



Roxby Downs Area School

2021 annual report to the community

Roxby Downs Area School Number: 1817

Partnership: Far North

Signature

School principal:

Mrs Annette Williams

Governing council chair:

Di Byrne

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Roxby Downs Area School is a Foundation to Year 12 Area School located in the mining town of Roxby Downs. The school continues to experience a high level of transiency with both students and staff reflective of industry trends at the Olympic Dam Mine.

Our school improvement agenda continued to move forward despite the challenges of HR shortages, transiency, parent and student engagement, and COVID.

In 2021 we continued to see acceleration of learner growth in Literacy data. Attributed to this improvement is our work in the explicit teaching of synthetic phonics through Read Write Inc, Fresh Start from years 3 – 10 and now Read Write Inc Spelling. Numeracy growth was pleasing resulting from pedagogical growth following focused professional learning in formative assessment and feedback.

A highlight of 2021 continued within our Career Development Strategy where increased industry pathways materialised and 17 of our young people were successful in gaining employment, traineeships, and apprenticeships within their chosen pathway. Our industry connections have continued to grow resulting in businesses approaching RDAS for potential employees where the reverse had been the case historically.

The completion of a significant capital works project to refurbish 4 buildings, install a nature playground, commercial kitchen, and performing arts wing including an amphitheater was completed. Our buildings now reflect the quality learning happening within.

Our enrolments have continued to fluctuate responding to the mining industry. Further to this we have seen a reduction of Foundation enrolments from 63 in 2018 to 28 for 2022. This has significant impact on our early years class structure and staffing for 2022. We attribute this to the critical child care shortage in Roxby Downs. Parents, due to their work commitments, secure child care through St Barbara's Catholic School who offer a 'Ready Set School' program from the beginning of each year followed by mid-year enrolments free of charge to parents. It is anticipated the decline in student numbers in the early years will continue in 2022 due to this factor.

Increased focus on changing culture, including the expansion of HR within the Wellbeing, Inclusion and engagement team, high expectations with learning design, tracking and monitoring student progress and consistent high expectations re student behavior has resulted in decreased critical behavior incidents.

HR is one of our greatest joys and also our greatest challenges. Our large early career cohort of educators bring to the team contemporary knowledge, pedagogy and a youthful energy and enthusiasm for teaching and learning.

Governing council report

As a Governing Council we would like to thank our educators who have risen above and continued to provide a positive school environment for our children while working effectively within any challenges that arise. We would like to congratulate our Principal Annette Williams, our teachers and ancillary educators on a successful school year despite the challenges of the year.

At the beginning of 2021 our remaining capital works had started (completing the upgrades in the school). These were completed as projected at the end of term 4. It is great to see the upgrades completed and gives a new fresh lift to our school. I am sure our children are enjoying the new nature play space.

This year the Governing Council was fortunate to be celebrate two of our school staff members for the community award. One of our recipients was Dave Roe Simon, Dave has been very active within our school and the wider community. Emma Neilson was our other recipient, Emma and her family have moved away this year and we would like to thank Emma for her involvement within the school and community.

Our GC thanks canteen manager Terri Grantham for a successful year where our canteen remains in a sound financial position.

We look forward to another successful school year in 2022.

Quality improvement planning

READING:

- 5% increase in student achievement the NMS in Yrs 3(49/54), 5(39/48), 7(36/42) and 9(28/36) in reading.
- 5% increase in student achievement in higher bands in Yrs 3(21/54), 5(9/48), 7(36/42) and 9(28/36).
- 5% increase in retention of student achievement in HB 5% increase in retention of student achievement in HB 5(4/8), 7(4/10), 9(3/3)

WRITING:

- 5% increase in student achievement the NMS in Yrs 3(49/54), 5(39/48), 7(36/42) and 9(28/36) in reading.
- 5% increase in student achievement in higher bands in Yrs 3(21/54), 5(9/48), 7(36/42) and 9(28/36).
- 5% increase in retention of student achievement in HB 5% increase in retention of student achievement in HB 5(4/8), 7(4/10), 9(3/3)

