



# Moonta Area School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Moonta Area School Number: 1488

Partnership: Northern Yorke

Name of School Principal:

Kirsty Amos

Name of Governing Council Chair:

Adrian Hatcher

Date of Endorsement:

March 16th 2018

## School Context and Highlights

Moonta Area School is located on the Yorke Peninsula, 160 kilometers North of Adelaide. The school provides education for students who live in the Moonta township and the surrounding suburbs of Moonta Bay and Port Hughes.

The school has an ICSEA score of 927 with 52% of families represented in the 4th quartile and another 29% in the 3rd quartile. Moonta Area School is classified as Category 2 on the DECD Index of Educational Disadvantage.

There were 471 students in the school in 2016 including 57 ATSI students; 46 students verified with a learning disability, including 9 students from Year 3 to 7 who participate in the school's NYP Special Class and 7 students in the newly formed R-3 NYP Early Years Special class. There were 22 students enrolled in Flexible Learning Options. Over the last 4 years there has been a transient enrollment rate of 42% of students arriving and departing during the school year.

The work on Numeracy continued with Big Ideas in Number pedagogies being expanded across the Primary years. All Primary and Secondary Maths teachers participated in training with Ann Baker on Natural Maths Strategies which consolidated capacity in the expert teaching of Maths across the school. Gaps in some teacher expertise (those staff new to the school) was discovered and training sourced for 2018.

The teaching of literacy has been maintained with teachers using data collected in PAT-R and NAPLAN to plan and deliver engaging literacy activities targeted to group and individual literacy needs. Matched with our continued use of Jolly Phonics, Spelling Mastery and Accelerated Reading Literacy data sets have also shown improvement, especially the Running Records data which show extraordinary growth. 2017 saw the improvement in Early Years progress to improved NAPLAN results in Year 3.

The school's work on Project Based Learning from Years 3 to 9 is also to be celebrated. Professional learning in STEM has commenced which will strength this already valuable program.

The final highlight for the year was the solid year 12 results with all students on a SACE pathway completing, 1 student receiving a Merit for Research Project. We are very proud of all student efforts over the year and of the charming young adults they have become, the commitment they have shown to each other and to achieving personal goals.

## Governing Council Report

It is with great pleasure that I give you my Chairman's report for the 2017 year. May I firstly say a big thank you to my committee who have done an excellent job this year with plenty of items on the agenda which have been discussed at length.

To my secretary Sue - another fine effort - a thankless job which you do so well!

To Kirsty - you are a fantastic Principal and the amount of hours spent after hours goes unnoticed by some but is appreciated by most - you really are one of a kind!

To the teachers and staff you are doing an amazing job, especially considering the disruption caused by the STEM redevelopment. I thank you for your patience and expertise in continuing under difficult conditions - it will be worth it in the long run!

I look forward to the STEM redevelopment being completed which will benefit all staff and students and bring a whole new look to Moonta Area School, along with new possibilities with improved facilities.

Another huge body of work covered by staff, students and Governing Council in 2017 was the development of Moonta Area School's Student Wellbeing and Behaviour Development Policy. The policy was developed in consultation with all stakeholder groups, trialled by a number of classes before being ratified by council and the school community. This policy and processes that underpin it are based on Restorative Practices and show that the school is progressing in the right direction.

Thank you for the last 12 months - it has been a privilege being Chairman of the Governing Council and I would have no hesitation if renominated to sit in the chair for another term.

Adrian Hatcher  
Governing Council Chairperson

## Improvement Planning and Outcomes

As a response to the external Review in 2015 and subsequent SIP annual analysis the school refined its Site Improvement Plan for 2017 to focus on:

- Consistency
- Attendance
- Powerful Learning and
- High Expectations

Through the school values of Learning Caring and Sharing we were able to achieve much.

