



Yankalilla Area School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Yankalilla Area School Number: 766

Partnership: Fleurieu

Name of School Principal:

Christine Bell

Name of Governing Council Chair:

Luke Hutt

Date of Endorsement:

School Context and Highlights

School Name: YANKALILLA AREA SCHOOL
 School Number: 0766
 General information
 Postal Address: 207 Main Road, Yankalilla 5203
 Location Address: 207 Main Road, Yankalilla 5203
 Phone No: 08 85580888
 Fax No: 08 85582155
 District: Fleurieu
 Road Distance from GPO : 72.5 km via Main South Road

Our school values are incorporated in everything we do.

Honesty
 Respect
 Excellence
 Responsibility
 Care

Students: There is a strong emphasis on personal responsibility and a belief that YAS is a place to grow and learn both academically and personally. Families are supportive and provide invaluable support for our school.

Leadership Structure: Principal, Deputy Principal. Senior Leader B2 STEM, Senior Leader B2 Literacy, Senior Leader B1 Australian Curriculum and pedagogy R-12, Senior Leader B1 Support and Intervention.

Staff Support systems: Staff are collaborative and co-operate effectively in year level teams and as a whole school professional learning community. Active Professional Learning in all key focus areas are aligned to the school SIP (Strategic Improvement Plan). There is a strong emphasis on the use of quality improvement tools and processes and in developing consistent practices and pedagogies across the school. All staff are expected to develop and utilise a Performance Development Plan based on National Standards and the DECD Strategic Leadership framework.

In 2016 our school celebrated its 60th Birthday with a wonderful day of activities that included both past and present students and in the evening the festivities continued with a dinner. One of the outstanding success stories for our school was the 100% completion in our SACE results with all students receiving a C grade or above. Twelve of our students applied for University placements with 100% being offered either their first or second preferences.

Governing Council Report

On behalf of the YAS Governing Council (GC), I am pleased to report that 2016 has been a very successful year for both the Council and the School.

The GC has met regularly to work with School Staff and other members of the School Community. We have collaboratively achieved a range of positive outcomes for the School and the following are some of the highlights:

- The redevelopment of the Out of School Hours Care (YOSHC) program and infrastructure. The YOSHC Sub-committee has worked with the Principal, Christine Bell who has transformed the building into a bright inviting venue for the service. Together we have employed a new director Gill Bolton who has implemented the new care program, policies and employment conditions.
- The School achieved a balanced budget for the year 2016 and while the Finance Committee had input into this result it was mainly due to the diligent work of the School Finance Officer, Terry Owen.
- Thanks to the efforts of a group of Governing Council Members who worked in conjunction with several current and ex-school community members, the School celebrated its 60th Anniversary with a series of very successful events, culminating with the celebratory dinner.
- The main quadrangle redevelopment has been completed, thanks to the Civil Students, their teacher and a special sub-committee headed by the School Finance Officer.
- Our Fundraising Committee has raised approximately \$3,000, some of which was allocated to the 60th Anniversary celebrations and the remainder is being held to contribute towards several projects planned for 2017.
- The proposal to finish early on Mondays was endorsed by GC who made a significant contribution to the change management process. The early feedback indicates that teachers are embracing the professional development opportunity and student parents and caregivers have adapted well to the change in school hours.
- Governing Council, with the support of School Staff set the Maintenance and Service Fees for 2017. The slight increase in the fees was not universally accepted by the School community, however it is hoped we are still able to balance the budget without significantly impacting on our children's education.

In conclusion, Governing Council would like to congratulate the School Staff and Students on their outstanding academic success in 2016.

Luke Hutt

Governing Council Chairperson 2016

Improvement Planning and Outcomes

Yankalilla Area School identified four key areas for improvement that directly aligned to the External Review recommendations. These were the targets for 2016 taken directly from the Yankalilla Area School 3 year Site Improvement Plan and developed into a 1 year Action Plan which will be reviewed and adjusted early in 2017.

1: Student Learning – High expectations for student achievement

Strategies

- Embed the whole school literacy agreement into daily practice.
- Embed the whole school numeracy agreement into daily practice.
- Focus on assessment for learning – Task design, student feedback and consistency of standards.
- Inquiry-based STEM projects.
- Strengthening Australian Curriculum implementation.
- SWD data collection and NEP practices support student achievement.

2: Effective teaching – Engaging & targeted teaching practices

Strategies

- Strengthening TEFL learning through a team approach.
- Deprivatised practice – Teacher rounds project with a focus on student group-work.
- Develop learning statements to clarify specific student outcomes.
- Creating rubrics to clarify criteria

3: Effective leadership – Improving student and teacher learning

Strategies

- Empowering students as learners through strengthening student voice.
- Empowering shared leadership exploring evidence based research for innovative practices.
- Teacher feedback professional improvement discussions through personnel management processes.
- Providing targeted and relevant professional learning related to the site improvement plan.