NUMERACY:

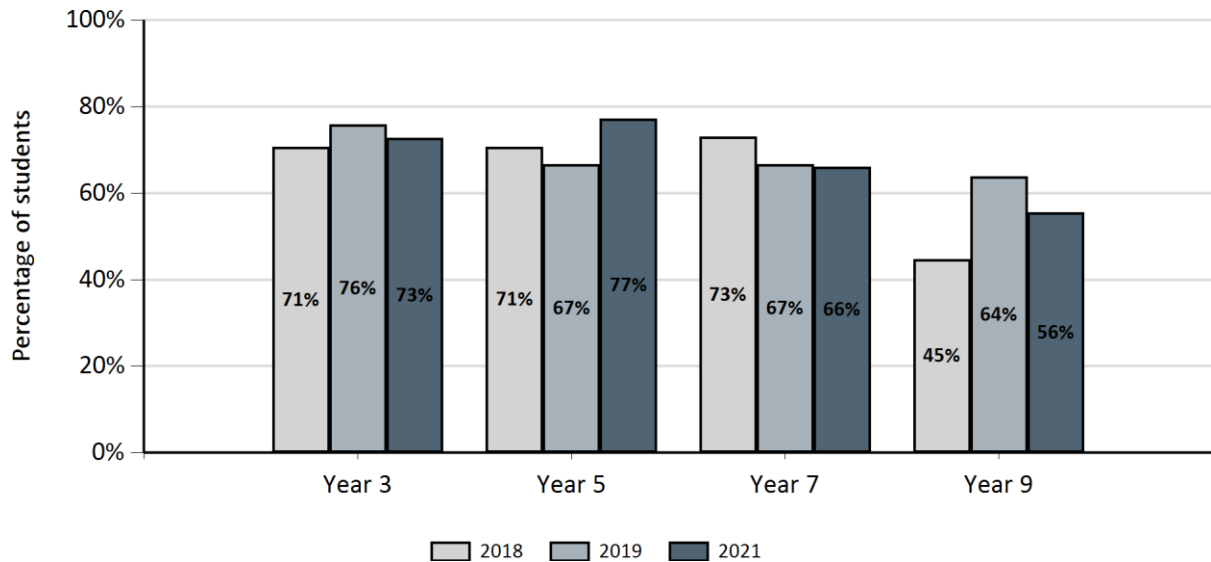
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Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

