



# Moonta Area School 2016 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:**

1st March 2017

## School Context and Highlights

Moonta Area School is located on the Yorke Peninsula, 160 kilometres north of Adelaide. The school provides education for students who live mostly 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 495 students in the school in 2016 including 63 Aboriginal students, 54 students were verified with a learning disability, including 9 students from Year 3 to 7 who participate in the school's NYP Special Class. There were 27 students enrolled in Flexible Learning Options, 15 in Year 12 and 9 in Year 13. Over the last three years there has been an average transient enrollment rate of 42% of students arriving and departing during the school year.

Numeracy became the main priority for the school and as such staff members were trained in Big Ideas in Number with implementation in Semester 2 with clear results – end of year Numeracy data sets have shown strong improvement. We plan on building this growth by working with Ann Baker on Natural Maths Strategies early in 2017 and look forward to seeing improved results in NAPLAN and PAT-M data sets over the next 3 years.

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.

The school's work on Project Based Learning from Years 3 to 9 is also to be celebrated. Staff engaged in professional learning after watching Most Likely to Succeed which has resulted in students applying knowledge gleaned in direct instruction to projects where they are able to demonstrate their powerful learning skills.

The final highlight for the year was the exceptional year 12 results with three students achieving ATARs of over 95, 2 students receiving Merits for Research Project and Visual Arts respectively. We are very proud of all student efforts over the year of the charming young adults they have become, the commitment they have shown to each other and to achieving personal goals.

## Governing Council Report

As a result of the External Review in 2015 the SIP was completely overhauled with the final draft being ratified at the February meeting. At the centre of the new plan we have 4 priorities:

- Consistency
- Attendance
- Powerful Learning
- High expectations

These priorities have allowed the school to build on its focus of Growth Mindsets from 2015 to reframing failure from "failure is debilitating" to "failure is enhancing." Work around adults supporting children by discussing what their children / students can learn from experiences of failure and how they might improve next time has started as the research is clear – pitying, doubting ability and over comforting is not helpful to build resilient powerful learners.

The Governing Council is responsible for Out of Hours School Care and the Canteen. Noleen Cope was appointed as the new Canteen Manager beginning in January, ably supported by Pam Clarke and a band of excellent volunteers. Noleen's new menu has ensured a healthy range of options for students and our whole community has been well looked after.

The Out of Hours Care Service is growing steadily with school holiday sessions and after school sessions being fully booked. The Governing Council is proud to report that these two facilities continue to thrive and our community is very pleased with the high quality of service provided.

An exciting development arose at the end of Term 2 when Minister Susan Close announced that Moonta Area School was the recipient of a 3.5 million dollar grant to update its Science, Technology, Engineering and Maths facilities across the school. The funding is to "develop spaces where a community of individuals can take part in learning activities and share experiences. Spaces that inspire innovation and creativity, stimulate children's' imagination, engage, challenge and arouse curiosity, reflect emerging technologies"

"Students will have opportunities to work in collaborative teams and learn how to apply science, maths and technology knowledge and understandings in new contexts ...". The school is currently working with architects and DECD to finalise plans, ready for building to commence in 2017.

Another two exciting initiatives supported by Council are the Meeting Place and War Memorial Trail. Both projects have been funded partially by I-can grants and have included students being involved in the design processes, building processes and will provide excellent hands-on external learning spaces for students.

## Improvement Planning and Outcomes

As a response to the external Review in 2015 the school rewrote its Site Improvement Plan for 2016 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
- Write Primary Numeracy Agreement ACHIEVED

### ACTIONS for 2017

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

### CARING GOALS

- Developing regular feedback processes and routines NOT ACHIEVED

### ACTIONS for 2017

- Teachers to focus on using Capacity Matrices in Term 1 for self and peer assessment. Terms 2, and 3 develop further by looking at developing different ways for teachers to feedback most effectively to students
- 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
- Parent interviews conducted about how to work more closely together ACHIEVED
- Parents attend parent workshops ACHIEVED
- NEP process update ACHIEVED
- Child Protection Curriculum embedded PARTIALLY ACHIEVED
- Train all staff in Play is the Way ACHIEVED
- 95% attendance – NOT ACHIEVED but improvement in data

