



Port Broughton Area School 2019 annual report to the school community



Government
of South Australia
Department for Education

Port Broughton Area School Number: 741

Partnership: Northern Yorke

Name of school principal:

Joelene Anderson

Name of governing council chairperson:

Carly Barnes

Date of endorsement:

03/03/2020

School context and highlights

Port Broughton Area School is located 170 km north west of Adelaide and serves the local communities of Mundoora, Clements Gap, Wokurna and Fishermans Bay. The school has a Category of Disadvantage of 5 and a ICSEA value of 961.

The school enrolment numbers continue to be maintained close to 140. The year started with 147 enrolments including (9 FLO). Of our enrolment 7 student identify as indigenous, 12 students are verified with disability and 20% of families received school card funding.

We offered an extensive range of subjects to our secondary students, allowing them to pursue areas of interest. Classes made use of our excellent resources and facilities, which included 3D printers.

The Resilience Project. Founder, Hugh van Cuylenburg, provided staff, students and community members with practical, evidence-based, positive mental health strategies to build resilience and happiness. Students have continued to look at resilience and the three key strategies, or secrets to happiness: gratitude, empathy and mindfulness.

Our Agriculture students had a very successful year, winning ribbons at both the Kadina Show and the Royal Adelaide Show. R-2 students went to Patch Theatre, Encounter Youth came and spoke with year 9-12 students and the Certificate III Sport and Recreation class ran a basketball carnival. Students in years 5-9 went on camps we welcomed Kindy students and their families for transition.

Our Site Improvement Plan focussed on a literacy and a numeracy goal. Staff engaged in the improvement work, which was reflected in learner achievement. I would like to sincerely thank all our hardworking and dedicated staff, both teachers and SSO's for their outstanding commitment to our students and the school. PBAS is very fortunate to have a team of professional and passionate educators working with our students.

Governing council report

On behalf of the Governing Council, I would like to thank Principal, Joelene Anderson and Deputy Principal, Jess Bawden for their support throughout the school year.

The new Site Improvement Plan established for 2019-2021 has seen the position of Literacy & Numeracy Coach Kelly Heading established to ensure we can achieve growth for every student. PBAS was lucky enough to receive funding to help train and deliver evidence based intervention programs to our students for both literacy & numeracy improvement; QuickSmart (numeracy) MiniLit & MaqLit (literacy). This year we have been able to implement and see some pleasing results for our students and look forward to this continuing.

The Resilience Project was a highlight for students and the school community. Students, teachers and parents had sessions with Hugh van Cuylenburg where he spoke about finding happiness through gratitude empathy and mindfulness.

This year was another successful year for our Agricultural students winning a variety of ribbons at the Kadina and The Royal Adelaide Show. Students are enthusiastic and are proud of their achievements and are looking forward to continuing to build on their successes in 2020.

The Governing Council would like to acknowledge Paul Townsend's contribution of 25 years to SAPSASA, we appreciate his involvement on behalf of our school.

The Governing Council alongside the school community are currently reviewing our school values to make sure they reflect our expectations and culture of the school.

Thank you to all the staff at PBAS for their commitment and dedication providing our students with a range of learning opportunities to enable them to be successful in the future.

Also thank you to all the volunteers who helped support the school and governing council throughout the year with sports days, camps, canteen and in the classroom.

Improvement planning - review and evaluate

Site Improvement Plan

Goal 1: Increase student achievement in reading comprehension (yr. 3-10) and decoding skills (R-2). Challenge of practice: If we develop a common evidence based approach to the explicit teaching of phonics and word knowledge then we will increase student achievement in reading comprehension.

Goal 2: Increase student achievement in mathematics, particularly in the number strand. Challenge of practice: If we develop a common evidence based approach to the teaching of number sense, with an increased focus on the Big Ideas in Number, then we will increase student achievement in mathematics.

An internal Literacy and Numeracy Coach position helped implement actions and support staff.

