Roxby Downs Area School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education
and Child Development

Roxby Downs Area School Number: 1817

Partnership: Far North

Name of School Principal: Stephen Bennett

Name of Governing Council Chair: Di Gardiner

Date of Endorsement: 1st March 2017

School Context and Highlights

During 2016 we welcomed a total of 22 new faces to our staff, and had 7 staff go on maternity leave throughout the year. The challenge of being able to find suitable replacements for staff who go on leave within a year is always significant, making 2016 a particularly challenging year. In 2017 we will welcome 20 new teachers to our staff, which represents a 30% turn over. Large class sizes and a significant shortage in relief teachers have impacted significantly on staff workload and wellbeing. Attraction and retention of staff remains a key challenge, along with finding TRT staff.

In 2016 the site implemented a new intervention policy in the key areas of literacy and numeracy. All classes in Year R to 6 were provided with support for up to 20 hours per week. SSO's were allocated to a specific class, to provide continuity, and allow teachers to plan jointly with SSO's to ensure the support provided in the class was targeted to the area of greatest need and based on the learning data provided.

This year has seen the expansion of our data management system (Day Map). It is now used to manage daily attendance rolls, assessment and reporting, the daily lesson relief structures, student timetables and daily diaries, student and staff daily notices, parent communication, behaviour management records, dissemination of assignments to students and the feedback to students of summative assessment tasks. Secondary teachers have also begun trialling the 'flip classroom' approach, videoing lessons so that students can view the lesson on-line if they were absent, or at a later date if they need a reminder of the theory presented.

2016 has seen the continuation of our efforts to put Information Technology (IT) resources in the hands of all students. The Bring Your Own Device (BYOD) initiative was rolled out successfully to Year 3/4 students and has been 'taken on board' by a larger percentage of Year 7-12 students in 2016. Our aim would be to reach 100% of students from Year 3-12 in 2017.

In the senior secondary area we had 19 our students involved in school based apprenticeships or traineeships in 2016. This is the highest rate of any school in the state, creating a viable pathway to future employment.

The State Government has provided the school with $3.5 million to upgrade our STEM facilities. BHP Billiton and the State Government will jointly funding a $4million upgrade of the Kindy and the Early Learning Centres, which will impact on the site.

Governing Council Report

Governing Council continued to play and important role in the development and review of school policies, with the following policies reviewed in 2016: exam, excursions and uniform. We also carried out a major review of the GC constitution.

One of the key focus areas was to look into ways of trying to connect with more families within the community. During 2016 our school community has continued to benefit from the project called 'Mining Minds, Building our Community'. A number of staff were involved in a leadership development programme throughout the year, and recently we commenced a series of parent workshops aimed at equipping parents with the skills to take a greater role in their children's learning. This project is being funded by BHP.

Parents and Friends (P&F) and Governing Council continue to play a major role in our school community. The P&F market days and the fashion parade have been well supported by the community and the money raised has gone towards major school priorities. In 2016 P&F paid $10,000 for the construction of a student bike rack, contributed $10,000 towards the new school bus and spent $7000 towards the purchase of a new school trailer.

The GC members were very committed, with attendance rates at meetings high across the year. The GC committee assisted in a wide range of committees throughout the year, including; finance, Parents and friends, student wellbeing, Information Technology, Facilities, After School Hours Care, Uniform and Canteen.

The school is going through a major upgrade in relation to STEM, in the order of $3.5million and so the Governing Council are also represented on the STEM working party, to ensure these resources are used in an appropriate manner.

The State Government recently announced the upgrade to the local kindergarten and early learning centres in Roxby Downs. As part of this upgrade, the school library will become a part of the kindergarten and will need to be located elsewhere on site. The Governing Council will play an important role in 2017 to ensure the quality of our school facilities are maintained, a high quality library facility is provided to replace the existing library, and that a suitable number of quality class room spaces are provided for our Senior school, the area likely to be affected by the new library facility.

