



# Wudinna Area School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Wudinna Area School Number: 765

Partnership: Central Eyre 1

Name of school principal:

Ned Loades

Name of governing council chairperson:

Megan Lister

Date of endorsement:

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## School context and highlights

We have an engaged and enthusiastic student body including both Secondary and Primary students. There is a high level of commitment from the school staff to ensure we are providing the best possible education for our student body. We have 205 Students and 21 teachers 10 SSO's and 1 GSE. Our index of disadvantage is 6.

It has been a very busy year with lots of events and lots of engaging and powerful learning across the school. It has been very rewarding to see students' develop their confidence and improve their academic results. Student behavior across the school has demonstrated our values of respect, honesty and responsibility. School staff have been striving to make the learning interesting, challenging and relevant. An interesting curriculum creates student engagement, self-directed learners and limits the need for behavior management. School staff have been working very hard to provide students with a wide variety of learning opportunities and events.

Some of these activities and events include:

- Quick-smart literacy and Numeracy
- STEM projects/learning opportunities
- Sports days (including Interschool)
- Swimming Carnivals (including Interschool)
- Cross country
- Pedal Prix
- Led Steer/Led Whether
- Sports events/competitions
- Camps (including our big camp every two years to Canberra)
- Socials

We are committed to extend students learning so that it is meaningful and connected to the world around them. The SRC have once again done a good job in representing the student body. The Governing Council has represented the community and provided crucial feedback and information in the decision making processes allowing our school to function. The governing council has shaped the vision for the future of the school and communicated with the community to ensure fair representation of varying community views/opinions. We are actively seeking community engagement in the school and we have established an Agricultural steering committee to provide input and support to create relevance and connectedness to our predominant local industry.

## Governing council report

I look at a year of successes & hard work displayed by students, teachers, support staff & volunteers & congratulate all on a great and enjoyable year.

Thanks to fellow GC members for the support, advice & decision making we have been involved with. There have been many happenings; one I am much dedicated to & involved with is the Ag Steering Committee. They've done a fantastic job to make significant improvements to the Ag Block, working together to help support & organise learning opportunities & agricultural experiences for students - from sheep & cattle to cropping & investigating new technologies. Thank you to all involved during these activities & experiences.

I have personally been involved in the Led Steer program, attending the Adelaide Show with the team. We were very happy with the results achieved by a relatively new crew – a great time was had and we impressed our neighbour teams with our friendliness and willingness to help out when needed. For the first time we entered the Led Wether comp at the Adelaide Show & everyone learned a lot & enjoyed themselves. We had a stand at our local Wudinna Show for the community to see what we are trying to achieve with our Ag program & felt like this was a great success.

We have a WAS Speckle Park Cattle Stud now, having had our first crossbred heifer calf born this year & are looking at having three calves born next year.

With regards to many other extracurricular activities, the students represented themselves & our school brilliantly, whether it be academically, sporting or other camps and experiences in which they have been involved. A big well done to all.

Toilet renovations are under way & will be in operation shortly. There have also been many grounds improvements taking place with tree removal and new plants & garden beds being established. STEM projects have also been implemented and carried out by students.

Academic Achievement across the school has been of an exceptionally high standard and the staff have worked continuously and tirelessly to improve our school. Thank you.

I would like to wish our current Year 12s all the best for future endeavours and wish them well in life; do us all proud wherever you may be or go.

To all people involved in keeping our school running –volunteers, teachers, grounds staff, bus drivers, support & office staff, and also to the people who run or are involved in the various committees we need to achieve what we are doing and keep us moving forward, Thank you

Megan

## Improvement planning - review and evaluate

### External Review Recommendations

1. Raise challenge and levels of achievement through the collection and analysis of various data and evidence to monitor, track and target support for learners at the class and individual levels.
2. Build evident teacher capacity through strategic leadership actions that support and influence a whole-school culture of improvement and high expectations.
3. Strategically embed the agreed and defined pedagogical approaches that deliver 'engagement and challenge' for all learners across the school in a connected and coherent way through staff collaborative endeavor.

Wudinna Area School has a continuous cycle for improvement. All staff evaluate relevant data to drive academic performance this then informs our teaching and learning. We focused on teaching/learning, using data, professional development, and community involvement. Staff agreement about strategies, agreed outcomes, and use of data to inform our teaching was embedded in our Site Improvement Plan (SIP).

