

Port Broughton Area School 2016 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 Ed Dolling

Date of Endorsement:

06/03/2017

School Context and Highlights

Enrolments for students attending Port Broughton Area School were at 143 by Term 4 with slight variations occurring throughout the year as students enrol and also depart. There were very few staff changes for 2016 with all staff from 2015 returning, Sean Broughton-Wright taking on a variety of roles and the addition of a new SSO, Julie Stoeckel. During the year Alison Schmid left which has meant that Spanish no longer continued after nearly 2 years. Working with the partnership schools, Japanese was chosen as it would appear to be more sustainable, with Sean supporting this in term 4. For 2017 it is planned to share a teacher with Moonta so that face to face Japanese can continue.

Students were given a larger number of choices for curriculum in Year 9-12, with students still choosing Certificate I and II in Automotive as part of the Trade Training Centre.

The Breakfast Club, which was trialled at the end of Term 4 2015, was continued and well supported by the students throughout 2016. Late in the year, outside support was offered, which will continue in 2017 providing more variety.

There has been a definite increase in the profile of the Student Representative Council as they planned more activities for the whole student body and were particularly instrumental in the further development of the bike track for senior students. Students also met with the local parliamentarian to express their views about how to support local students in our community.

The external review provided detailed feedback and suggestions for improvement, which were used in the development of the Site Improvement Plan for 2017.

All staff were involved in Network Learning groups across the partnership, with parent workshops in Maths and a change to pedagogy, being a significant outcome of these sessions.

Governing Council Report

The Governing Council and the Staff of the School have been working together to develop and secure the best opportunities for the PBAS students of today and into the future. The Governing Council are excited about the development of the Science, Technology, Engineering and Mathematics (STEM) hub in 2017. The Hub will provide students exposure and access to leading technology and educational tools to expand career options post school. As a way to contribute towards the STEM hub development, the governing council is fully supporting the sub committee for the Evening of Entertainment which is to be held in 2017. Raising much needed funds for the benefit of all students.

During May the school and the governing council participated in the four-yearly major school review by DECs. Two independent assessors visited to view first hand every aspect of the schools operations. As a result, directives were received which were implemented, ensuring our students are gaining a quality publicly funded education.

The governing council values and supports all PBAS teachers and staff for their dedication and commitment to our students. Their commitment makes a difference and has a positive impact to their education and lives on a daily basis.

The governing council thanks the many volunteers who have helped and supported us during 2016 at sports day, busy bee and in the canteen. A special thank you to councilor Sarah Wilson-Turra for her efforts operating the breakfast club as well as many other initiatives, resulting in Sarah receiving the 2016 Volunteers Award for Outstanding service.

Special mention of thanks also to councilor Leah Bubner for all the energy she put towards the Out of School Hours Care (OSCH). It was inspiring to see her initiative and hard work researching and surveying towards this.

Finally, thank you to all 2016 governing council members, and special thanks to Julie Clifford and Christine Harding for their outstanding service who retired during 2016.

We look forward to 2017 school year and encourage all parents and friends of the school to continue being a part of our community, helping and volunteering.

Improvement Planning and Outcomes

Three Improvement teams continued in 2016 under the leadership of Joelene Wilden, Nick Turra and Dave Remfry. Numeracy and Literacy 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.

For targets in Numeracy and Literacy of 80% achieving the standard in NAPLAN in Year 3, 5, 7 and 9, the target was only met at Year 3 level. One key difference to previous years is that we had no exemptions and only 2 students did not attempt the tests as a result of unavoidable circumstances. All NEP students completed the tests. Individual students were identified through the NAPLAN and 2015 PAT test results for individual and group intervention. Year 9 and 10 Maths was separated into 2 separate classes and there was a whole school approach to growth mindset, consistent application of strategies and language. This has seen an increase in the percentage of students who have met the target in most year levels. In some year levels the increase has been by 40%.

The number of students achieving in the higher bands is still disappointing, with the Year 3's the only group to meet the target result. Targeted intervention for reading continues to produce results, with 83% of our Yr 1's exceeding our school targets (100% exceed DECD Standards) and 73% of Year 2 exceeding the school standard.