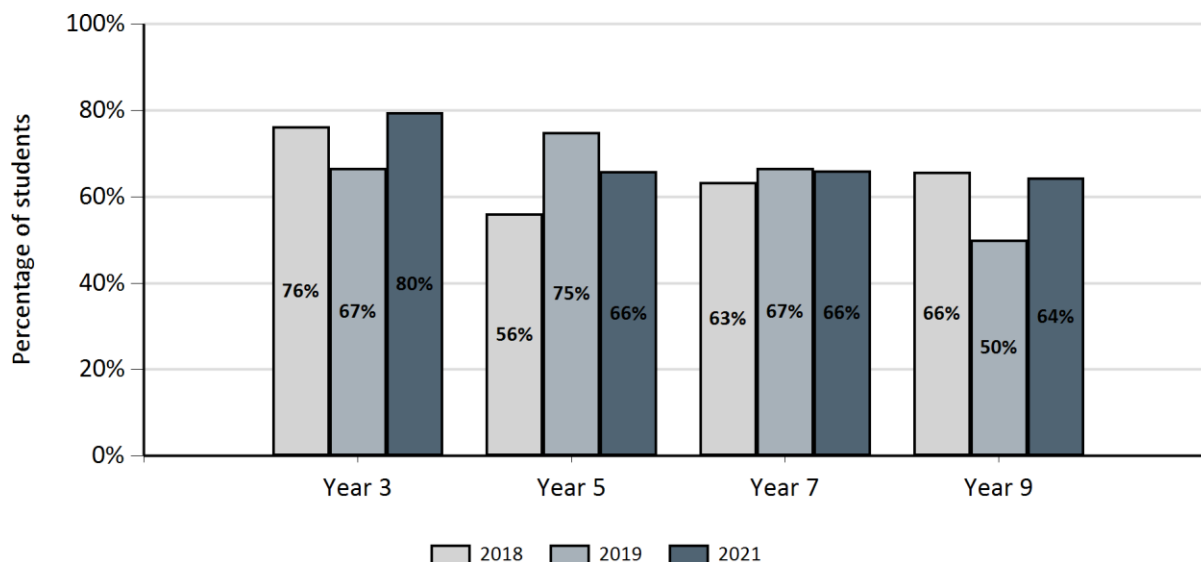


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	17%	16%	25%	34%
Middle progress group	66%	53%	54%	48%
Lower progress group	17%	32%	21%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	32%	33%	*	34%
Middle progress group	44%	46%	71%	48%
Lower progress group	24%	21%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	44	44	14	4	32%	9%
Year 3 2019-2021 Average	49.0	49.0	15.0	6.0	31%	12%
Year 5 2021	44	44	7	4	16%	9%
Year 5 2019-2021 Average	46.0	46.0	6.0	4.5	13%	10%
Year 7 2021	56	56	6	7	11%	13%
Year 7 2019-2021 Average	49.0	49.0	6.5	8.0	13%	16%
Year 9 2021	45	45	9	4	20%	9%
Year 9 2019-2021 Average	40.5	40.5	6.0	3.0	15%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

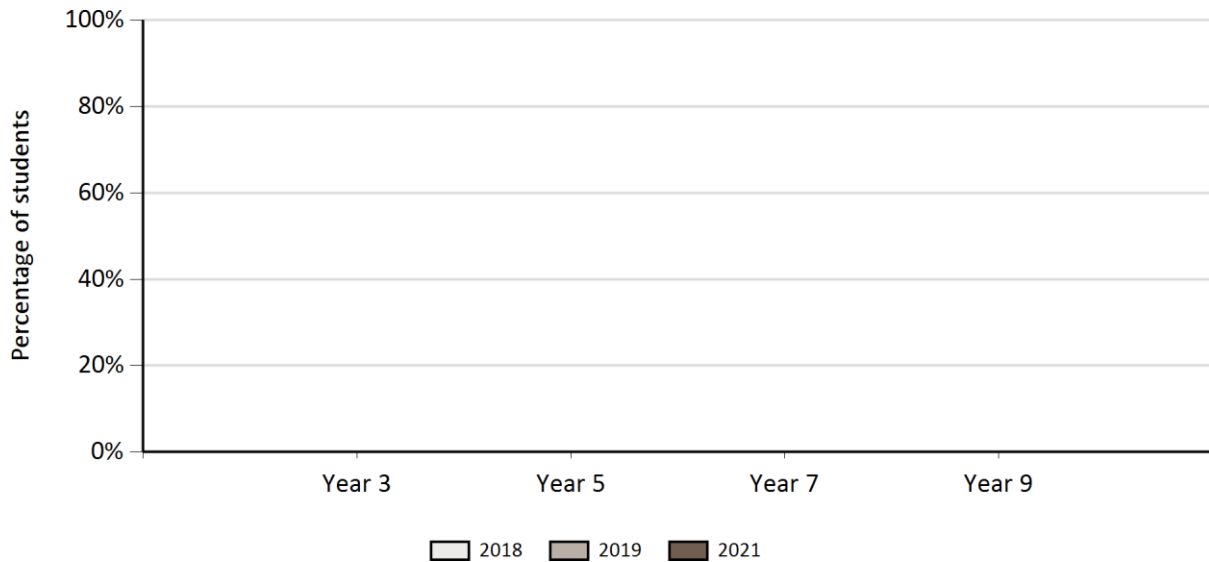
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



