



Wudinna Area School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Wudinna Area School Number: 765

Partnership: Central Eyre

Name of School Principal:

Name of Governing Council Chair:

Date of Endorsement:

School Context and Highlights



Governing Council Report



Improvement Planning and Outcomes

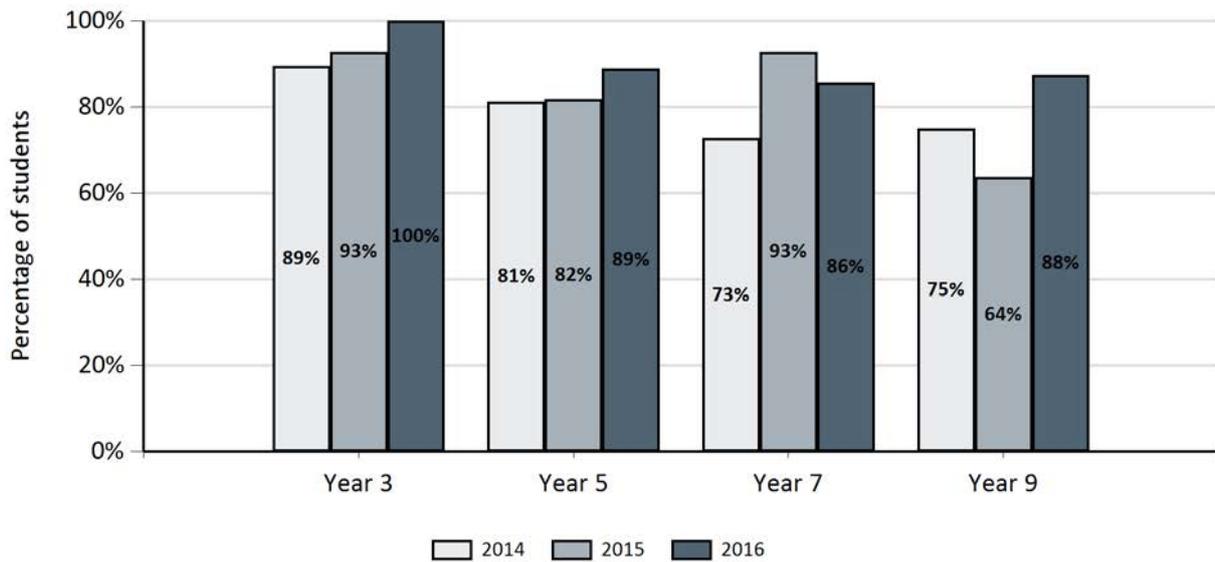


Performance Summary

NAPLAN Proficiency

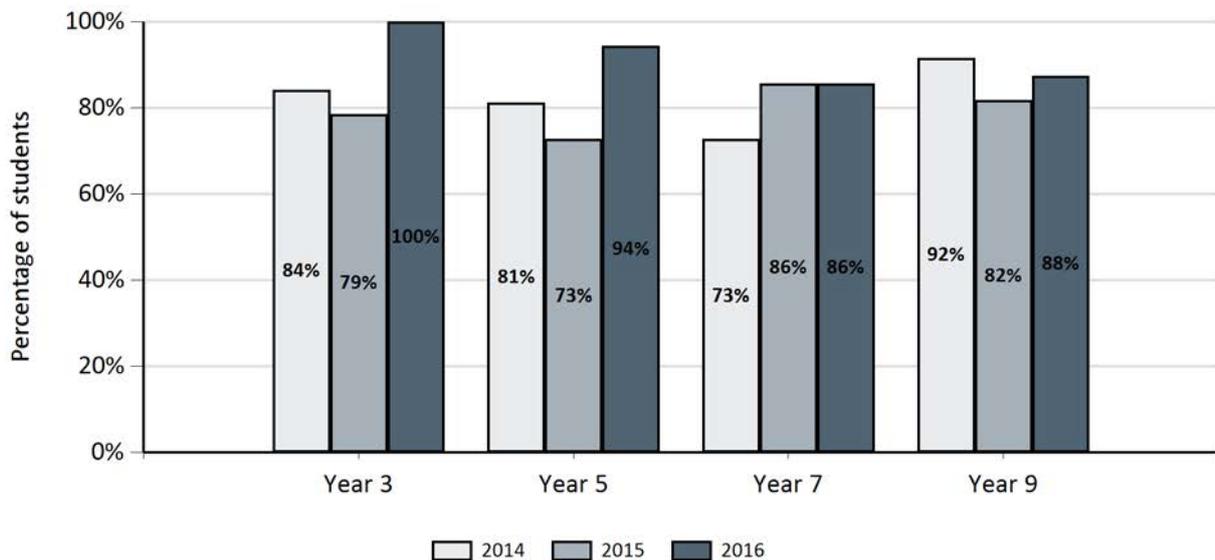
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	35%	54%	0%	25%
Middle progress group	47%	46%	71%	50%
Upper progress group	18%	0%	29%	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	29%	31%	33%	25%
Middle progress group	41%	54%	17%	50%
Upper progress group	29%	15%	50%	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	15	15	13	8	87%	53%
Year 3 2014-16 Average	16.0	16.0	10.3	7.0	65%	44%
Year 5 2016	18	18	6	3	33%	17%
Year 5 2014-16 Average	18.7	18.7	7.0	5.0	38%	27%
Year 7 2016	14	14	3	5	21%	36%
Year 7 2014-16 Average	13.0	13.0	2.7	3.7	21%	28%
Year 9 2016	8	8	0	0	0%	0%
Year 9 2014-16 Average	10.3	10.3	0.3	1.0	3%	10%

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%	98%	

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%	
A	*	10%	
A-	*	30%	
B+	*	23%	
B	*	20%	
B-	*	5%	
C+	*	8%	
C	*	0%	
C-	*	3%	
D+	*	3%	
D	*	0%	
D-	*	0%	
E+	*	0%	
E	*	0%	
E-	*	0%	
N	*	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
*	90%	

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

School Performance Comment

Attendance

Year level	2014	2015	2016
Reception	93.2%	91.7%	93.7%
Year 01	93.5%	92.2%	95.9%
Year 02	94.2%	95.0%	94.2%
Year 03	94.9%	94.2%	94.1%
Year 04	94.8%	94.2%	92.3%
Year 05	90.9%	92.9%	94.3%
Year 06	95.0%	93.3%	90.8%
Year 07	92.2%	93.3%	91.4%
Primary Other	61.0%		
Year 08	92.1%	91.3%	93.4%
Year 09	94.3%	93.9%	84.8%
Year 10	93.4%	92.5%	94.3%
Year 11	92.0%	91.9%	90.9%
Year 12	92.0%	86.5%	88.6%
Total	93.3%	92.9%	93.0%

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

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

Attendance Comment

Behaviour Management Comment

Client Opinion Summary

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	8.3%
Other	0	NA
Seeking Employment	13	36.1%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	19.4%
Transfer to SA Govt School	13	36.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

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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	32
Post Graduate Qualifications	10

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	17.2	0.0	7.1
Persons	0	19	0	14

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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		
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		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		