### LEARNING GOALS

Goal Setting and Regular Reflection, Tracking and Linking Data

- Primary students focus on setting and reflecting on goals - ACHIEVED
- Secondary students use a Traffic Light System (TLS) where they receive feedback from teachers at least monthly and then self-assess ACHIEVED
- Secondary students in Years 9 and 10 trial a Grade Point Average (GPA): Self-reflection process to set goals and track progress ACHIEVED
- Use of common templates ACHIEVED
- Implement Digital Technologies PARTIALLY ACHIEVED
- Implement Primary Numeracy Agreement PARTIALLY ACHIEVED

### ACTIONS for 2018

- Continue to support staff with digital technologies curriculum
- Continue with goal setting, GPA and TLS, look at other ways of using the data in more visible ways
- Implement Numeracy Agreement by increasing BILN Professional learning, planning together, sharing resources and team teaching

### CARING GOALS

- Developing regular feedback processes and routines ACHIEVED
- Developing a Student Wellbeing and Behaviour Development policy and processes that focuses on Restorative Practices ACHIEVED

### ACTIONS for 2018

- Staff to consolidate skills in using new policy and processes
- Teachers to build library of Capacity Matrices for self and peer assessment.
- Teachers to be empowered to take ownership of STAR intervention programs and communicate regularly with students, families and support staff

### SHARING GOALS

- All teaching staff participate in Network Learning Groups across the partnership ACHIEVED
- Parents attend parent workshops ACHIEVED
- 95% attendance – NOT ACHIEVED but improvement in data

### ACTIONS 2018

SIP rewritten so that there is clarity for staff in what it means for their day to day work

### FOCI

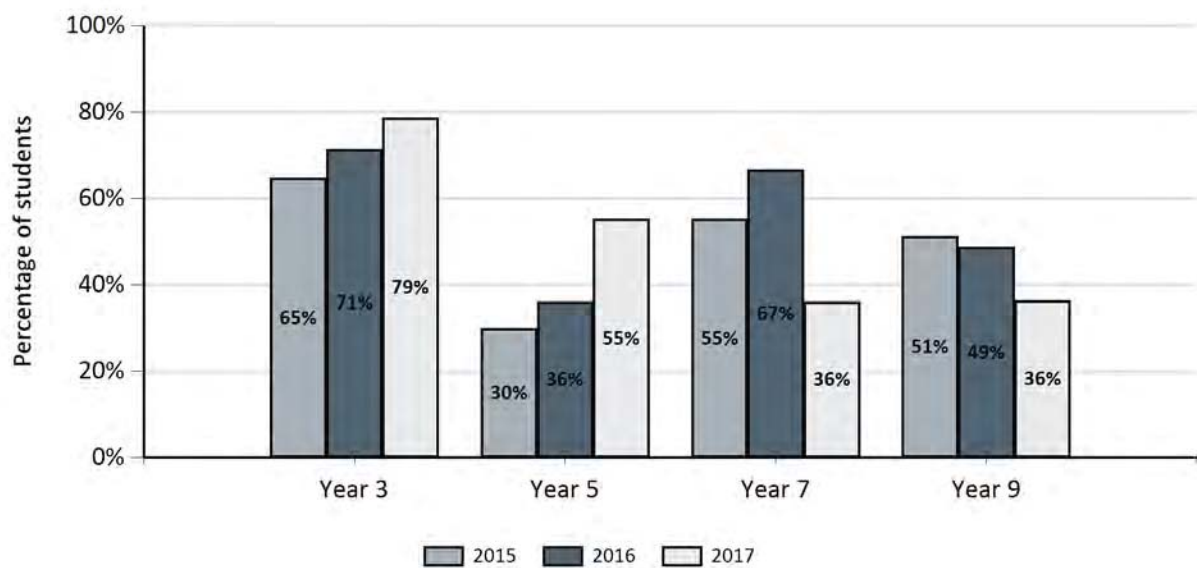
- Creative and Critical Thinking
- Numeracy
- Literacy: Writing
- Wellbeing