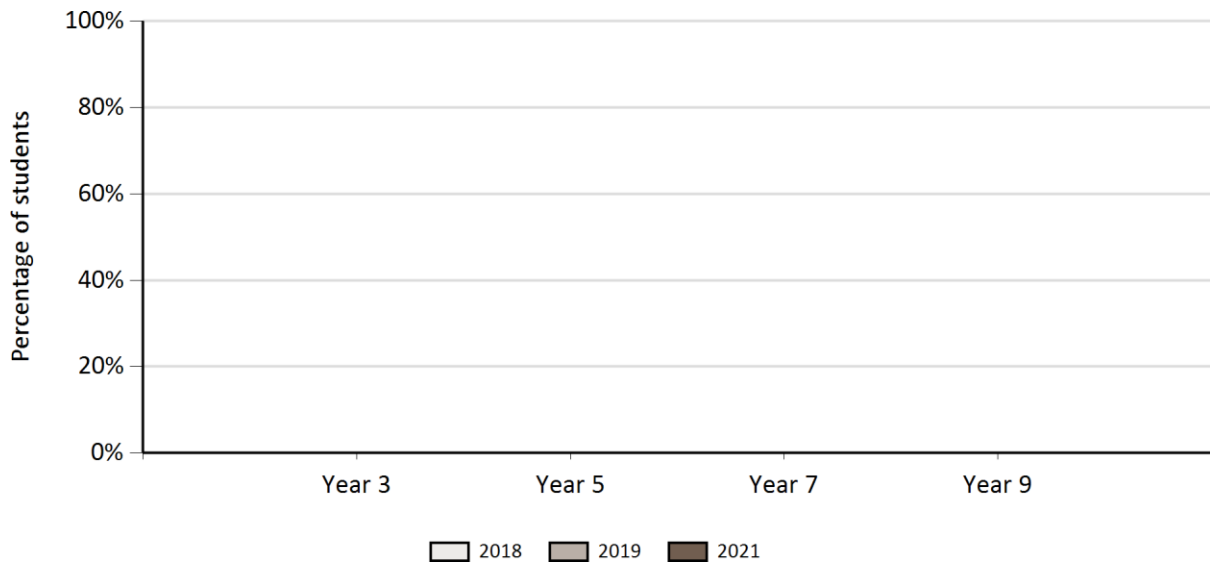
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

2021 saw the continuation of the Aboriginal Education Leader position to support the importance of this work. We were unable to secure an ACEO due to our location and transient nature of our population. In 2021 we continued to see increased engagement with and commitment to cultural events and staff professional learning and participation. This has included celebrating NAIDOC week with increased vigor and awareness. Our Aboriginal learners and families are strongly supported through our inclusive wellbeing team co-located in the Yakarti Wiltja – a place of belonging.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The Aboriginal Learner Agreement was reviewed and implemented from F – 12. Despite COVID restrictions engagement of Aboriginal families and students through the online platforms remains positive. Aboriginal learner growth data continues to be steady.

Literacy and numeracy outcomes for Aboriginal learners are aligned with all learners including growth targets and trends.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
91%	96%	86%	77%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	0%	0%	0%	0%
A	0%	1%	2%	4%
A-	0%	1%	4%	6%
B+	1%	7%	8%	0%
B	11%	14%	16%	5%
B-	21%	18%	20%	11%
C+	15%	21%	10%	0%
C	24%	25%	20%	14%
C-	19%	8%	8%	10%
D+	6%	4%	8%	0%
D	1%	0%	0%	5%
D-	0%	0%	0%	3%
E+	1%	0%	4%	0%
E	0%	0%	2%	5%
E-	0%	0%	0%	3%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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 in October that year

2018	2019	2020	2021
89%	95%	85%	89%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	92%	89%	95%	85%	89%
Percentage of year 12 students undertaking vocational training or trade training	91%	94%	97%	82%	75%

School performance comment

READING: Reading data at RDAS in 2021 has seen: Decrease in learners achieving SEA in Years 3 and 9. Increase in learners achieving SEA in Year 5. Year 7 data remained parity. HB learner achievement increased in Year 5 and 9, decreasing in Year 7 and parity in Year 3.

