



# Port Broughton Area School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Port Broughton Area School Number: 741

Partnership: Northern Yorke

Name of School Principal:

Mrs Tyler Hogan

Name of Governing Council Chair:

Mr Edward Dolling

Date of Endorsement:

26th February 2018

## School Context and Highlights

Port Broughton Area School is located 170 km north west of Adelaide and serves the local communities of Mundoora, Clements Gap, Wokurna and Fishermans Bay. The school has a Category of Disadvantage of 5 and a ICSEA value of 961.

The school enrolment numbers continue to be maintained close to 140 with a number of students departing and also new unexpected enrolments throughout the year. The year started with 142 enrolments including (12 FLO) and ended the year with 140 (including 12 FLO). Of our enrolment 8 student identify as indigenous, 14 students are verified with disability and 20% of families received school card funding.

In 2017 we welcomed Jane Swan to the staff to teach Japanese, Andrew Smith for Agriculture and Science. Daniel Springham also started in 2017 as a Physics and Maths teacher.

Student choice in curriculum offerings continued to be a determining factor in the curriculum offering in Years 9 to 12, with Agriculture being a new choice for our students.

Highlights for 2017:

Term 1 - Footsteps Dance performance, Year 3/4 chickens hatching, Evening of Entertainment, Governing Council Afternoon Tea, Combined Bute, Snowtown and Port Broughton Sports Day, Harmony Day

Term 2 - Reconciliation Day, Science and Engineering challenge, Red Nose day

Term 3 - Festival Choir, Movie Night, Little Big Bang Discovery Club, Mambray Creek camp, School/Kindy FamilyChats

Term 4 - Start of STEM building works, Austdrive, Aquatics Camp,

## Governing Council Report

On behalf of the 2017 Governing Council, I would like to thank both Principal, Tyler Hogan and Deputy Principal, Joelene Anderson for their dedication and support throughout the school year.

The Governing Council is excited with the fast-approaching Science, Technology, Engineering and Mathematics (STEM) hub development.

The Canteen has been relocated and the STEM zone is ready for construction, being driven by Nick Turra his efforts and reporting to the Governing Council has been outstanding.

On the 24th of March, we were privileged to attend the Evening of Entertainment which was a huge success raising a substantial \$12,000.00 towards the STEM hub. Congratulations to the Evening of Entertainment committee for such an outstanding effort towards this project!

As a result of our four – yearly major external school review last year signage was a directive for our school. The Governing Council approved the installation of the new L.E.D sign fronting the Spencer Highway. This will help engage our community as well inform on all essential dates and happenings with our school.

The Governing Council values all PBAS teachers and staff for the dedication and commitment to the education of our students and applauded the inclusion of an Ag programme this year. I believe this is a great addition for our school giving more opportunities and insight to one of our regions dynamic industries.

Thank you to all volunteers who have helped and supported the school and governing council throughout the year at events such as Sports Day, Camps, Canteen and in the class room. It is fantastic to see a positive focus towards our school, with friends and families working together ensuring our students receive the best opportunities we can provide.

Finally, I would like to thank all the 2017 Governing Council councillors and special thanks to the retiring councillors from 2016, Leah Bubner, Ed Charlton and John D'Antonio.

## Improvement Planning and Outcomes

Three Improvement teams continued in 2017 under the leadership of Joeline Anderson, Nick Turra and Dave Remfry. Learning focussed on parent engagement and student intervention for a range of levels. Teachers were also involved in working with students following PAT testing to discuss their reasons for choosing answers. Individual goal setting was a focus and students were asked to evaluate their achievements against their goals in Year 1/2 and 3/4 with the trialling of different strategies. Feedback to parents was also a key focus of this group

The Teaching Group has largely focussed on the development of a new STEM facility including the buildings, resources and curriculum. This has involved considerable consultation amongst staff and the Governing Council. There has been continuing discussions about changes in pedagogy and how the STEM resources can be fully utilised.