The evaluation of our data demonstrated that students are predominantly performing in the middle bands of achievement. We have students who are achieving the in the higher bands that we need to keep those students there and bring up those who have not achieved at that level. We have a small number who have not achieved the SEA which will have individual learning plans (ILPs). Our goal is to move more students into the higher bands and keep them there. The data that we analysed informed the teachers about the areas that they needed to develop including:

- Ensure our Professional Learning Communities PLC's are working together
- Targeted Training and development for teaching staff and staff to train and develop others to build capacity
- Data informed us of where students are at with their learning needs
- Revision of our numeracy plan
- Revision of our literacy plan
- Ensure learning is engaging challenging and connected
- Students are achieving growth
- Improve the use of technology in the classrooms
- Community involvement in the school

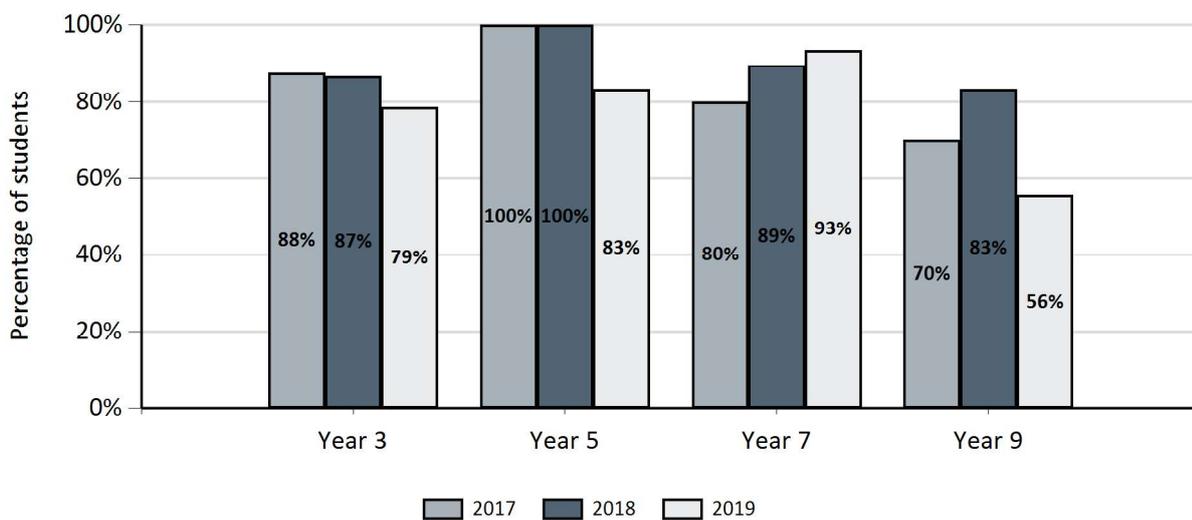
As part of our numeracy improvement we used quick smart maths to help students develop automaticity with number this has helped students develop mathematical confidence. Automaticity allows students to focus on the problem posed and how to reach an answer rather than just focusing on the numbers. We are also using too smart which is very similar to quick smart. Too smart is being used with the younger students. Student results in the NAPLAN testing demonstrated that students' results were high but many are having trouble with the questions that require higher order problem solving skills and multiple curriculum areas of knowledge. Staff have been working on creating engaging challenging curriculum to keep students engaged with their learning and to have high expectations of student achievement. Some of the methods have included student feedback, instructional rounds, STEM activities and sharing programming with PLC's. We have implemented the Quick smart Literacy program for students that have not achieved at the age appropriate level against out PAT data. This program runs in conjunction with Intiallit, Multilit, and Maclit for the students in different age groups to ensure that students are supported in their learning.