4: School Community Partnerships – Improving student outcomes

Strategies

- Continue to build parent communication (Eg through Online services).
- Linking to the community through combined learning opportunities.
- Continue to foster the relationship with schools in the Fleurieu partnership for all staff.

Data analysis - for our improvement agenda to ensure targets are met will be:

- Establish a data collection and analysis calendar
- Promote the use of the Educational Dashboard
- Establish and promote the use of internal data analysis to enhance learning.

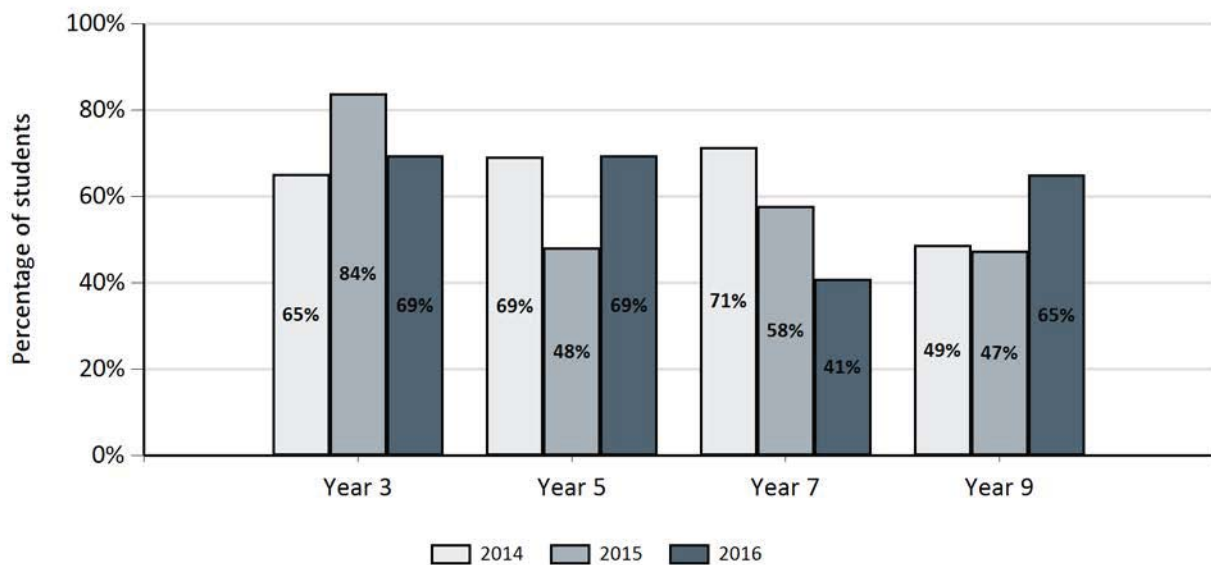
In 2017 it has been decided as a whole school to have a major focus on Effective Teaching using Moderation, Assessment and Task Design as our framework.

Performance Summary

NAPLAN Proficiency

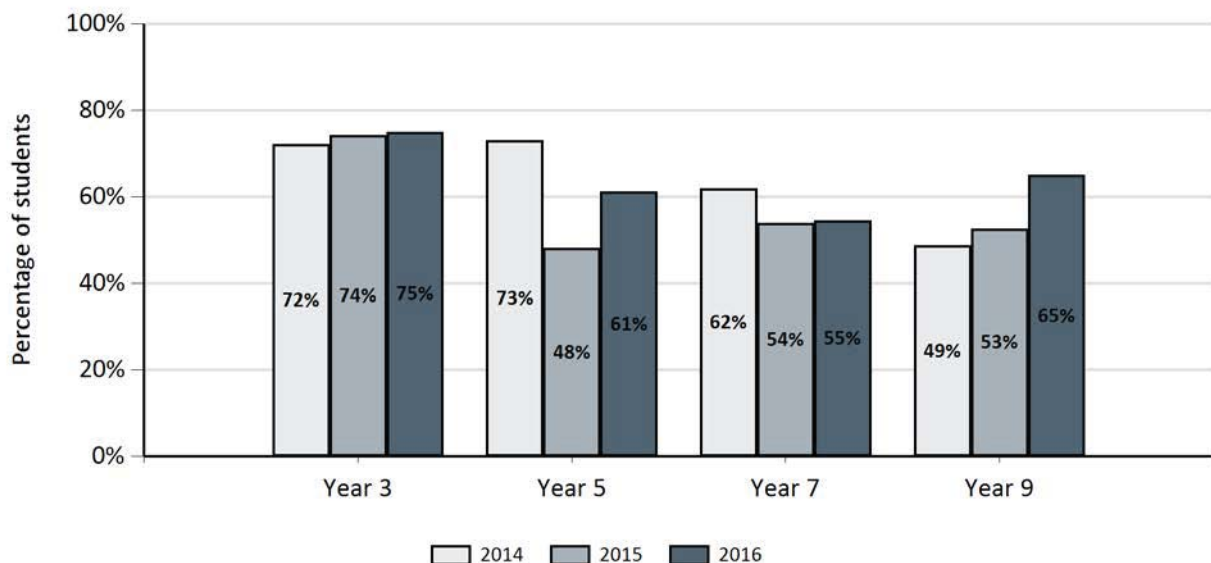
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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%	57%	36%	25%
Middle progress group	46%	29%	50%	50%
Upper progress group	29%	14%	14%	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	8%	57%	15%	25%
Middle progress group	62%	43%	62%	50%
Upper progress group	31%	0%	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	36	36	13	10	36%	28%
Year 3 2014-16 Average	36.7	36.7	12.7	7.7	35%	21%
Year 5 2016	36	36	9	5	25%	14%
Year 5 2014-16 Average	29.7	29.7	7.3	3.7	25%	12%
Year 7 2016	22	22	1	2	5%	9%
Year 7 2014-16 Average	23.0	23.0	3.0	1.7	13%	7%
Year 9 2016	20	20	3	3	15%	15%
Year 9 2014-16 Average	25.3	25.3	4.0	2.0	16%	8%