Wellbeing have continued to discuss attendance, bullying and possible physical improvements to the school to be more inclusive. In 2017 as a result of the MDI survey staff nominated if they were keen to be silent mentors to individual students, with staff commenting that by the end of the year many of these vulnerable students were actively participating in conversations with an adult in the school. Stronger links were also developed with Barunga Village with classes of students visiting for curriculum and wellbeing.

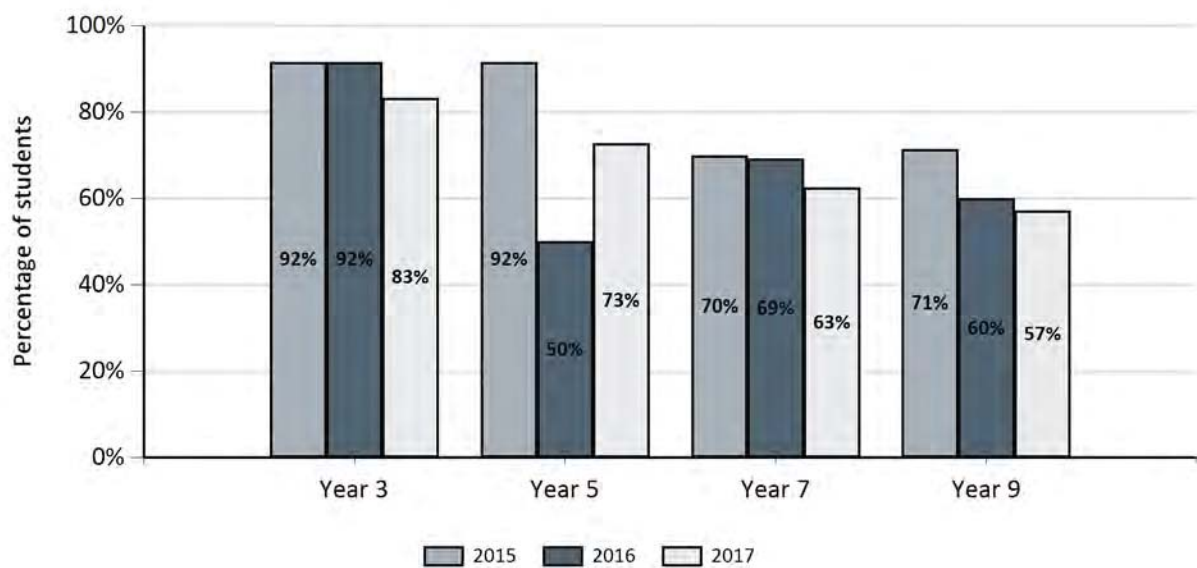
Intervention has continued in Literacy and Numeracy. Again teachers have largely provided the intervention at an individual level, in small groups and in whole class situations. Using the tools from Big Ideas in Number the aim has been to move students through the levels of thinking to see movement by individuals. Focussing on engaging parents and increasing student voice classes in the primary area trialled the use of an 'app' to communicate with families and provide a more ongoing record of achievement. 'Seesaw' was used by the Reception/1, 1/2 and 3/4 class. This will be extended in 2018 to include the Kindy and Year 5/6 class. Teachers in year 7 and above have chosen to also use this to report student achievements.