In 2021 RDAS implemented the DE Curriculum Units and the expectation of the use of the common learning design template. Pedagogical accountability; rigor in data tracking and monitoring; regular and ongoing professional learning and coaching has resulted in increased fidelity and transferring of Literacy skills.

We have learnt that high expectations, rigor and increased accountability are imperative. We discovered a lack of deep content knowledge of our teachers and sought support from the LGU for the explicit teaching required. The transient nature of our staff and high number of early career teachers have impacted on the fluency of the improvement agenda through changing pedagogical practices and curriculum knowledge of the team.

WRITING: Writing data at RDAS in 2021 has seen: Increase in learners achieving SEA in Years 3, 7 and 9; decrease in learner achievement in Year 5; increase in Year 7 and decrease in HB in Year 9.

In 2021 RDAS implemented the DE Curriculum Units, the expectation of the use of the common learning design template and Brightpath. Pedagogical accountability; rigor in data tracking and monitoring; regular and ongoing professional learning and coaching has resulted in increased fidelity and transferring of Literacy skills.

We have learnt that high expectations, rigor and increased accountability are imperative. We discovered a lack of deep content knowledge of our teachers and sought support from the LGU and Brightpath Team for the explicit teaching required. The transient nature of our staff and high number of early career teachers have impacted on the fluency of the improvement agenda through changing pedagogical practices and curriculum knowledge of the team.

NUMERACY: Numeracy data at RDAS in 2021 has seen: Growth of learners in the HB in Years 9; Growth in learners achieving SEA in Year 3, 7 and 9; Achievement remains in historic range in Years 3, 7 and 9; Decrease in Year 5 consistent with seesaw effect.

In 2021 RDAS implemented the DE Curriculum Units and the expectation of the use of the common learning design template. Pedagogical growth following the implementation of site formative assessment practices, peer moderation and lesson observations, and site expectation of collaborative learning design has been the key driver in this work.

We have learnt that high expectations, rigor and increased accountability are imperative. The transient nature of our staff and high number of early career teachers have impacted on the fluency of the improvement agenda through changing pedagogical practices and curriculum knowledge of the team.

NEXT STEPS: Our next steps include refining site induction processes, establishing pedagogical agreements, reviewing data processes and continue to implement the Guidebooks, Curriculum Units and Scope and Sequence to frame best practice.

Attendance

Year level	2018	2019	2020	2021
Reception	91.7%	88.5%	83.8%	87.3%
Year 1	89.3%	91.0%	87.0%	87.9%
Year 2	89.9%	90.6%	86.2%	88.1%
Year 3	91.2%	89.3%	87.7%	87.8%
Year 4	89.1%	90.3%	87.9%	87.6%
Year 5	89.1%	88.2%	85.8%	87.2%
Year 6	87.4%	89.2%	85.6%	86.6%
Year 7	88.3%	88.6%	84.1%	89.0%
Primary Other	85.4%	85.7%	77.6%	79.1%
Year 8	86.1%	87.5%	85.8%	87.3%
Year 9	87.2%	85.3%	86.1%	84.2%
Year 10	80.9%	85.5%	81.3%	79.8%
Year 11	81.7%	77.0%	84.4%	74.6%
Year 12	84.3%	90.6%	83.1%	76.7%
Secondary Other	70.4%	74.0%	78.4%	82.4%
Total	87.9%	88.3%	85.5%	85.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

RDAS attendance remained stable throughout 2021 at 85.5 % and below the Department for Education targets of 93%. Attendance is challenged by several factors. These include the transient nature of our student enrolment, the amount of time it takes for a students to be enrolled in another school and the promptness of enrolment processes. Coupled with this, significant numbers of families take extended vacations accommodated by mining employment rosters.

