to thank Margaret for her leadership and guidance. It has been a pleasure.
On behalf of the Governing Council I can say I have been impressed with the academic, sporting, music and the artistic achievements of our students during 2016, attending last years Presentation Night reflected this with many students taking home multiple awards and certificates. Importantly for our school this demonstrates to other upcoming students and parents a high academic achievement and success is possible.
The school is looking much improved with continued grounds and buildings works and most importantly the new junior primary playground. How fabulous does it look and more importantly how much fun are the youngest students of our school having!
It definitely makes the planning and development of the playground on the school oval a focus for 2017.   With more nature play parks in the pipeline, I am sure many current students will look forward to these new additions.
Finally, as Governing Council Chairperson, I would like to express my appreciation of the hard work and enthusiasm of all current Governing Council members of 2016 and their support.

Kathryn Cameron
Chairperson

Improvement Planning and Outcomes

The School's improvement priorities for 2016 emerged from the analysis of the school data through the self-review process. This resulted in two key priorities:
* Student Achievement: Increased student Literacy (reading) and Numeracy levels across the school.
* Improved Engagement
The External Site Review held in term 4 of 2015, identified the following 3 recommendations for the school; differentiation, evidence driven teaching and learning decisions and a focus on higher order thinking skills and student voice in the construction of plans for teaching and learning.

Professional Development for teachers in 2016 focused on Socratic Questioning, Powerful Learners and differentiation at the curriculum and task level. The intent of these training opportunities was to begin the development of our teachers to better differentiate, engage students in higher order thinking and embrace student voice in the plans for teaching and learning. Student voice continues to be a significant focus for 2017, and has been identified through the Educational Changemakers program as a key project for the schools leadership to drive. Performance management, supported by classroom observations, are designed to provide opportunities for teachers to share their evidence of what changes to practice have occurred as a result of this training and how has it been incorporated in the plans for teaching and learning.

School Standards and Targets were set in the 2015 Site Self Review. The targets were not all met as they are aspirational targets; however improvement was seen in the number of students meeting the SEA requirements. In Running Records for year 1 and 2 there were improvements in achievement and growth in both year levels. The introduction of intervention in the Early Years and Primary Years midway through 2014 using MiniLit and MacqLit has contributed to this improvement. Further evidence of this improvement can be seen in the number of students meeting the SEA in NAPLAN reading results for years 3. The improvement in growth between successive tests in years 3 and 5 is also pleasing. The NAPLAN achievement of students in year 5, 7 and 9 in reading is lower than the school would like; there is some improvement (7%) evident in the school target for overall achievement in relation to Literacy Pro (Lexiles) growth. There is also evidence of higher than expected growth in reading of 36% (expected to 25%) of our students between years 7 and 9.

The school has improved in relation to Numeracy in all year levels except year 5. The introduction of the intervention program, QuickSmart Maths, for years 4 to 8 in mid-2015, is assisting students with improved automaticity. As the school continues to incorporate the strategies used in QuickSmart Maths into general classroom practice and teachers further engage with the Big Ideas in Number approach to teaching Mathematics, it is anticipated that further improvements will result.

In Stage 1 English, there was a 5.82% improvement in the number of students achieving a C grade or higher. In Stage 1 Maths there was a 4.17% decrease in students achieving a C grade or higher. Both of these percentages reflect the data for one student. All students achieved their PLP. In Stage 2, all students enrolled in October 2016 completed their SACE. The focus for year 11 and 12 is to ensure subject counselling is effective in supporting the student to complete their SACE and reflective of their chosen pathway. The school will continue to encourage and support students to access VET qualifications as part of their SACE through maximising the TTG opportunities; particularly through the schools TTC and through SAASTA.

The self review process resulted in the agreement that the 2016 priorities remain the focus of 2017.