## Performance Summary

### NAPLAN Proficiency

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

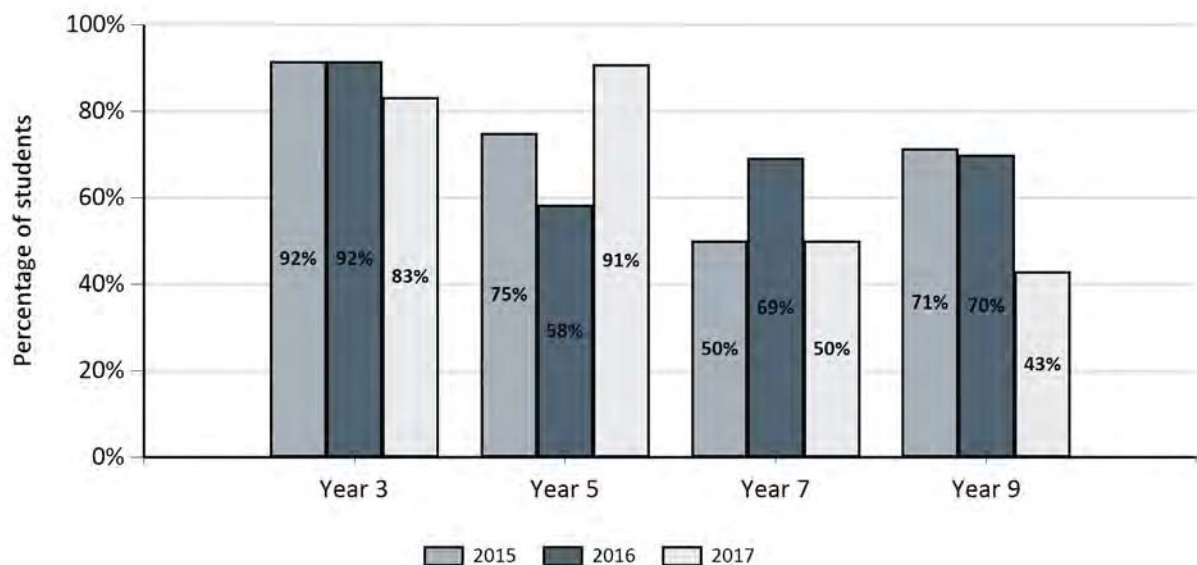
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	10%	40%	17%	25%
Middle progress group	60%	40%	50%	50%
Lower progress group	30%	20%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	40%	20%	20%	25%
Middle progress group	30%	40%	60%	50%
Lower progress group	30%	40%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	6	6	3	1	50%	17%
Year 3 2015-17 Average	10.0	10.0	3.7	3.3	37%	33%
Year 5 2017	11	11	2	3	18%	27%
Year 5 2015-17 Average	11.7	11.7	1.7	2.3	14%	20%
Year 7 2017	8	8	1	2	13%	25%
Year 7 2015-17 Average	10.3	10.3	1.0	0.7	10%	6%
Year 9 2017	7	7	1	1	14%	14%
Year 9 2015-17 Average	10.3	10.3	0.3	1.0	3%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>Includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
100%	85%	94%	96%

Data Source: SACE Schools Data reports, extracted February 2017.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	6%	3%	0%	0%
A-	6%	0%	6%	8%
B+	0%	8%	14%	12%
B	6%	10%	29%	31%
B-	24%	23%	9%	23%
C+	41%	8%	17%	15%
C	18%	26%	11%	4%
C-	0%	8%	9%	4%
D+	0%	3%	3%	0
D	0%	0%	3%	0
D-	0%	3%	0%	4%
E+	0%	5%	0%	0
E	0%	5%	0%	0
E-	0%	0%	0%	0
N	0%	0%	0%	0

Data Source: SACE Schools Data reports, extracted February 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	100	100	100	100
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

## School Performance Comment

To have students achieving in the higher results in SACE has been a goal and it was pleasing to see this occur in 2017.

Running Records results continue to improve with all Year 1's achieving standard 16 or higher by the end of Term 3. All but 1 Year 2 also achieved the DECD standard of level 21 or above. The targeted use of the Reading Recovery program has identified students in the Early Years and can be attributed to the excellent achievement of students both in Running Records and NAPLAN in Reading for Year 3 and 5, with 50% of Year 3 students achieving in the 2 higher bands.

These results are reflected in the consistent high results achieved in Reading in the NAPLAN where the small cohort actually means that a total 8 students across Year 3, 5, 7, and 9 didn't meet the standard. Pleasingly the number of students with identified disabilities also attempted NAPLAN and their results are included.

Numeracy, which has been a focus with intervention, and a more cohesive and common approach, has seen significant improvement in the number of students who have made middle and upper level progress from Year 3 to 5 and 7 to 9.