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

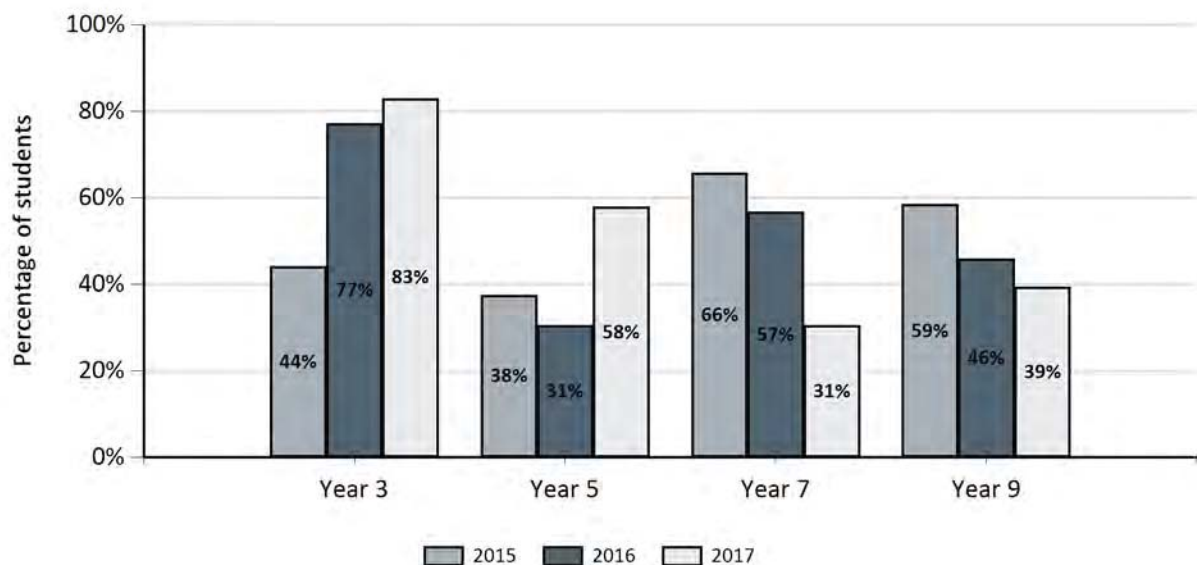
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 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	27%	12%	40%	25%
Middle progress group	45%	42%	20%	50%
Lower progress group	27%	46%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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)
Upper progress group	10%	8%	14%	25%
Middle progress group	73%	48%	33%	50%
Lower progress group	17%	44%	52%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <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 2017	47	47	15	7	32%	15%
Year 3 2015-17 Average	38.7	38.7	11.0	5.3	28%	14%
Year 5 2017	38	38	4	2	11%	5%
Year 5 2015-17 Average	38.0	38.0	3.3	1.0	9%	3%
Year 7 2017	36	36	2	0	6%	0%
Year 7 2015-17 Average	34.7	34.7	3.3	0.0	10%	0%
Year 9 2017	33	33	2	0	6%	0%
Year 9 2015-17 Average	37.0	37.0	2.0	1.0	5%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<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).

2014	2015	2016	2017
95%	97%	99%	

Data Source: SACE Schools Data reports, extracted February 2017.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	1%	2%	1%
A	5%	1%	6%	6%
A-	17%	7%	13%	11%
B+	18%	17%	18%	15%
B	17%	19%	18%	15%
B-	15%	17%	17%	8%
C+	15%	14%	14%	14%
C	8%	12%	6%	18%
C-	2%	8%	6%	8%
D+	0%	1%	1%	3%
D	2%	2%	0%	0%
D-	2%	0%	0%	1%
E+	2%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

\*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	2017
100%	94%	92%	94.44%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	64.29	37.5	41.67	
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100	88	96	97



## School Performance Comment

### Running Records

The comparison of Year 1 Running Records data from Term 1 to Term 3 shows incredible growth by our students. In Term 1, many students were behind their peers across the state. By Term 3, students had progressed to be achieving at a higher level than the state average.

The Year 2 Running Records data continues to impress with Moonta Area School students achieving at a higher level than the state average.