Improvement Planning and Outcomes

The school has a strong commitment to improvement, with key strategies that we will be working on progressively over the next 2 years. These strategies are broken into 4 key ares:

Keying Focus Areas around 'Teaching and Learning':

• Develop and implement a whole school approach to literacy, numeracy ICT and well-being. This includes the development and use of common agreements R-2, 3-6, 7-10 and 11-12.
Implement site agreements in relation to the collection and use of 'learning' data.
• Develop teacher networks within and beyond the partnership, building capacity and expertise.
• Development of 21st Century Information Technology skills, with a particular focus on literacy and numeracy.

Key focus for 'Leadership':

• Base performance development on the Professional Standards for Teachers, using the TfEL Framework and performance data to enhance teaching and learning.
• Strengthen the 'coaching' model to develop lead teachers in literacy and numeracy.
• Provide authentic opportunities for all staff to become leaders in Teaching & Learning.
• Focus on building quality learners, through the development of higher order thinking skills' and executive function skills.

Key Focus around creating connection

Develop respectful relationships between the school, families and the community, building pride and a strong connection between the school and the community.
• Reach out within the Partnership to help build capacity within the whole region.
• Develop opportunities for the local educational sites in our immediate area to network, as part of a whole community approach.

Key focus areas around data and Improvement:

• Focus on regular and timely feedback to parents on learner improvement, fully utilising the capacity of Day Map, with a specific focus around the role of the care group teacher.
• Share student learning data each term to identify achievement and areas for growth.
• Document cohort agreements around 'code of conduct' and what constitutes a quality lesson and programme.
• Whole school agreement around social education, the pastoral care role of the teacher, mentoring and student accountability.
• Focus on student and staff well-being through targeting attendance and 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
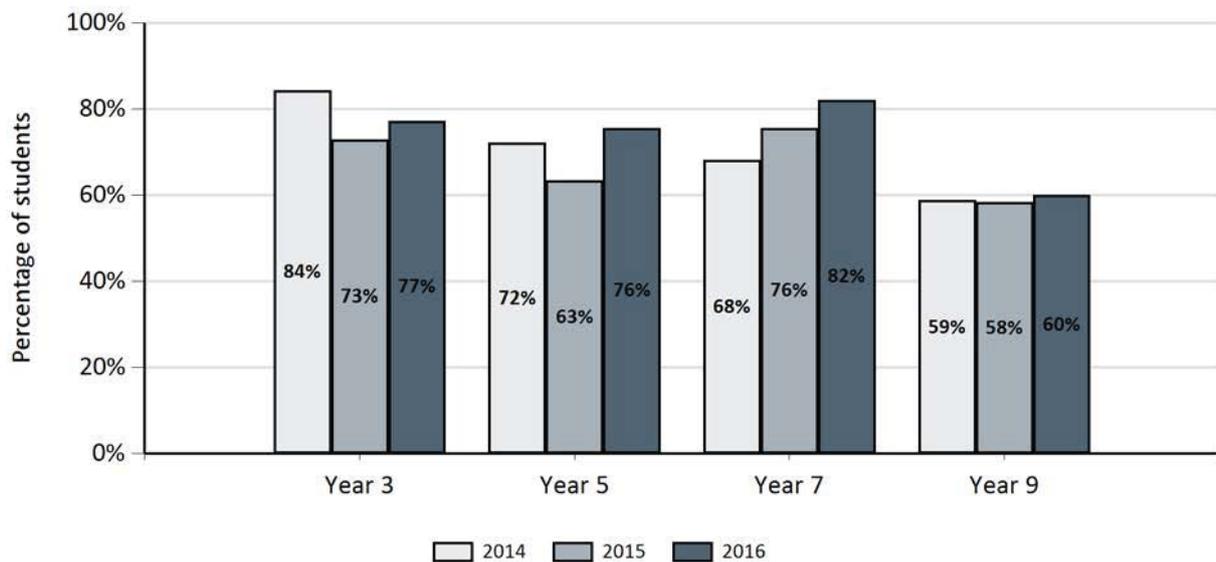
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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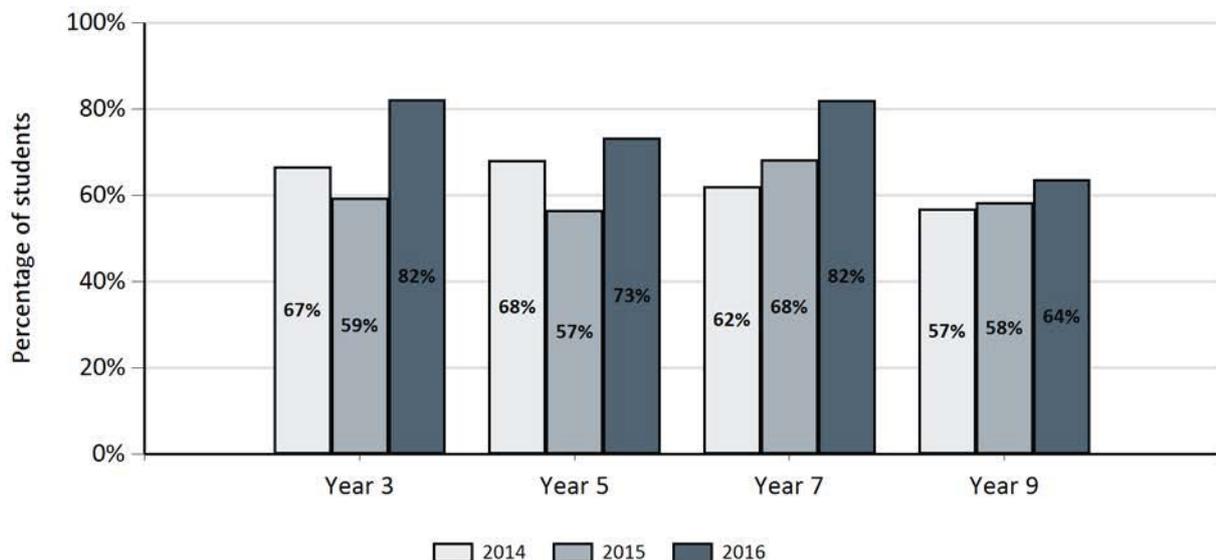
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	26%	19%	20%	25%
Middle progress group	47%	52%	56%	50%
Upper progress group	26%	30%	24%	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	6%	11%	28%	25%
Middle progress group	53%	67%	50%	50%
Upper progress group	42%	22%	23%	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	44	45	14	9	32%	20%
Year 3 2014-16 Average	44.0	44.3	15.3	6.7	35%	15%
Year 5 2016	45	45	12	5	27%	11%
Year 5 2014-16 Average	46.7	47.3	8.7	4.0	19%	8%
Year 7 2016	39	39	5	6	13%	15%
Year 7 2014-16 Average	48.7	48.7	8.7	5.3	18%	11%
Year 9 2016	55	55	3	1	5%	2%
Year 9 2014-16 Average	51.3	51.3	2.0	1.3	4%	3%

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
91%	83%	72%

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-	3%	2%	1%
B+	8%	5%	5%
B	8%	11%	4%
B-	15%	20%	3%
C+	25%	17%	12%
C	19%	20%	8%
C-	12%	8%	7%
D+	4%	2%	5%
D	2%	7%	2%
D-	0%	3%	0%
E+	0%	2%	0%
E	1%	0%	1%
E-	1%	2%	1%
N	1%	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
96%	89%	85%

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			73%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			91%

School Performance Comment

In relation to NAPLAN:

Year 3: The scores obtained by the current cohort of Year 3 students has shown significant growth in all areas of the curriculum. Out of 41 students in the cohort, 38 (93%) sat each of the tests. Strong growth in numeracy (up 18%), reading (up 9%) and writing (up 9%) is particularly pleasing.
Mean Score Data: The mean scores for the current Year 3 cohort, when compared to previous years, is strong. The highest increase in the mean score was in numeracy (up 43.4). These are the strongest NAPLAN results in the past 3 years at a Year 3 level. Despite significant growth in student numbers, a strong growth in the mean score in all areas are heartening.

