



# Allendale East Area School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Allendale East Area School Number: 751

Partnership: Blue Lake

Name of School Principal:

Ms Kylie Smith

Name of Governing Council Chair:

Mr Rodney Virgo

Date of Endorsement:

19/02/2018

## School Context and Highlights

A very calm and focused start to the year saw AEAS host Interschool Athletics in 2017, I was thrilled to receive so many positive comments about the grounds and what great condition they were in. Governing Council along with our groundsman Brian Graney, Agriculture/Science teacher Danielle Tulak and gardener Mary-Anne Taylor, work tirelessly as a team to keep the grounds looking neat, safe and litter free throughout the year.

Additional feedback from all schools and community members from as far as Kingston, highlighting what a well organised, friendly and respectful cohort of competitors we had at the 2017 Interschool Sports Day. I attribute this to the hard working staff, students and community for always being willing to step up and lead by example when needed. I also attribute our success as a community to the leadership that has been provided by Sports Coordinator, Melvin Chesser, for many years.

It is with great respect and a little bit of sadness that we say farewell, and wish a happy retirement to Melvin Chesser. Melvin has served the Education Department in excess of 30 years, with more than twenty of those years here within the Allendale East Area School community. Melvin's warm friendly face, kind words, gestures and professionalism will always be remembered fondly by those who have had the pleasure to work alongside him. For those who were fortunate enough to have had Melvin as a teacher, mentor, coach and general support person, your lives I'm sure are richer for the experience. We look forward to seeing Melvin out and about in the community and hopefully a visit around sporting events.

We are also thrilled that the front fence has been replaced along the oval, a very special thank you goes to Wayne Mansell and Grant Fensom who finished off this massive undertaking prior to school recommencing in 2018.

Term 3 we introduced a new program to our year 10 cohort. Youth Opportunities is a Positive Empowerment Program focusing on building confidence, self-worth and motivation. The program was well received by all students involved and culminated with a presentation to each young person's family, friends and staff, highlighting their commitment to achieving their very best in what life has to offer.

Once again, thank you to the Allendale East Area School families and community for supporting me as Principal of our fantastic school. I look forward to working alongside you to continue making our school the best it can possibly be.

## Governing Council Report

Thank you staff, students, community members and fellow council members for supporting Allendale East Area School in having another busy and successful year.

Each year, Governing Council which comprises of the Principal, Staff and Community members who willingly give up time in their busy schedules to meet and discuss things which lead to making our school run smoothly.

We are involved in fundraising, grounds keeping, finance and much more. We represent all of the families within our community, and make decisions on your behalf. I would like to thank all of the community members that have been active in seeking out our members to support us and help make great decisions to support all of our children.

I would like to highlight the achievements and work provided by our sub committees. Our sub committee members organised improvements and events by approaching parents, grandparents, community members and the Allendale East staff members to volunteer their own time. By working together as a team, we have achieved the following:-

A new front fence. A huge thank you to community members and in particular Grant Fensom and Wayne Mansell who donated much time and labour to complete this enormous task.

Our fundraising committee again raised just under \$10,000. The committee planned a number of events and activities which have been well supported by the community. We look forward to beginning the Junior Primary Boys toilets upgrade early in 2018.

Our grounds and facilities team are always working away in the background, helping out with the upkeep of the school grounds, inside and out. Often working bees are attended by small numbers, however, achievements have been outstanding.

The canteen continues to be a great service for our school. I would like to thank the canteen committee, Cristan Smith - canteen manager and all of the volunteers that help out. I appreciate the support of the community in using this service, we are very lucky to be able to sustain this service over 5 days.

Out of School Hours Care - OSHC continued as a service, along with Vacation Care. We are continuing to look for additional families to provide this service to, and appreciate those families who use the service regularly. Your ongoing support is what is keeping this service available to our community.

Thank you committee members you all have done a fantastic job, I look forward to continuing working with returning members 

## Improvement Planning and Outcomes

Allendale East Area School is supported by committed and dedicated staff who are working diligently to improve learning opportunities and outcomes for students. Our team is continuously refining and restructuring our school operations to deliver an engaging and challenging learning program based on evidence and from interrogation of various data sets. Staff are encouraged to explore professional learning and implement teaching approaches that support higher level engagement and learning. Teachers are encouraged to learn from each other, alongside one another to ensure learning continuity occurs from Reception to Year 12. We are committed to work in partnerships with families, in the community and across the world to support our children and young people.