Whole school training and development in

* Big Ideas in Number

* Question Answer Relationships (QAR)

* Reciprocal teaching

The explicit teaching of phonics and word knowledge was a focus R-6 and was supported by the implementation of Jolly phonics/Jolly grammar.

Phonics check results improved, 73% achieved 28/40 or higher (compared to 40% in 2018).

Targeted intervention occurred in both literacy (Mini and MaqLit) and numeracy (QuickSmart).

In review of the 2019 SIP, staff observed students demonstrating multiplicative thinking and using a variety of methods to represent their thinking. Evidence of student understanding of 'trust the count' improved.

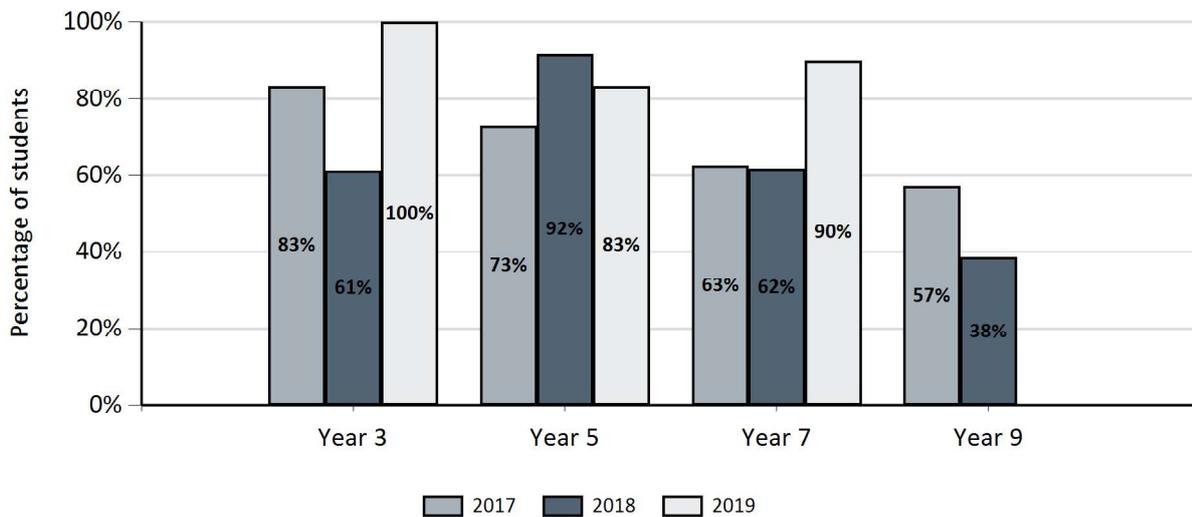
Students were familiar with the four core question-answer relationships and were using these across many curriculum areas.

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.