Year 5: The current group of Year 5 students, as a cohort, performed strongly in all areas, the best results for the past 3 years. The growth in Numeracy (up 7%) along with reading (up 10%) and writing (up 14%) is a strong validation of current practices that are in place.
Mean Score Data: The mean scores for the Year 5's of 2016 are the highest of the past 3 years in the 2 key areas of numeracy (up 22.1) and reading (up 31.5), a very encouraging outcome. We had 52 students out of 54 (96%) sit the tests in 2016. The results for 2016 are extremely positive, showing significant growth in student performance.

Year 7: The current group of Year 7 students, as a cohort, is on par with the results of other students in the past 3 years, with a growth in 3 of the 5 major areas. Improvement in writing (up 16%) was the biggest single improvement. We had 36 of our 39 students undertake the tests, with 3 students exempt.
Mean Score Data: The mean scores for Year 7 are the strongest for the past 4 years in Numeracy (up 22.2) and Writing (up 33.2), but marginally weaker in reading, which will need to remain a priority. These trends follow a similar trend in the growth or improvement across Years 3 and 5, very heartening form a school perspective.

Year 9: The current group of Year 9 students, as a cohort, is on par with the previous groups over the past 3 years. The growth or improvement in writing (up 17%) and reading was pleasing. Spelling will need to be a major focus for this cohort.
Mean Score Data: The mean scores for Year 9's follow a similar trend to the rest of the school, with an improvement in results in all areas since 2015. The growth in writing was strong and the growth of the numeracy mean really pleasing when you consider only 90% of students where at benchmark.

Yr 3 - 5 Progress Data: The progression data below shows our most positive trend for 3 years in Numeracy, with 95% of students showing medium or above average improvement in the past 2 years, outstanding! The rate of improvement in reading was in line with the national average. These results are excellent when you consider the transient nature of a school population in recent years.

Yr 5- 7 Progress Data The progression data below shows our most positive trend for 3 years with 89% of students showing medium or above average improvement in the past 2 years, in numeracy & 82% medium or above average improvement.

Attendance

Year level	2014	2015	2016
Reception	90.2%	89.7%	91.6%
Year 01	89.0%	87.5%	89.4%
Year 02	89.7%	88.4%	88.6%
Year 03	91.7%	88.1%	90.4%
Year 04	89.3%	89.4%	90.1%
Year 05	90.9%	88.4%	89.2%
Year 06	89.8%	90.0%	90.7%
Year 07	91.0%	87.8%	90.2%
Primary Other	90.2%	90.2%	85.7%
Year 08	88.8%	88.0%	86.5%
Year 09	82.8%	84.7%	88.6%
Year 10	82.5%	85.5%	84.9%
Year 11	83.5%	83.7%	86.4%
Year 12	91.5%	79.0%	83.1%
Secondary Other	99.0%	98.0%	88.1%
Total	90.0%	87.9%	88.2%

Data Source: Student Data Warehouse, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance: Current averaged attendance is 90%, the best in the Far North but still well below the DECD target. Attendance rates across all year levels continue to be a factor, but community attitudes have been difficult to break.

Rates at Year 10-12 are the lowest, which has had an impact on SACE completion. Policies have been put in place for 2017 to try and address these: promotion policy, excursions policy as well as a new TT structure in Year 11/12 to better cater for students who are on traineeships. The site continues to experience a high rate of students seeking short term exemptions.

Behaviour Management Comment

The total number of suspensions in 2016 was 54 compared with 39 in 2015. This data reflects the significant percentage of students who transition through our site on an annual basis and also the change of demographics as those who are coming into the area now are often coming due to the cheaper housing rather than employment as in all previous years. The large class sizes in primary also had an effect on our behaviour statistics as students were in a cramped environment with teachers less able to have quality time with each student and reduced opportunity for activity based learning.

Client Opinion Summary

In 2016 the parent perception surveys were completed at the time of the Teacher/parent interviews. This results in 157 responses in Year R-6 and 49 responses in year 7-12. In year 12, the response was down because we didn't have two leaders at the door handing out the surveys, something we need to ensure happens in 2107. The process of doing the surveys on Ipads was a good inclusion in 2016.