As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

## Attendance

Year level	2014	2015	2016	2017
Reception	92.7%	93.7%	93.2%	97.0%
Year 1	92.2%	89.8%	95.9%	92.8%
Year 2	93.3%	91.6%	93.3%	94.8%
Year 3	95.0%	91.6%	93.7%	96.4%
Year 4	94.8%	93.6%	93.4%	92.7%
Year 5	92.3%	93.3%	89.7%	92.6%
Year 6	91.8%	93.3%	90.2%	94.3%
Year 7	95.0%	89.6%	93.5%	90.1%
Primary Other	100.0%			
Year 8	91.9%	93.7%	93.2%	89.5%
Year 9	89.7%	92.1%	93.4%	91.2%
Year 10	87.6%	86.0%	86.8%	92.6%
Year 11	86.2%	92.6%	88.8%	76.6%
Year 12	85.3%	92.6%	87.3%	85.9%
Total	91.8%	92.0%	91.8%	91.5%

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

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

## Attendance Comment

The process for following up non-attendance has certainly been a system improvement and has seen more explained absences. The student counsellor has continued to send out letters of concern for non-attendance. Following discussion with Governing Council the process of recognising high attendance continued and this has seen a number of students achieve recognition for attendance where attendance had previously been a concern. Families still continue to take holidays during term time. Year 11 attendance was significantly impacted by a small number of students who rarely attended.

## Behaviour Management Comment

In 2017 there were 77 Focus room incidents recorded and only 29 behaviour interventions recorded, which are to look for repeated behaviours. The number of Focus Rooms is consistent with 2016, however the number of behaviour interventions has reduced significantly by 60. There was only 1 suspension and 3 internal suspensions in 2017. The majority of incidents were related to Violence: threatened or actual and Threatening Good Order.

## Client Opinion Summary

From the parent opinion survey with a very small number of responses (only 11) maintaining the school grounds and the management of student behaviour continue to be the areas raised of most concern.

Student opinions clearly believe that staff expect them to do their best, motivate them and provide valuable feedback.

Staff responses to the opinion survey were largely positive with average ratings above 4 for all but staff being supportive and receiving feedback. A significant positive was staff acknowledging that as a school we are always looking at ways to improve.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	6.3%
Interstate/Overseas	2	6.3%
Other	0	NA
Seeking Employment	1	3.1%
Tertiary/TAFE/Training	1	3.1%
Transfer to Non-Govt School	3	9.4%
Transfer to SA Govt School	13	40.6%
Unknown	10	31.3%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

The recording of Relevant History Screenings is kept on a spreadsheet with tabs for staff, students and volunteers. They are listed in alphabetical order by name with the screening type (DCSI), the date it was approved and the expiry date.

## 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	29
Post Graduate Qualifications	10

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.9	0.0	6.3
Persons	0	17	0	10

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

## Financial Statement

Funding Source	Amount
Grants: State	2560435.87
Grants: Commonwealth	2544.35
Parent Contributions	98079.70
Fund Raising	16210.49
Other	43525.08

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

## 2017 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	SSO's were employed to work with students 1:1 as well as in small groups and provided in class support.	Identified students were supported to be part of mainstream classes
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 was used to support an ACEO visit to our school during the year where she worked with the students on cultural awareness. She worked with families and students to develop and share their culture.  Rural and Isolate funding was used to help fund transport for our students to a variety of educational opportunities including performances, excursions, activities and camps.  Students that were identified with learning difficulties from data were provided with additional support both by teachers and SSO's.  Australian Curriculum funding was used to release teachers to plan and program together and attend T & D for new initiatives.	A high proportion of our students and were able to access a broad curriculum and a wide variety of activities despite their location.
	Program Funding for all Students		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding was used to provide intervention programs in literacy and numeracy across the school targeting individual and small groups of students.	Targeted intervention has seen an increase in engagement and in reading and PAT.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
Primary School Counsellor (if applicable)		These funds were used to employ a whole school counsellor. He provides individual support to students as well as pro-actively helping classroom teachers to deliver the Child protection Curriculum/.	Students actively seek out the counsellor as required.