## 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.

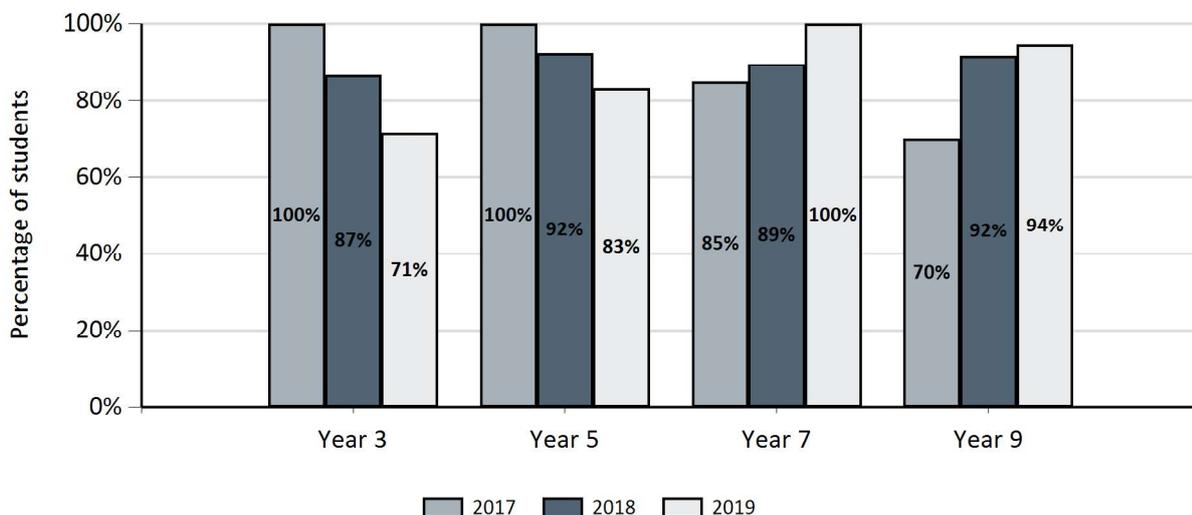
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	14%	7%	22%	25%
Middle progress group	45%	47%	44%	50%
Lower progress group	41%	47%	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	9%	20%	22%	25%
Middle progress group	68%	40%	44%	50%
Lower progress group	23%	40%	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 <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 2019	28	28	13	7	46%	25%
Year 3 2017-19 average	22.3	22.3	10.0	6.7	45%	30%
Year 5 2019	24	24	8	3	33%	13%
Year 5 2017-19 average	17.3	17.3	6.7	5.3	38%	31%
Year 7 2019	15	15	2	5	13%	33%
Year 7 2017-19 average	18.0	18.0	4.3	5.3	24%	30%
Year 9 2019	18	18	4	4	22%	22%
Year 9 2017-19 average	13.3	13.3	3.7	3.7	28%	28%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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)

2016	2017	2018	2019
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

\*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	2016	2017	2018	2019
A+	*	0%	*	
A	*	0%	*	
A-	*	16%	*	
B+	*	16%	*	
B	*	16%	*	
B-	*	35%	*	
C+	*	6%	*	
C	*	10%	*	
C-	*	0%	*	
D+	*	0%	*	
D	*	0%	*	
D-	*	0%	*	
E+	*	0%	*	
E	*	0%	*	
E-	*	0%	*	
N	*	0%	*	

Data Source: SACE Schools Data reports, extracted February 2019.

\*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

2016	2017	2018	2019
*	100%	*	

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
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

We have a strong academic performance at Wudinna Area School. We identified our targets for 2019 based on these students' results and cross referencing these results with our PAT data. Our emphasis is on improving the number of students who are achieving higher bands. We have also identified the need to retain students in the higher bands once they achieve a higher band level. We are also focused on ensuring all students are continually improving their academic results demonstrated by growth not just achievement. We have very few students who did not achieve the SEA these students all have an individual learning plan (ILP) to ensure that they achieve the SEA. We need to maintain the work and growth that the school has made in Numeracy and improve our Literacy (reading) due to the large numbers of students in the middle bands for progress. We have included this in our Site Improvement Plan. Training and development focused on not only working with students in the lower bands of achievement but will also include how to extend those that are in the middle and upper bands.

To meet our site improvement targets, we established PLCs to create the teamwork necessary to drive improvement share programs engage in peer observations and share high quality pedagogy. Our plan to improve literacy includes the following strategies:

- Explicit teaching
- Speech programs
- Stepping out writing
- Guided reading
- Cars and stars
- Leveled readers
- Jolly Phonics/grammar
- Oxford word list
- Tactical teaching/reading
- Targeted intervention
- Quick smart literacy
- Vocab activities (Oral literacy skills and public speaking opportunities)

Our data is very cohort driven because of the small numbers across the year levels. Making the use of data sets for individual students a necessity to ensure we are meeting individual needs. The trend data that is evident demonstrates that the higher order thinking skills are an area that needs to be addressed to move students into the higher bands.