### ACTIONS 2017

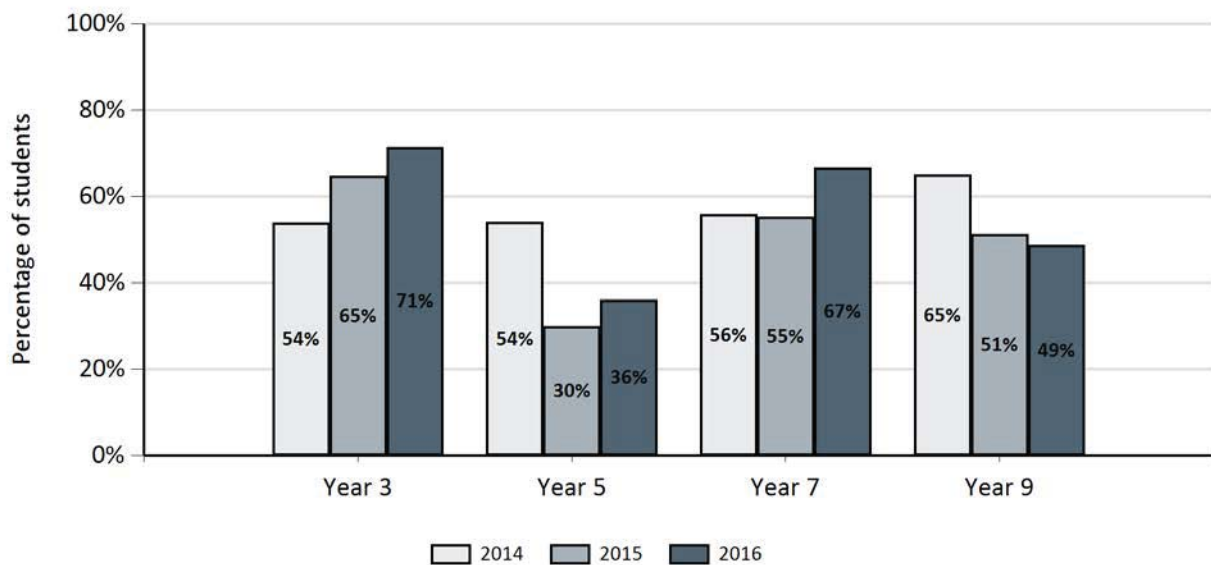
- Support partnership Parent workshops
- Work closely with parents when implementing behaviour change strategies and learning intervention strategies
- Build on DOJO communication strategy
- Build social media and other media presence
- Formalise delivery of CPC in Senior Years
- Add PITW and CPC to performance management meeting agendas
- Use Data Dashboard to respond to attendance problems more quickly

## Performance Summary

### NAPLAN Proficiency

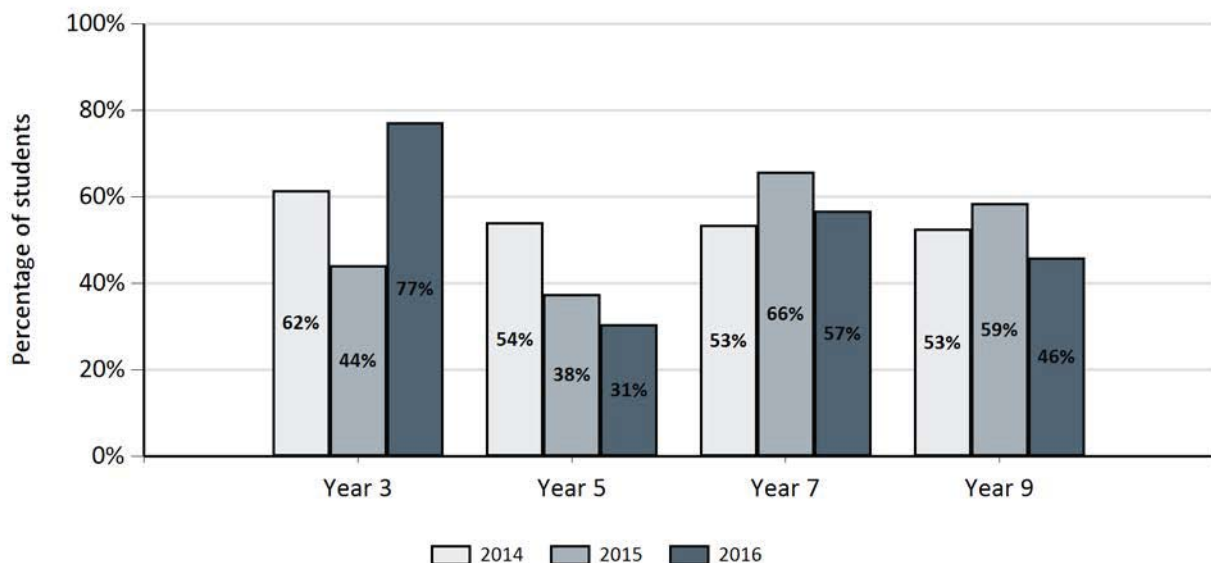
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	27%	32%	14%	25%
Middle progress group	55%	44%	73%	50%
Upper progress group	18%	24%	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	52%	44%	0%	25%
Middle progress group	39%	40%	67%	50%
Upper progress group	9%	16%	33%	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	35	35	13	6	37%	17%
Year 3 2014-16 Average	36.0	36.0	9.0	4.0	25%	11%
Year 5 2016	36	36	3	1	8%	3%
Year 5 2014-16 Average	37.7	37.7	2.7	0.3	7%	1%
Year 7 2016	30	30	2	0	7%	0%
Year 7 2014-16 Average	37.0	37.0	2.7	0.7	7%	2%
Year 9 2016	37	37	1	0	3%	0%
Year 9 2014-16 Average	39.3	39.3	2.3	2.0	6%	5%