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
90%	98%	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.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	0%	0%	1.19%
A-	1%	0%	4.76%
B+	7%	7%	10.71%
B	16%	29%	27.38%
B-	22%	24%	28.57%
C+	18%	19%	16.67%
C	18%	13%	10.71%
C-	6%	6%	0%
D+	1%	2%	0%
D	4%	0%	0%
D-	3%	0%	0%
E+	0%	0%	0%
E	1%	0%	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
87%	94%	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	76.92%	86.67%	55.56%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	87%	94%	100%

School Performance Comment

NAPLAN Results

Reading: Achievement Standard

Both the year 3 and the year 5 results in reading for 2016 remain strong. 69.4% of all students in year three met the DECD Standard. Although it was not to the standard of 84% in 2015, it was still the highest achievement for year 3s in reading since 2009. 69% of our year 5 students also achieved standard up from 48% in 2015.

Our year 7 students in reading is a major concern with only 41% achieving standard. The school is planning to make some significant changes in 2017 with targeted intervention and support in the areas of reading. There was improvement in year 9 reading with our best result of 65% since 2013.

Reading : Higher Bands

Apart from 2015 ,our year 3 students achieved the best higher band percentage since 2009 with 36.1% achieving in this range. Our year 5 students also demonstrated a significant improvement in Higher Band achievement up from 7.4% in 2015 to 25% in 2016. Year 7 had a slight increase from 3.8% to 4.5% and year 9s remained steady at 15.0%. Yankalilla Area School is committed to stretching all students to the best of their ability through continual reflection on outstanding practice, performance development and pedagogical improvement for all teachers.

Numeracy: Achievement Standard

All year levels 3,5,7 and 9 demonstrated an increase of students achieving DECD standard in Numeracy in 2016. Year 3 had a slight increase from 74 -75%, Year 5, 48-61% , Year 7, 54 -55% and year 9, 53 - 65%. With our school and Partnership continual focus on Numeracy we will expect this improvement to continue.

Numeracy: Higher Bands

As in the Achievement Standards, our students achieving Higher Band scores also improved significantly. Year 3s, from 22.6 - 27.8%, Year 5s 7.4- 13.9%, Year 7s 3.8 - 9.1% and year 9s demonstrated our highest improvement from 5.3% to 15%. As Yankalilla Area School staff all continue to be involved in whole school development around Assessment and Moderation we expect this trend to continue.

SACE: Stage 2 in 2016 saw 100% of our potential SACE completers meet all the requirements to successfully achieve their certificate. Included with this, all students achieved a C grade or better from all Stage 2 subject results with a positive shift in grade outcomes towards higher grades when compared to 2015 results. For the compulsory Stage 2 subject of the Research Project 100% of students who undertook this subject achieved a C grade or better result.

Of the students that achieved their SACE 83% of our students qualified for an Australian Tertiary Admissions Rank and 93% of those students gaining offers of positions into university either through their first or second choice.

Flexibility within the SACE allowed 55% of our students to achieve their SACE using credits gained from Vocational Education and Training courses undertaken during their senior years at our school. Of these students 16% completed Units of Competency at Certificate III level, with 2 students involved in School based Apprenticeships or Traineeships.