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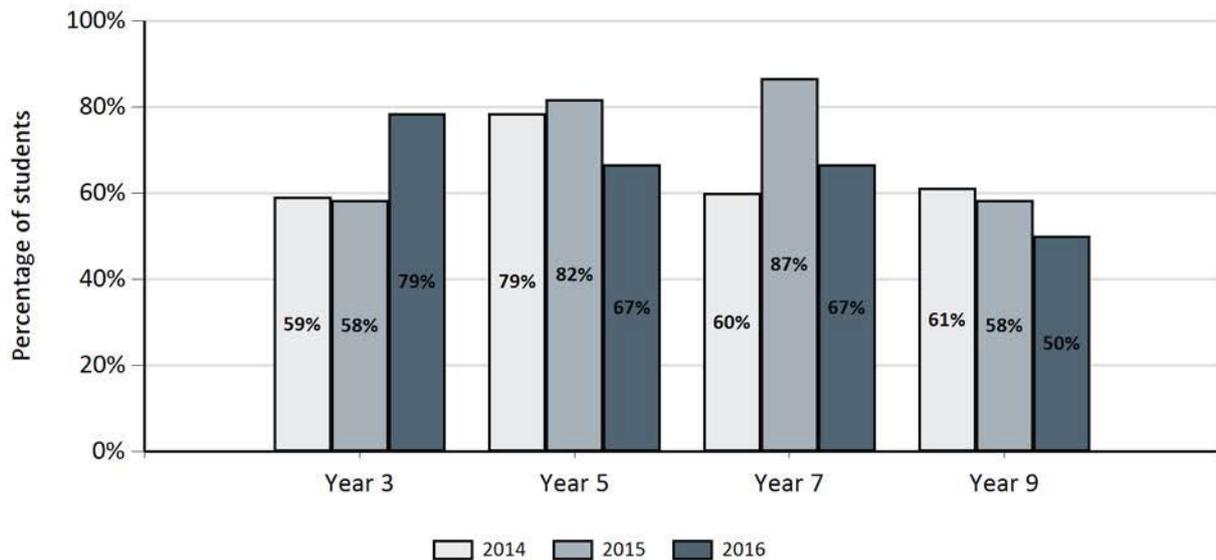
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
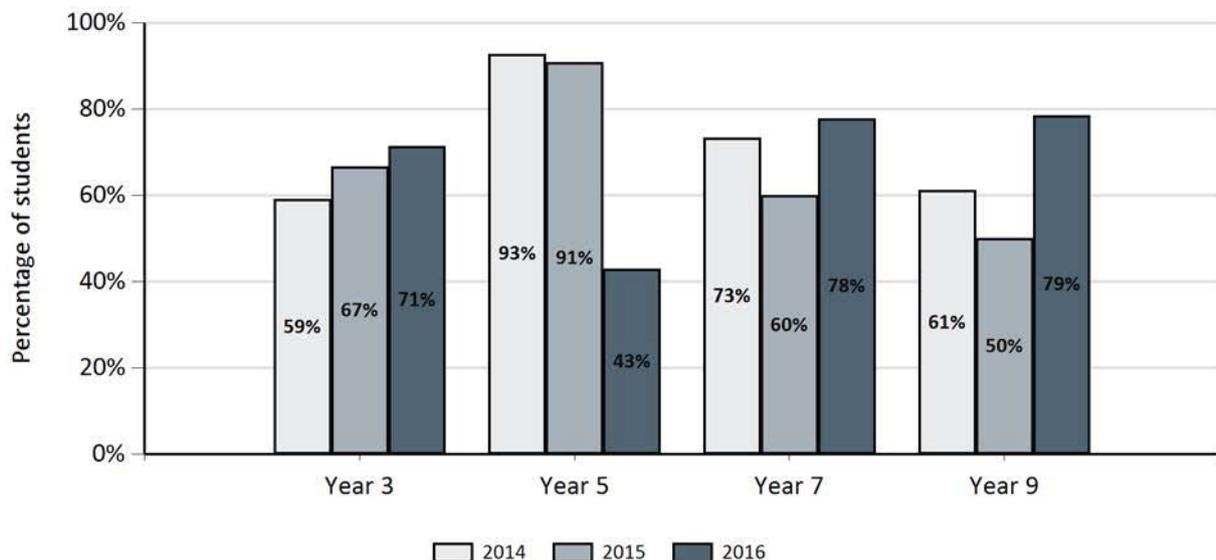
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NAPLAN Progress