Wellbeing has continued to look at attendance with consistent figures of 92% for a number of years. Having completed the DECD MDI survey there has been an increased awareness of the issues facing the middle school students and will be the basis for discussion in 2017. This strongly influenced the priorities of the 2017 Site Improvement Plan.

Teaching and Learning have focussed on task design and moderation of student work. Whilst student feedback was a target, it was not used extensively by staff and therefore the recommendation for 2017 is to develop processes to ensure that student feedback is completed using TfEL Compass tool and that this feedback, together with self review, is a key component to performance development conversations.

From the External Review recommendations were:

1. Develop and enact a cycle of improvement with a documented plan and timelines for regular and systematic development, enactment, review and evaluation.
2. Explore and enact pedagogies that support students to develop perseverance and to deepen and stretch their learning in all curriculum areas.
3. Strengthen and advance teachers' key pedagogical practices by using a range of performance development processes, aligned to Professional Development Plans and SIP priorities.
4. Explore ways of enabling greater student influence in the learning process, and greater connection of the SRC with the school's improvement agenda.

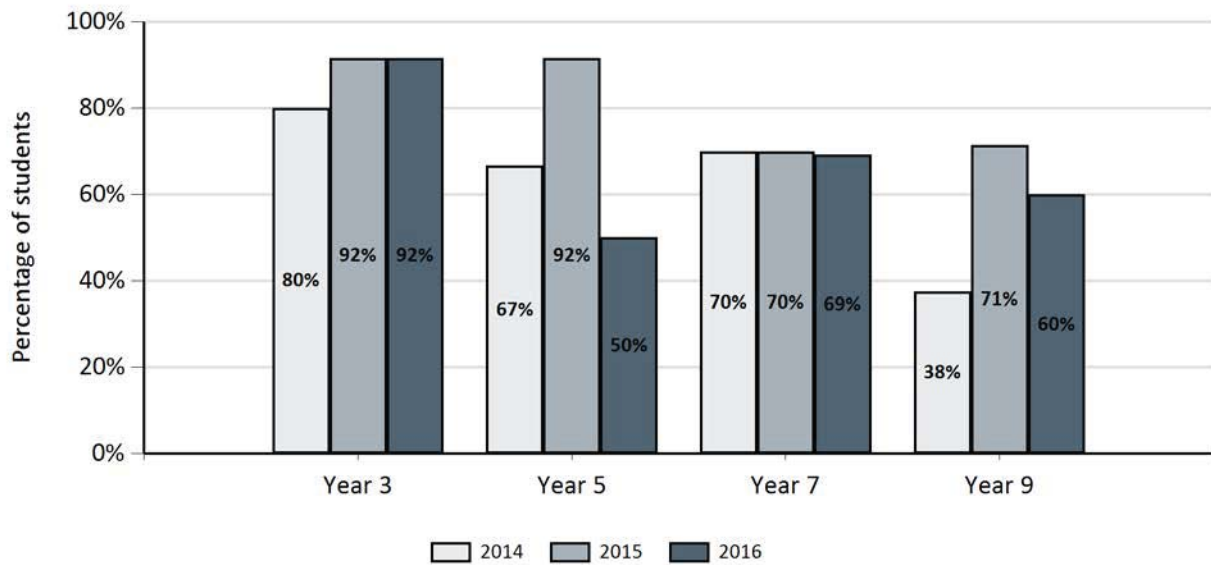
Planned focus groups for 2017 as a result of a review of 2014-2016 SIP have resulted in Wellbeing, Teaching and Learning with a focus on all three areas being the responsibility of the whole school, parent and student engagement.