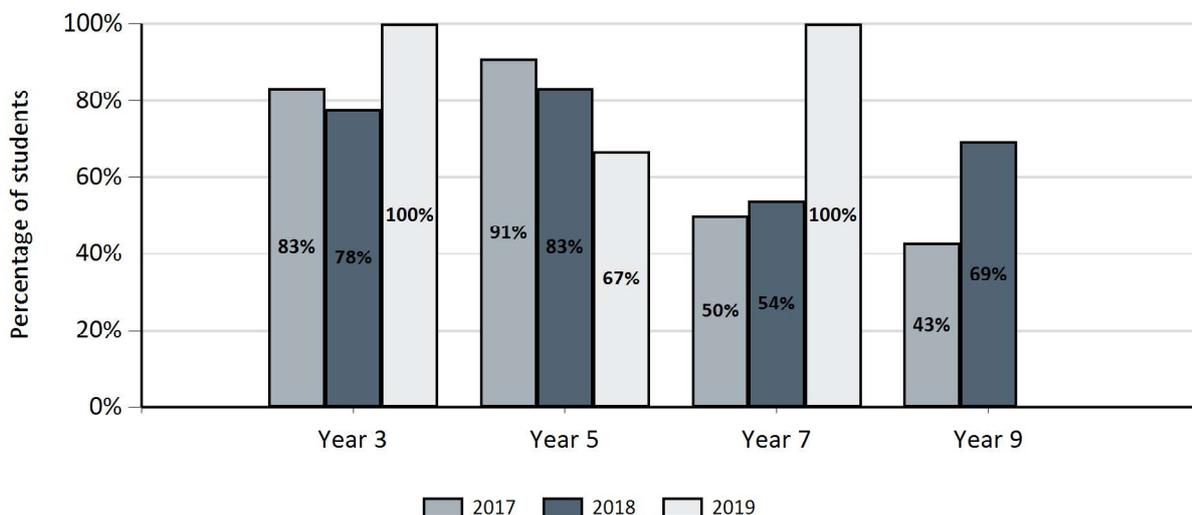
Reading



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	*	30%	*	25%
Middle progress group	*	40%	*	50%
Lower progress group	*	30%	*	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	*	50%	*	25%
Middle progress group	*	40%	*	50%
Lower progress group	*	10%	*	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 [^]		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 2019	9	9	6	4	67%	44%
Year 3 2017-19 average	11.0	11.0	4.0	3.7	36%	33%
Year 5 2019	6	6	2	0	33%	0%
Year 5 2017-19 average	9.7	9.7	3.3	1.7	34%	17%
Year 7 2019	10	10	0	4	0%	40%
Year 7 2017-19 average	10.3	10.3	1.0	2.0	10%	19%
Year 9 2019	*	*	*	*	*	*
Year 9 2017-19 average	8.0	8.0	0.3	0.7	4%	8%

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

[^]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
94%	96%	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%	0%	0%	0%
A	0%	0%	0%	0%
A-	6%	8%	14%	3.2%
B+	14%	12%	22%	6.5%
B	29%	31%	17%	22.6%
B-	9%	23%	8%	3.2%
C+	17%	15%	25%	29.0%
C	11%	4%	11%	22.6%
C-	9%	4%	3%	12.9%
D+	3%	0%	0%	0%
D	3%	0%	0%	0%
D-	0%	4%	0%	0%
E+	0%	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 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%	80%	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.

	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

100% of year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the SEA for both reading and numeracy (an increase from 2018: Numeracy 78%, Reading 61%). 44% of year 3 students, achieved in the top 2 NAPLAN numeracy bands.

There was an upward trend in year 7 NAPLAN data. 90% of students demonstrated achievement in proficiency bands at or above the SEA in reading (2018 = 62%) and 100% in numeracy (2018 = 54%). 40% of year 7 students achieved in the top 2 NAPLAN numeracy bands

In year 5, 83% of students demonstrated achievement in proficiency bands at or above the SEA for both reading and numeracy. 33% of year 5 students achieved in the top 2 NAPLAN numeracy bands.

Year 9 NAPLAN was influenced by a small cohort, 66.6% of students demonstrated achievement in proficiency bands at or above the SEA in reading and numeracy.

100% of students in year levels, 3, 5 and 9 and 70% of year 7 students demonstrated National Minimum Standard for NAPLAN writing.

63% of year 1 students achieved level 15 or higher in running records and 88% in the year 2 cohort achieved above level 21. 73% of year 1 students achieved 28/40 or higher in the Phonics Check (compared to 40% in 2018).

100% of potential SACE completers gained their SACE. 100% of students achieved C- or higher in each of their stage 2 subjects.