ACTION: In 2018 we will:

- continue to identify students requiring intervention in Term 1 and implement targeted literacy support programs 1:1, 1:2 and 1:4 that target specific needs throughout Terms 2, 3 and 4
- run parent sessions that encourage families to practice literacy (and numeracy) at home

### NAPLAN

The school's NAPLAN results reflect a steady growth pattern where a large number of students do not achieve National Minimum Standards in Year 3 but over time, strong educational programs and a conscious effort to build strong partnerships between school and home result in most students exceeding the minimum standard and showing personal growth. When comparing student achievement with their last NAPLAN test we have improved significantly in all but two aspects writing and numeracy. An interesting fact was that approximately 80% of students who did not meet minimum standard are also students who have poor attendance.

There are also a number of students who achieve in the higher bands. Currently we are not retaining these students well.

ACTION: In 2018 we will:

- investigate using Brightpaths as a way to improve our writing results
- continue to identify students requiring intervention in Term 1 and implement targeted literacy support programs 1:1, 1:2 and 1:4 that target specific needs throughout Terms 2, 3 and 4.
- run extension intervention groups, Tournament of the Minds, Project Based Learning and encourage students and focus on Growth Mindsets to build a culture of Powerful Learning which we believe will increase the number of students maintained in the higher bands of achievement
- focus on embedding the Numeracy Agreement written in 2016

### PAT-M and PAT-R

All teachers have analysed the data of students in their classes and used this data to inform their teaching practices. This is the third year in which we used all data sets late in Term 4 to hand over relevant achievement data and successful pedagogical practices from 2016 teachers to 2017 teachers. In this way we were able to design relevant and appropriately challenging tasks for students from the beginning of the year.

ACTION: In 2018 we will:

- Continue to use PAT-M and PAT-R data to plan relevant and meaningful learning programs

### SACE

Our SACE results in 2017 were pleasing:

- Moonta Year 12 students achieved above their predicted grade in many areas and equaled the state in passing grades with 97% of all students achieving a "C" grade or better in all subjects.
- 1 Merit (Research Project) and all graduates progressing to work or further study

## Attendance

Year level	2014	2015	2016	2017
Reception	89.0%	90.3%	90.4%	89.0%
Year 1	90.6%	91.0%	91.9%	91.7%
Year 2	88.8%	88.3%	93.7%	92.0%
Year 3	88.2%	90.1%	91.7%	93.0%
Year 4	88.0%	87.4%	90.7%	91.3%
Year 5	88.7%	87.7%	85.1%	88.3%
Year 6	88.7%	89.2%	87.9%	85.1%
Year 7	84.0%	87.5%	89.6%	86.0%
Primary Other	85.0%	84.1%	86.9%	84.2%
Year 8	88.7%	81.3%	87.3%	89.1%
Year 9	83.1%	85.8%	81.6%	86.9%
Year 10	84.6%	79.9%	84.1%	78.5%
Year 11	83.2%	86.0%	72.5%	90.6%
Year 12	88.0%	88.1%	76.3%	73.0%
Secondary Other	89.7%	91.8%	77.0%	99.5%
Total	87.1%	87.3%	86.5%	87.9%

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

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

## Attendance Comment

At Moonta Area School we believe all students benefit from regular attendance and engagement in educational programs. We work with parents and support agencies to enable all students to attend. A flowchart has been developed that outlines teacher, coordinator and principal responsibilities in liaising with and supporting families to ensure maximum attendance. Several strategies are employed including breakfast club, lunch program, support with uniforms and when the need arises, transport. There are a few families who are experiencing significant hardship and struggle with attendance.

## Behaviour Management Comment

Over the duration of 2017 a new policy and process was developed.