Performance Summary

NAPLAN Proficiency

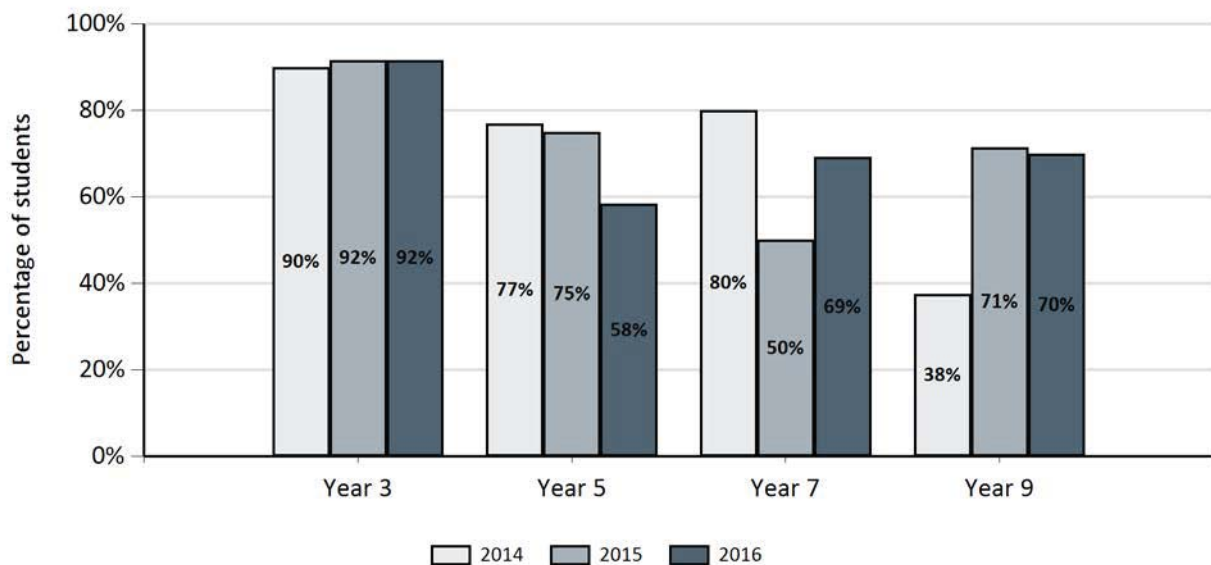
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	25%	27%	44%	25%
Middle progress group	63%	45%	56%	50%
Upper progress group	13%	27%	0%	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	13%	36%	11%	25%
Middle progress group	50%	45%	67%	50%
Upper progress group	38%	18%	22%	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	12	12	5	4	42%	33%
Year 3 2014-16 Average	11.3	11.3	4.0	3.3	35%	29%
Year 5 2016	12	12	0	0	0%	0%
Year 5 2014-16 Average	12.0	12.3	2.3	2.0	19%	16%
Year 7 2016	13	13	1	0	8%	0%
Year 7 2014-16 Average	11.0	11.0	1.3	0.3	12%	3%
Year 9 2016	10	10	0	0	0%	0%
Year 9 2014-16 Average	10.7	10.7	0.3	0.7	3%	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
100%	85%	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.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	6%	3%	0%
A-	6%	0%	5.7%
B+	0%	8%	14.3%
B	6%	10%	28.6%
B-	24%	23%	8.6%
C+	41%	8%	17%
C	18%	26%	11.4%
C-	0%	8%	8.6%
D+	0%	3%	2.8%
D	0%	0%	2.8%
D-	0%	3%	0%
E+	0%	5%	0%
E	0%	5%	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	100%	100%	100%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			

School Performance Comment

The noticeable decline in the number of Year 5's achieving at or above the benchmark is immediately attributable to the absence of the only 2 students in the whole cohort eligible to undertake NAPLAN. 100% of our students who were able to attend school during the NAPLAN tests completed the tests. The results therefore take into account the students who are identified as students with a disability and have a Negotiated Education Plan.

The growth of our students in Numeracy shows a significant improvement across all year levels in the upper progress group which is a reflection on a focus of problem solving and the intervention program with Joelene Wilden. We need to address how we might increase the progress of our Year 7/9 students, particularly as no students are in the upper progress group. The number of students who achieve in the higher bands has shown a decline, other than in Year 3, where there is a large proportion of students in the higher bands.

The number of students in the higher bands is also replicated in our SACE results and the A-E grades of our students, where only 4.7% of our grades are an A at Year 7-10 and only 5.7% of Stage 2 grades are in the A band.