## Attendance

Year level	2016	2017	2018	2019
Reception	93.7%	92.3%	89.7%	91.2%
Year 1	95.9%	91.0%	91.5%	90.6%
Year 2	94.2%	95.8%	92.8%	91.3%
Year 3	94.1%	94.4%	92.6%	92.9%
Year 4	92.3%	95.6%	91.8%	92.8%
Year 5	94.3%	91.4%	93.3%	93.4%
Year 6	90.8%	92.9%	93.3%	93.2%
Year 7	91.4%	93.6%	94.2%	93.2%
Year 8	93.4%	88.8%	90.5%	91.5%
Year 9	84.8%	89.5%	93.5%	91.2%
Year 10	94.3%	87.8%	93.3%	93.2%
Year 11	90.9%	82.5%	83.9%	89.4%
Year 12	88.6%	91.3%	86.8%	90.7%
Total	93.0%	92.2%	91.9%	92.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Our attendance has been good and has consistently been around the 93% mark for a long time. The distance required to attend medical and other appointments increases absence rates in many rural schools including ours. We have very few unexplained absences as parents communicate to the school about absences and exemptions. However we are continually striving to improve our attendance rate to a consistent 95%.

## Behaviour support comment

2019 has been a great year we had very few Student Behavior Management (SBM) issues. Most incidents have been of a low level and resulted in withdrawal from class, internal detention.

## Client opinion summary

The client opinion surveys demonstrate a positive opinion of Wudinna Area School from our community and students. The surveys demonstrate that we have made improvements in most areas. Continued communication and activities with the community will also support continued strong support of the school by the local community. The following points are highlights from the survey data because the majority of respondents either agree or strongly agree with the statements:

- High expectations of students is a strong point for all feedback information
- My child like being at school
- My child feels safe at school
- I can talk to my child's teacher about my concerns
- Teachers at this school provide my child with useful feedback
- The maintenance of the school has been strongly recognized
- It is worthwhile noting that there is an obvious common opinion that the school looks for ways to improve
- My school gives me opportunities to do interesting things also got strong support
- Motivation of students

Perception of student behaviour and behaviour management is an area that doesn't match our actual student behaviour management data or the number of incidents at school. The majority of our behaviour management issues are due to low level disruptive behaviour or passive work avoidance. These are managed with due diligence and addressed in the appropriate manner that these low level behaviours' warrant.

## Intended destination

Leave Reason	School	
	Number	%
Employment	1	3.4%
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	37.9%
Transfer to SA Govt School	12	41.4%
Unknown	5	17.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

All staff and volunteers have a DFE approved History screening to work with students.

## 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	31
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	19.1	0.0	6.9
Persons	0	21	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$3,036,194.55
Grants: Commonwealth	N/A
Parent Contributions	\$109,681.48
Fund Raising	\$10,304.37
Other	\$91,359.91

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

## 2019 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 2019 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 behaviour management and engagement	we have had very few issues of behaviour management. due to the levels of support provided.	no suspensions or exclusions
	Improved outcomes for students with an additional language or dialect	one on one support.	Students all demonstrated growth and made progress.
	Improved outcomes for students with disabilities	All students with disability funding receive one on one support in class and with our intervention programs.	All students have shown educational growth.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	These funds are used to limit the issues of being remote and isolated. Thereby ensuring students are provided opportunities within our community and beyond to have educational experiences reinforcing our learning goals of students achieving the SEA. These opportunities have included open access subjects, camps, presentations, events for students and training and development for staff to improve the teaching and learning.	Open access, camps, Presentations and events for students and staff. Have promoted connectiveness and choice.
Program funding for all students	Australian Curriculum	Funding was used to promote the use of STEM within the curriculum.	Students used STEM methods to problem solve and develop critical thinking skills
	Aboriginal languages programs initiatives	N/A	
Other discretionary funding	Better schools funding	We have used these funds to employ and ACEO to work with staff and students using the D for E Aboriginal strategy.	ACEO working across the school.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	