Big picture agreements reached in collaboration with all stakeholders:

- Policy and practice will aim to understand behaviour and respond in constructive ways
- Firm and fair approaches will be used when responding to misbehaviours
- An emphasis on students taking responsibility for their behaviours and making things right when needed
- Logical consequences will be applied - clear, concise and complementary to restorative work
- Students engaging in minor misbehaviours will be supported to get back to their learning quickly
- When students are not able to settle in a reasonable time frame and continue to disrupt the learning or are putting others at risk parents will be sent home

## Client Opinion Summary

All three client groups are pleased with the way students learning is catered for at Moonta Area School and the approval rating for parents being able to talk with and work with staff is 4.5/5; however, again, all three client groups - staff, parents and students are concerned about behaviour management and the impact poor behaviour is having on the learning and wellbeing of all.

Governing Council, staff and parents surveyed believe that staying the course with the new behaviour development process and policy is the right decision to improve this culture and reinforce the school's beliefs in the following:

We believe in a Moonta Area School where:

- The focus is and remains on teaching and powerful learning
- Learning environments are safe, orderly and productive
- Students can self-regulate their own behaviour
- Student/ teacher /parent relationships are positive
- Time is allocated for leaders to prioritise coaching of other staff to build capacity in line with the SIP

A new SIP has also been developed which narrows the schools foci to:

Critical and Creative Thinking

Numeracy

Literacy: Writing

Wellbeing

Student targets and strategies that will be used to achieve these goals are very clear.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	5	4.1%
Interstate/Overseas	15	12.4%
Other	1	0.8%
Seeking Employment	2	1.7%
Tertiary/TAFE/Training	3	2.5%
Transfer to Non-Govt School	9	7.4%
Transfer to SA Govt School	49	40.5%
Unknown	37	30.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

As a result of the changes in requirements, a total audit of our records and processes has been completed as follows:

- DCSI Screening form given out to all people who work, volunteer on site OR Teacher Registration Certificates copied and collected
- Copy goes into the folder
- Details recorded on the History Screening spread sheet, on the table in the folder and EDSAS (if applicable)
- Any correspondence is entered into the spread sheet, on the table in the folder, EDSAS and physical copy into the folder
- When approved/ not – data entered into the spread sheet, EDSAS and physical copy kept

## 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	58
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	36.1	2.1	21.7
Persons	0	39	3	30

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	6,664,351.15
Grants: Commonwealth	9,400
Parent Contributions	251,691.06
Fund Raising	7,603.13
Other	67,674.85

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

## 2017 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 2017 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	There are a number of students who continue to engage in misbehaviours. The school is working with them, support service sand families to support behaviour change. We use 5 Point scale, Interoception and Rock and Water.	All programs were evaluated. All students made progress towards achieving goals
	Improved Outcomes for Students with an Additional Language or Dialect	NA	NA
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	All students with an identified disability were supported with a Negotiated Education Plan written by the teacher, parent and student. All plans were formally reviewed twice a year and used to inform the 2018 plans.	All programs were evaluated. All students made progress towards achieving goals
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Literacy, Numeracy and Social Skills intervention small groups, 1:1 and 1:2 sessions have been a major strategy to improve learner achievement outcomes for these targeted groups. 100% of students participating in Reading Tutor:Multi lit improved in accuracy, fluency, word attack skills and sight word recognition and comprehension. Quick Smart Numeracy: 78% of participants (23 students) improved their speed, 65% improved in accuracy (addition, subtraction, multiplication and division) Early Years Intervention - Year 1 and 2, 4 by 20 minute sessions each week. 100% improvement	All students involved in intervention programs improved in their literacy and numeracy achievement levels as measured by exit testing for QSN and Multi-lit
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ALPHA Check: All students R-3 knew all 26 letters and 35 sounds All ATSI students (Non FLO) passed compulsory Literacy and Numeracy at Year 11 and used literacy skills across the curriculum	Goals met
	Australian Curriculum	Intervention - Multi-lit, Quick Smart Numeracy, SSO Staffing	All students involved in intervention programs improved
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Students attended Tournament of the Minds and participated in ICAS National Testing	Students reported that they enjoyed these extension programs
	Better Schools Funding	.97 staffing provided for our primary counsellor who oversees Play is The Way, Child Protection Curriculum, Trauma Informed responses to behaviour and Restorative Practices	students and families supported successfully
	Specialist School Reporting (as required)		