Attendance

Year level	2014	2015	2016
Reception	87.7%	88.6%	89.7%
Year 01	92.1%	86.6%	91.4%
Year 02	91.3%	91.4%	87.0%
Year 03	90.4%	89.9%	92.5%
Year 04	91.2%	89.8%	93.9%
Year 05	91.0%	89.7%	92.0%
Year 06	85.8%	94.7%	91.7%
Year 07	91.9%	90.8%	93.9%
Year 08	80.4%	90.1%	90.8%
Year 09	87.8%	87.6%	90.2%
Year 10	93.5%	89.0%	88.4%
Year 11	83.7%	85.0%	84.6%
Year 12	88.5%	93.1%	90.1%
Secondary Other		91.5%	89.6%
Total	89.2%	89.8%	90.7%

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

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

Attendance Comment

As a school, we decided to use the Better Schools funding in another area for improvement instead of attendance as in 2014 and 2015. Instead strategies were implemented such as all families having to make an appointment to speak with the Principal when asking for an exemption and the Principal and School Counselor identifying families with attendance issues and following up with a team approach and home visits. The annual attendance rate graph shows a steady increase up to 90.7% in 2016 but is still lower than the 95% DECD and Yankalilla Area School target of 95%

Behaviour Management Comment

In 2016, emphasis was placed on "Blue Room" referrals as a process before suspension. There was also a focus on counseling/ mentoring any student that had been sent to the Blue Room. This has resulted in a continuous reduction in suspensions over the last 4 years. The number of suspensions that occurred was 18 and the number of students suspended was 9 in 2016.

Bullying and harassment surveys were conducted during term 3 and data from this is regularly referred to when dealing with individual students.

"Play is the Way" language and games are used by staff and a common set of behavioral steps are used by teachers.

Client Opinion Summary

The number of the responses to our client survey has increased by 20%. Over 80% of the responding parents agree or strongly agree that Yankalilla Area School is always looking for ways to improve and also the same percent have the opinion that Teachers at Yankalilla Area School expect their children to do their best. 70% of families agree or strongly agree that their children like coming to Yankalilla Area School and the same percent think they can talk to their children's teachers about any concerns they have.

Areas to take into 2017 for the whole school to focus on will be in the areas of; families feeling more confident that Yankalilla Area School takes parents and care givers opinions seriously and sharing the understanding with families of how we provide our students with useful feedback. Our school envisages this to happen with open parent discussions as to what this looks like in a classroom setting and to develop the understanding through professional development for our Governing Council members to support the same message to our wider school community.

There appeared to be some dissatisfaction as to the way Yankalilla Area School manages behaviour with 8% strongly disagreeing with the process we currently have in place. In 2017 Yankalilla Area school will focus on the above three areas looking for ways to improve through improving our communication and connections with our families.

Intended Destination

Leave Reason	School	
	Number	%
Employment	1	1.6%
Interstate/Overseas	9	14.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	3.3%
Transfer to Non-Govt School	14	23.0%
Transfer to SA Govt School	19	31.1%
Unknown	16	26.2%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Yankalilla Area School takes the protection of all their students very seriously. There is a clear process in place and a dedicated staff member that keeps records of all staff and necessary visitors to our school and ensures all people requiring clearances have up to date documentation.

Yankalilla Area School provides, at no charge to the wider community RAN (Respond and Neglect) Professional Development which includes the supply of appropriate certificates. It is our focus to encourage family and community participation in our school and we adhere to DECD regulations.

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	61
Post Graduate Qualifications	19

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	27.1	0.9	16.1
Persons	0	33	1	20

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

Financial Statement

Funding Source	Amount
Grants: State	\$4,627,717.78
Grants: Commonwealth	\$2272.73
Parent Contributions	\$228,635.97
Fund Raising	\$2945.30
Other	\$962.00

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	RAAP funding for 3 students allowed for increased support in and out of classroom.	All three students increased their school hours time with reduced support.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Funding used to contribute to specialized Special Education teacher that led a team of SSOs to improve outcomes with a focus on Literacy and Numeracy.	All students with workable NEPS. Increase in family involvement.
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	Employment of teacher with a dedicated focus on 12 Indigenous students. This included attendance, Literacy and Numeracy intervention, through Targeted Reading, Rainbow Reading and Multi Lit. Two dedicated leaders (0.2) to Numeracy and Literacy improvement R - 12 with a focus on Intellectual stretch. Focus on intervention using SMART Maths which included staff development.	Increase with attendance. Medium increase in improvement with Numeracy and Literacy. Increase in Higher Bands achievement in NAPLAN for all years in Numeracy.
Program Funding for all Students	Australian Curriculum	0.2 Leader R-12 with a focus on Australian Curriculum and task design pedagogy.	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Our Better School funding was targeted at improved collection, analysis and use of data. This was obtained by the employment of 0.2 highly experienced teacher to establish a system of data collection and PD	Increased use of Data Dashboard and a school cauldron for school collected Data
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Funds used and topped up by school to 0.6 Primary Counselor	Increase in students data about wellbeing issues.