The response from parents was very pleasing to the wide range of questions. Below is a brief summary of the data obtained. The percentages listed represent the percentages of parents who were in favour or strongly in favour of the statement presented, in both R-6 and Year 7-12:

Key Statement Year R-6 Year 7-12

My child has a positive outlook towards school. R-6: 94% Yr 7-12: 71%

My child is well supported in their learning at school. R-6: 96% Yr 7-12: 78%

The subject choices offered cater to my child's needs. N/A Yr 7-12: 84%

If issues of bullying occur, they are followed up effectively. R-6: 75% Yr 7-12: 60%

Teachers keep me well informed of my child's learning R-6: 94% Yr 7-12: 78%

Communication between the school staff and home is positive R-6: 94% Yr 7-12: 69%

When I contact the school for information, it is given in a timely manner R-6: 94% Yr 7-12: 88%

Intended Destination

	School	
Leave Reason	Number	%
Employment	3	1.5%
Interstate/Overseas	59	29.5%
Other	1	0.5%
Seeking Employment	25	12.5%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	26	13.0%
Transfer to SA Govt School	74	37.0%
Unknown	12	6.0%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

This has been well monitored. the speed to process the relevant screening process has improved and so this has made it much easier, particularly when you are waiting for approval for parents who have volunteered to go on camps.

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	84
Post Graduate Qualifications	34

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	42.3	1.7	19.0
Persons	0	48	2	28

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

Financial Statement

Funding Source	Amount
Grants: State	7,202,086.94
Grants: Commonwealth	42,681
Parent Contributions	262,031.60
Fund Raising	0.00
Other	168,714.25

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	Well-being and pedagogical development are both aligned to our site improvement priorities. The changing nature of our community and the complexity of out cohort is creating some challenges	Site process are well documented and outcomes achieved are positive.
	Improved Outcomes for Students with an Additional Language or Dialect	We have minimal students who qualify for EALD support, but those that do are provided with quality support. The challenge to find an SSO who speaks the same language is problematic.	Site process are well documented and outcomes achieved are positive.
	Improved Outcomes for Students with Disabilities	SSO support was provided across all R-6 classes, targeted to those students we identified as wave 2 and 3. A significant amount of additional resources were provided.	Significant growth in student outcomes throughout 2016 due to the resourcing.
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 site implemented a site wide intervention strategy. Student performance data was used to identify which students were working significantly below their appropriate level (wave 2 and 3) and resources were provided to support these students in the form of: - additional SSO time in classrooms. - class room support through our Aboriginal Education Teacher. - EALD support. - providing additional SSO support in all reception classes for the year. The intervention team meet on a regular basis to monitor the intervention process. Attendance for this cohort was an issue and so this was also closely monitored.	NAPLAN showed significant growth in 2016, the best outcome in the past 4 years. Running records results at year R and 1 remain an area for growth.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Class room support through additional SSO allocation and through the Aboriginal Education Teacher resulted in measurable growth for many students.	Significant growth in many students, cause for celebration.
	Better Schools Funding	These funds went into the global budget to help fund the significant spending in 2016 on literacy and numeracy intervention, in the order of $150,000	Site NAPLAN results have had a big increase from 2015 to 2016
Other Discretionary Funding	Specialist School Reporting (as required)	The school received a $50,000 grant in 2015 and so in 2015 / 2016 we were a Specialist School in CAD/CAM, running programs across the region to support sites.	
	Improved Outcomes for Gifted Students	Choose maths was initiated in 2016 as a result of BHP funding, to target higher order thinking and problem solving in numeracy. This programme will continue in 2017	We initiated a group moderation task at the Partnership conference in 2016.
	Primary School Counsellor (if applicable)	Site wide counseling services were provided through two R-12 counselor (1.8FTE) and by the additional release time provided to coordinators (3 lessons per week)	Significant growth in the 'complexity' of our students is a real challenge