In Reception 87% of the students met the Running Records DECD standard, 100% of Year 1's and 73% of Year 2's met the minimum standard. Those that did not meet the standard will be supported with the Reading Recovery Program in 2017.

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
Reception	92.7%	93.7%	93.2%
Year 01	92.2%	89.8%	95.9%
Year 02	93.3%	91.6%	93.3%
Year 03	95.0%	91.6%	93.7%
Year 04	94.8%	93.6%	93.4%
Year 05	92.3%	93.3%	89.7%
Year 06	91.8%	93.3%	90.2%
Year 07	95.0%	89.6%	93.5%
Primary Other	100.0%		
Year 08	91.9%	93.7%	93.2%
Year 09	89.7%	92.1%	93.4%
Year 10	87.6%	86.0%	86.8%
Year 11	86.2%	92.6%	88.8%
Year 12	85.3%	92.6%	87.3%
Total	91.8%	92.0%	91.8%

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

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

Attendance Comment

In 2016 there has been a significant focus on contacting parents via sms, by 11am on the day of student absences, to reduce the number of unexplained absences. Letters were sent home twice termly to parents with unexplained absences still outstanding. In addition the student counselor sent home letters regularly to parents where there were more than 10 days of absence in a term to explain the significance and effect of this.

Behaviour Management Comment

There were 100 incidents that were recorded on the system in 2016, this reflects a decline of 20 since 2015. The majority of the incidents were Violence - Threatened or actual. Staff have used behaviour interventions to record minor behaviour concerns so that repeated behaviours are monitored more closely.

Client Opinion Summary

From the student opinion survey key findings were that students rated student behaviour management as only 3.7 out of 5 which was the lowest score. Other areas below 4 were being able to talk to teachers about their concerns, how well the school is maintained and liking being at school. The area rated most highly was that teachers expect them to do their best.

For the parents, we received a very small sample of returns, only two areas were rated below 4 which were behaviour management and taking parents opinions seriously. Again the highest rating was that teachers expect their children to do their best.

The maintenance of the school and receiving feedback on their work were two areas that were raised by staff, receiving a rating below 4. Staff rated the schools willingness to seek ways to improve very highly, which provides a good basis with which to strive for improvement in the identified areas.

Feedback is an area that will be a focus in 2017, as this is also closely related to the recommendations from the external review. During the latter part of the year, some extra measures were put in place and will be continued for 2017 that we will expect to see an improvement in the maintenance of the school.

A review of the behaviour management processes occurred in 2016 so it will be important to revisit this and attempt to extract where the areas of concern are for parents and students.

Overall the school has rated above 4 for most of the questions which suggests overall general satisfaction.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	12.1%
Other	0	NA
Seeking Employment	1	3.0%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	21.2%
Transfer to SA Govt School	10	30.3%
Unknown	11	33.3%
Unknown (TG - Not Found)	0	NA

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

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	25
Post Graduate Qualifications	9

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	12.6	0.0	7.3
Persons	0	14	0	12

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

Financial Statement

Funding Source	Amount
Grants: State	2612055.19
Grants: Commonwealth	35706.00
Parent Contributions	122063.78
Fund Raising	14328.15
Other	60532.55

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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	SSO's were employed to work with students in 1-1 situations as well as in a small group and provide 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	Funding was used to support an ACEO visit to our school regularly over the year. She supported students and engaged with family to help students identify with their culture. Rural and isolated students finding was used to help fund transport for our students to attend a variety of educational opportunities including performances, excursions, activities and conferences.	A high proportion of our students met the standards and were able to access a broad curriculum and a wide variety of activities despite their location.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Student with learning difficulty funding was used to provide additional support to students through SSO support. Australian Curriculum funding was used to release teachers to work together on planning and for staff to undertake T & D in moderation.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Better Schools funding was used to provide intervention programs in literacy and numeracy across the whole school with specialist teachers. This involved extending and engaging students.	targeted intervention has seen an increase in reading levels and PAT results.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Funding was used to create a whole school student counsellor who works with all students and is easily accessible to students. He support teachers with the Child Protection Curriculum and provides support to families.	A large number of students access him for support and counselling.