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	18%	57%	36%	25%
Middle progress group	65%	36%	36%	50%
Upper progress group	18%	7%	27%	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	69%	54%	25%	25%
Middle progress group	19%	46%	50%	50%
Upper progress group	13%	0%	25%	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	14	14	6	2	43%	14%
Year 3 2014-16 Average	16.0	16.0	4.0	2.7	25%	17%
Year 5 2016	21	21	3	1	14%	5%
Year 5 2014-16 Average	15.3	15.3	2.7	1.3	17%	9%
Year 7 2016	18	18	1	2	6%	11%
Year 7 2014-16 Average	16.0	16.0	1.0	1.3	6%	8%
Year 9 2016	14	14	1	1	7%	7%
Year 9 2014-16 Average	14.7	14.7	1.7	1.0	11%	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
82%	97%	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.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	0%	0%	0%
A-	0%	10%	8.33%
B+	12%	10%	12.5%
B	24%	29%	20.83%
B-	24%	26%	12.5%
C+	12%	19%	25%
C	12%	3%	8.33%
C-	0%	0%	12.5%
D+	6%	0%	0%
D	0%	0%	0%
D-	12%	0%	0%
E+	0%	3%	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
100%	100%	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	66.67%	44.44%	80.0%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%

School Performance Comment

As outlined in the Improvement Planning and Outcomes section, the schools performance shows improvement in the achievement in reading in Years 1 to 3 evident in Running Records results, NAPLAN and Literacy Pro data sets for these year levels. The introduction of intervention programs of MiniLit and MacqLit two and a half years ago and the application of some of these strategies back in the classroom can be attributed to this improvement. Training all reception to year 6 teachers in Jolly Phonics and/or Jolly Grammar is also providing a platform for improvement.

The higher than desired low growth between tests for year 5 to 7 and year 7 to 9 is an area of some concern. The monitoring of Literacy Pro each 5 weeks for students in year 4 to year 10 and the use of the analysis tool in PAT R(C) will continue and teachers will be required to discuss how they are embedding the literacy (including reading) needs of students into their plans for teaching and learning. The higher growth in years 7 to 9 is better than the expected higher growth rate. The performance of students in the upper two band of NAPLAN is consistent with other years, however, there is an increase in the number of year 3 students achieving in these upper bands. This indicates that these strategies and the capacity of our teachers to embed the literacy needs of students into their teaching across all learning areas is having some impact.

NAPLAN numeracy performance against the SEA in years 3, 7 and 9 was better than in the previous 2 years, however there is lower than expected growth between year 5 and 7. Year 5 performance was lower than in the previous 2 years. This lower performance is mirrored in the higher than expected number of students with low growth between year 3 and 5 tests. The development of a whole school numeracy approach, a refocus on the Big Ideas in Number and the continued incorporation of some of the automaticity strategies from the intervention program, QuickSmart Maths, into classroom practice should see an improvement in growth and upper band achievement or retention.

SACE results reflect a continued 100% achievement of grades at Stage 2 that are a C- or higher. There is also an increase in the number of students completing their SACE with a VET component. This is reflective of the increasing number of complex young people. The high level of individual case management for each student and the often long term, close connections between school and families has enabled our senior secondary students to stay engaged. Every effort is also made to provide a range of opportunities to students to access appropriate subjects and courses. While completion rates have been 100% for some years, the school continues to work hard to rectify the potential completer enrolment difference between February and October at year 12. In 2016, we started the year with 7 year 12 students and by October this had reduced to 5.

Attendance

Year level	2014	2015	2016
Reception	93.3%	93.3%	92.3%
Year 01	87.5%	93.0%	93.3%
Year 02	93.0%	90.1%	94.3%
Year 03	88.9%	94.8%	88.8%
Year 04	92.0%	90.6%	93.5%
Year 05	94.6%	95.3%	88.0%
Year 06	90.6%	90.4%	95.0%
Year 07	86.9%	88.7%	92.1%
Year 08	88.9%	86.5%	90.8%
Year 09	89.6%	80.5%	85.9%
Year 10	84.8%	86.9%	85.2%
Year 11	86.7%	87.9%	79.4%
Year 12	81.4%	87.6%	81.4%
Total	89.7%	89.8%	89.9%

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

Attendance Comment

In 2016, the Leadership team, staff and in particular our School Counsellor continued to focus on working with families with patterns of poor attendance. There was close liaison with the DECD Attendance and Engagement Social Worker in regard to students with chronic non-attendance.
The MGM text messaging service ensured families were alerted to student absences and this continued to provide an avenue for parents to provide reasons for non-attendance.
Home group teachers followed up for unexplained absences and/or frequent unexplained absences, as per the school guidelines and procedures.

Behaviour Management Comment

In 2016, there were 9 suspensions and 1 exclusion for actual or threatened violence. Some students have been suspended more than once for this behaviour. In comparison to 2015, this is a decrease of 13. Working in conjunction with the Behaviour Support Coach, parents/carers and students with specific behaviour management needs, the development of individual student behaviour support plans and Individual Learning Plans will continue to be a focus of the schools behaviour management processes.
The number of suspensions for harassment was 4 in total. This is the number same as 2015. The harassment included physical bullying, sexual and verbal. The school continues to take a no tolerance approach to harassment.