Attendance

Year level	2016	2017	2018	2019
Reception	93.2%	97.0%	90.8%	91.9%
Year 1	95.9%	92.8%	96.9%	92.7%
Year 2	93.3%	94.8%	91.6%	96.5%
Year 3	93.7%	96.4%	92.3%	94.1%
Year 4	93.4%	92.7%	93.1%	90.2%
Year 5	89.7%	92.6%	94.6%	94.5%
Year 6	90.2%	94.3%	96.9%	89.5%
Year 7	93.5%	90.1%	90.3%	91.8%
Year 8	93.2%	89.5%	76.9%	89.4%
Year 9	93.4%	91.2%	91.4%	92.2%
Year 10	86.8%	92.6%	83.9%	89.4%
Year 11	88.8%	76.6%	90.8%	91.0%
Year 12	87.3%	85.9%	93.4%	93.9%
Total	91.8%	91.5%	91.8%	91.9%

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

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

Attendance comment

Attendance is generally good across the school. However, there are a small number of students with chronic non-attendance that greatly affect the year level breakdown.

The process for following up non-attendance with SMS and letters has seen a marked decrease in unexplained absences. Exemptions are still common, with families electing to take to holidays during term time.

Behaviour support comment

Behaviour management is supported by strong classroom practice and the school's behaviour management policy. In 2019, there were 66 focus rooms (down from 70 in 2018 and 77 in 2017). Behaviour interventions increased to 80 (33 in 2018 and 77 in 2017) this can be explained by staff making early contact with parents via behaviour interventions and preventing student behaviour escalating to focus room level. The parents/caregivers of all students receiving a focus room or behaviour intervention are contacted via SMS or phone. There were 2 internal suspensions and 1 external suspensions (compared to 2 internal and 3 external in 2018). The majority of incidents were related to Violence: threatened or actual and Threatening Good Order.

Client opinion summary

The parent opinion survey was well supported with 17 families participating (compared to 28 in 2018, 12 in 2017, 6 in 2016), giving representation R-12. All respondents agreed that 'teachers at this school expect my child to do his or her best' and 'teachers at this school provide my child with useful feedback about his/her work'. 94% said the school is well maintained and 88% said the school looks for ways to improve.

The student wellbeing and engagement data shows that 77% of students identify an adult at the school they see as 'important' (an increase from 64% in 2018, 47% in 2017 and 32% in 2016). 74% of students identified high wellbeing for emotional engagement with teachers and 75% are involved in organised activities outside of school.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	11.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	1	2.9%
Transfer to Non-Govt School	4	11.8%
Transfer to SA Govt School	13	38.2%
Unknown	12	35.3%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

The recording of Relevant History Screening is kept on a spreadsheet with tabs for staff, students and volunteers. they are listed in alphabetical order by name with the screening type (DCSI), the date it was approved and the expiry date.

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	27
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	14.9	0.0	7.2
Persons	0	16	0	13

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

Financial statement

Funding Source	Amount
Grants: State	0
Grants: Commonwealth	\$17 100.00
Parent Contributions	\$121 670. 69
Fund Raising	\$4548.66
Other	\$77 041.58

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		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	SSO's were employed to work with students 1:1 as well as in small groups and provided in class support.	A high proportion of our students and were able to access a broad curriculum and
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Funding was used to support an ACEO visit to our school during the year where she worked with the students on cultural awareness. She worked with families and students to develop and share their culture. Rural and isolate funding was used to help fund transport for our students to a variety of educational opportunities including performances, excursions, activities and camps. Students that were identified with learning difficulties from data were provided with additional support both by teachers and SSO's.	A high proportion of our students and were able to access a broad curriculum and a wide variety of activities despite their location.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to release teachers to plan and program together and attend T & D for new initiatives.	
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Literacy and Numeracy Coach - B1 position. Funding was used to provide intervention programs in literacy and numeracy across the school targeting individual and small groups of students.	Targeted intervention has seen an increase in engagement and in reading and PAT.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	These funds were used to employ a whole school counsellor. He provides individual support to students as well as pro-actively helping classroom teachers to deliver the Child protection Curriculum/.	Students actively seek out the counsellor as required.