It is to be noted that 5.3% of absences are unexplained or unsatisfactory; 3.3% ill without a certificate; 4.0% family/ social and 1.5% exceptions. Through diligent monitoring and reviewed attendance processes implemented the RDAS attendance target for 2020 is 93%.

Behaviour support comment

In 2021 we report that we had a total of 48 Administration Time Outs, 22 Internal Suspensions and 25 External Suspensions as evidenced by EDSAS data. The data evidences a decline in incidents of violence and bullying in 2021. We attribute this to a proactive prevention education and strategies implemented. In 2022 we will continue to implement with rigor our RDAS Behaviour Education and Self Management policy in line with Play Is The Way.

Parent opinion survey summary

The 2021 parent opinion survey included responses from 96 people from 564 enrolments. The survey indicated that parents are interested in their children's education with high numbers speaking with their children about their learning. The survey highlighted the school has continuing work to do re increasing and improving the consistency, frequency and channels with families. It was evident a contributing factor to the communication was the individual teacher practice. The technological challenges with Daymap as our platform was highlighted. The transient nature of HR including the number of teachers some children were having in one year was also highlighted by families as an increasing concern.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	30	27.0%
NT - LEFT SA FOR NT	2	1.8%
QL - LEFT SA FOR QLD	4	3.6%
SM - SEEKING EMPLOYMENT IN SA	14	12.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	46	41.4%
VI - LEFT SA FOR VIC	6	5.4%
WA - LEFT SA FOR WA	9	8.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

RDAS diligently follows DE Processes pertaining to screening which includes Governing Council employees and volunteers.

Qualifications held by the teaching workforce 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	69
Post Graduate Qualifications	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	41.6	0.0	16.0
Persons	1	46	0	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$8,025,009
Grants: Commonwealth	\$3,400
Parent Contributions	\$259,518
Fund Raising	\$3,777
Other	\$89,626

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

2021 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Additional staffing and leadership secured beyond funding allocation. Provision of the Yakarti Wiltja. 1:1 support for children and young people. Teachers and educators released to create personalised learning plans	Increased student engagement in learning. Decrease in classroom exits.
	Improved outcomes for students with an additional language or dialect	Students were provided with SSO support in line with their individual One Plans. Teachers were provided with release time to support the planning and documentation of One Plans.	Individual student growth.
	Inclusive Education Support Program	Additional staffing and leadership secured beyond funding allocation. Provision of the Yakarti Wiltja. 1:1 support for children and young people. Teachers and educators released to create personalised learning plans	Individual student growth.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and Isolated funding is used to support at an individual, class and site level through the provision of transport to attend learning opportunities not available in our region and support technology to access learning as some examples. Additional staffing and leadership secured beyond funding allocation. Provision of the Yakarti Wiltja. 1:1 support for children and young people. SWD are provided with SSO support above funding allocation as required.	Individual student growth. Increased numbers of Aboriginal Students meeting the Standard for Educational Achievement.
Program funding for all students	Australian Curriculum	The Australian Curriculum funding is used to support the implementation of Literacy initiatives from Foundation to Year 10.	Individual student growth. Pedagogical growth.
Other discretionary funding	Aboriginal languages programs Initiatives	Additional staffing and leadership secured beyond funding allocation. Provision of the Yakarti Wiltja. 1:1 support for children and young people. Aboriginal students are supported in the classroom with funding provi	Individual student growth.
	Better schools funding	Funds were used within the global budget to help fund Literacy and Numeracy intervention.	Improved Wave 2 Intervention initiatives.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Partnership with the Australian Maths and Science School was one strategy. This work is continuing.	Individual student growth. Pedagogical growth.