Client Opinion Summary

The Student Opinion Survey saw improvement in all but one area, namely Teachers at my school treat students fairly (reduction from 3.9 to 3.8). The most significant improvements were in regard to the questions My teachers motivate me to learn and I like being at my school. The lowest rating was for the question Student Behaviour is well managed at my school. This result is consistent with the previous year. Greater investigation by the SRC and Resilience Committees into what is generating this low rating will be required in 2017.
The Parent Opinion Survey saw a decline in all areas. (Note: only 13 responses were received). The greatest decline was in response to the questions Teachers at this school expect my child to do his or her best, Teachers at this school treat students fairly and My child likes being at this school. The later is in contrast to the student opinion. The parent responses indicate that a focus needs to be on growing the understanding of our school community on what the school is doing to improve teaching and learning and what we are doing to modify behaviour. There is also some misconception on what constitutes both fairness and equity. This will be ongoing work with the community.
The Staff Opinion Survey looked at four key areas of Quality of Teaching and Learning, Support of Learning, Communication and Relationships and Leadership and Decision Making. On average, there was a decline of 0.2, with highest in Leadership and Decision Making with 0.31. This result is not unexpected considering the school had a sudden change in leadership, with several leaders and a teacher needing to step up to higher duties due to prolonged ill health of the Principal (Karen Bond).

Intended Destination

	School	
Leave Reason	Number	%
Employment	2	6.3%
Interstate/Overseas	4	12.5%
Other	1	3.1%
Seeking Employment	1	3.1%
Tertiary/TAFE/Training	1	3.1%
Transfer to Non-Govt School	4	12.5%
Transfer to SA Govt School	10	31.3%
Unknown	9	28.1%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

AAS complies with the requirement for Criminal History Screening. Through the Human Resource System in EduPortal, Teacher registration is monitored and new staffs are asked to provide a copy of their registration certificate for sighting by the Principal. For School Support Officers, Bus Drivers and Grounds Staff DCSI Screening are monitored through the Human Resource System in EduPortal and new employees are asked to provide a copy for sighting by the Principal. Volunteers, including Community Mentors, are also required to provide their original screening for sighting and a copy is filed.

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	25
Post Graduate Qualifications	5

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	16.3	0.6	7.6
Persons	0	17	1	12

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

Financial Statement

Funding Source	Amount
Grants: State	$2,945,640.01
Grants: Commonwealth	$91,610.88
Parent Contributions	$77,860.20
Fund Raising	$1,656.83
Other	$27,854.04

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	This funding is primarily for FLO enrolments. These students, worked with a case manager to assist with their learning in English and Maths and pathways exploration and to access work placements in some cases.	Attendance and achievement for FLO students improved.
	Improved Outcomes for Students with an Additional Language or Dialect	Supported students to improve their EALD Level and engage in their classroom learning through individual and small group withdrawal 3 hours week with a teacher initially and then an SSO once the program was established.	The students all grew at least one EALD Level over the year.
	Improved Outcomes for Students with Disabilities	This funding was primarily converted to SSO hours. These hours were used to provide intervention programs to these students and in class support.	The improved Running Record and Literacy Pro levels of these students.
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	The RIF money was used to fund transport to curriculum connected camps, excursions and performances . The APAAS funding for ATSI students in years 11 and 12 was used to increase ACEO support for these students and their families. The Early years funding was used to keep junior Primary classes smaller, provide literacy intervention for students without a disability and professional learning for teachers. Conversion to SSO support in the classroom. Building the capacity of teachers to make consistent judgments through collaborative moderation and effective task design and how to differentiate the curriculum though professional learning.	Access to programs not available locally. All senior secondary ATSI students achieved or on track to achieving their SACE. Improved Running Record results.
Program Funding for all Students	Australian Curriculum	N/A	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Used to improve Literacy and Numeracy of students performing below SEA of their year level through the intervention programs of MiniLit, MacqLit and QuickSmart Maths. Also used to fund the Community Mentor Program.	Improved and improving Running Record, NAPLAN and PAT R & M results from Yr 1- 8
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	This funding releases the Counsellor at a B1 level to work with students and families with a focus on attendance and well-being.	Improving attendance of some of our chronic and habitual non-attenders.