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
95%	97%	99%

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%	1%	2%
A	5%	1%	6%
A-	17%	7%	13%
B+	18%	17%	18%
B	17%	19%	18%
B-	15%	17%	17%
C+	15%	14%	14%
C	8%	12%	6%
C-	2%	8%	6%
D+	0%	1%	1%
D	2%	2%	0%
D-	2%	0%	0%
E+	2%	0%	0%
E	0%	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
100%	88%	92%

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	64.29	37.5	41.67
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100	88	96

## 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 2017 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 2017 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 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 implementation of our new Numeracy Agreement

### 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 second year in which we used all data sets late in Term 4 to hand over relevant achievement data and successful pedagogical practices from 2015 teachers to 2016 teachers. In this way we relevant and appropriately challenging tasks were delivered to students from the beginning of 2016. This was replicated in term 4 2016, ready for 2017.

ACTION: In 2017 we will:

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

### SACE

Our SACE results in 2016 were very pleasing:

- Moonta Year 12 students achieved above their predicted grade in many areas and surpassed the state in passing grades with 99% of all students achieving a "C" grade or better in all subjects.
- 2 Merits (Visual Studies and Research Project)
- 3 art works being selected for the SACE Art Show
- 100% of students being accepted in to a course of their choice or gaining employment

## Attendance

Year level	2014	2015	2016
Reception	89.0%	90.3%	90.4%
Year 01	90.6%	91.0%	91.9%
Year 02	88.8%	88.3%	93.7%
Year 03	88.2%	90.1%	91.7%
Year 04	88.0%	87.4%	90.7%
Year 05	88.7%	87.7%	85.1%
Year 06	88.7%	89.2%	87.9%
Year 07	84.0%	87.5%	89.6%
Primary Other	85.0%	84.1%	86.9%
Year 08	88.7%	81.3%	87.3%
Year 09	83.1%	85.8%	81.6%
Year 10	84.6%	79.9%	84.1%
Year 11	83.2%	86.0%	72.5%
Year 12	88.0%	88.1%	76.3%
Secondary Other	89.7%	91.8%	77.0%
Total	87.1%	87.3%	86.5%

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 managing significant hardship and continue to struggle with attendance.

## Behaviour Management Comment

Moonta Area School has spent considerable effort (research, consultation, setting up a new system, evaluating and refining) into building a sustainable system that responds pro-actively to students engaging in misbehaviours.

The number of Notifiable Incidents is down to 32 from 59 in 2013. This is due to the focus and commitment of all staff to the safety and wellbeing of all.

This is a significant improvement; however, we aim to reduce Notifiable Incidents, suspensions and exclusions further as unfortunately there is a small percentage of students who continue to behave unsafely and the refined system is not affecting behaviour change for them. Staff voted in Term 4 that we would further refine our system in 2017 to address this problem.

## 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.

The school undertook a Leadership Review in Semester 2 2016 with this in mind and worked with staff to consolidate the school's belief statements as follows:

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

To achieve this vision we have changed our Leadership structure to the following:

Principal  
 AP R-6, AP 7-12  
 Counsellor R-6 - Coordinator  
 Counsellor 7-12 - Coordinator  
 Students with Additional Needs Coordinator  
 Teaching and Learning Early Years Coordinator  
 Teaching and Learning Primary Coordinator  
 Teaching and Learning Secondary Coordinator  
 STEM - Teacher Leader  
 SACE - Teacher Administrator

Each Leader has been provided with more release time to focus on powerful learning and managing behaviour. In this way, we aim to improve learner achievement data against the SEA and refine our behaviour processes further to reduce the impact of student behaviour in the general populace.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	2.3%
Interstate/Overseas	2	2.3%
Other	2	2.3%
Seeking Employment	4	4.6%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.6%
Transfer to SA Govt School	39	44.8%
Unknown	34	39.1%
Unknown (TG - Not Found)	0	NA

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

## 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	64
Post Graduate Qualifications	17

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	34.1	1.8	25.1
Persons	0	37	2	33

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

## Financial Statement

Funding Source	Amount
Grants: State	6,679,078
Grants: Commonwealth	35,187
Parent Contributions	251,556
Fund Raising	0
Other	70,891

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	There are a number of students who continue to engage in misbehaviours. The school is working with them, support service and families to support behaviour change.	Behaviour plans and support provided. Ties with families and support services
	Improved Outcomes for Students with an Additional Language or Dialect	NA	
	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 2017 plans.	Close monitoring and ongoing development of education programs
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	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	Achieved
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	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	Achieved
	Better Schools Funding	Intervention - Multi-lit, Quick Smart Numeracy, SSO Staffing	
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Students attended Tournament of the Minds and participated in ICAS National Testing	
	Primary School Counsellor (if applicable)	.97 staffing provided for our primary counsellor who oversees Play is The Way, Child Protection Curriculum, Trauma Informed responses to behaviour and Restorative Practices	