Following on from the External Review, undertaken at the beginning of Term 2, 2016, the following directions framed the focus for our Improvement Planning and Outcomes for 2017 and beyond continue to be the driver of improvement planning and outcomes.

At Allendale East Area School, we will:

1. Expand opportunities for all staff to work collaboratively in using and analysing data to support the strategic planning and implementation of targeted strategies that will raise student achievement outcomes across all year levels.  
We achieve this by utilising staff meetings, team meetings and pupil free days effectively to work as a team to look at data collected each term. We interrogate data and make suggestions regarding planning, programming, and differentiating learning programs. We review our programs on a regular basis to ensure that improvement is evident in our classroom results.
2. Support the implementation of consistent and connected curriculum and pedagogical approaches through performance and development strategies that encompass focused classroom observations and formative feedback for staff.  
We achieve this by providing a formal structure for performance development. Leadership provides direction and regular support, enabling all staff the opportunity to participate in classroom observations and access professional development opportunities that are pertinent to specific curriculum areas.
3. Strategically embed agreed and defined curriculum and pedagogical approaches to a high level of consistency in all classes to ensure delivery of learning engagement and challenge for all learners across the school.  
We achieve this by working as committee members, led by Senior Staff focusing from the beginning of each year on common goals defined through feedback, discussion and state-wide initiatives.
4. In collaboration with key stakeholders, develop a concise strategic plan that embodies a rigorous, focused and connected learning pathway from Reception to Year 12; a plan that has a focus on 'high expectation and high achievement' for student learning and clear definition about how this will be achieved.  
We continue to work as a staff to review previous strategic plans, recreate new plans with a focus on higher achievement for each individual student. Teachers work in consultation with students, families and classroom support and are committed to providing the best available programs to our young people.

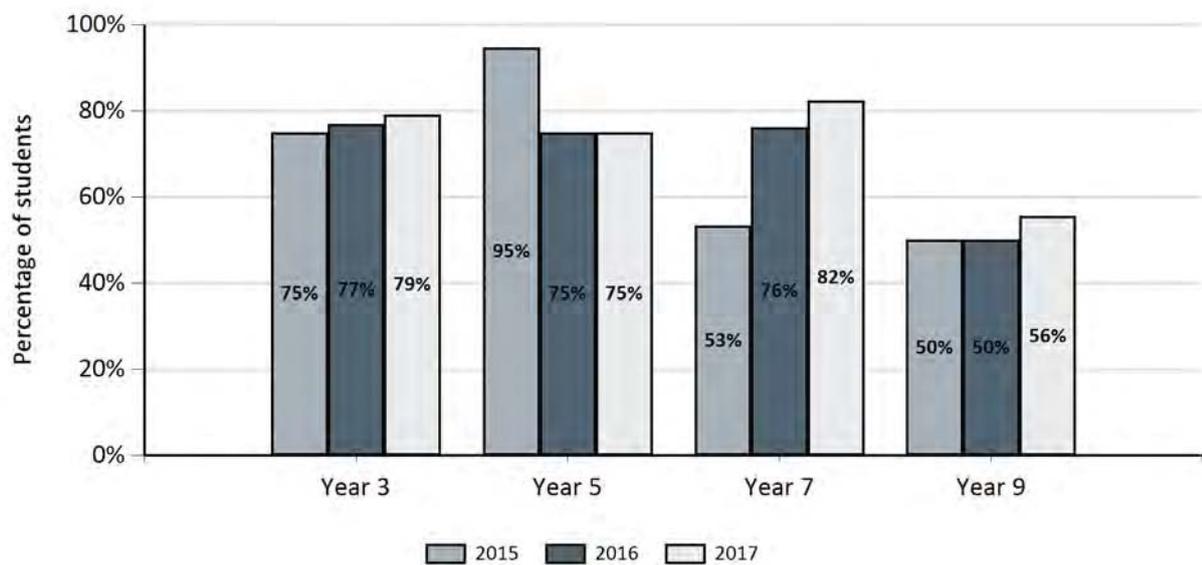
The Principal will work with the Education Director, leadership team, staff and community to implement these directions through regular review processes and setting specific targets to achieve projected outcomes.

## 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.

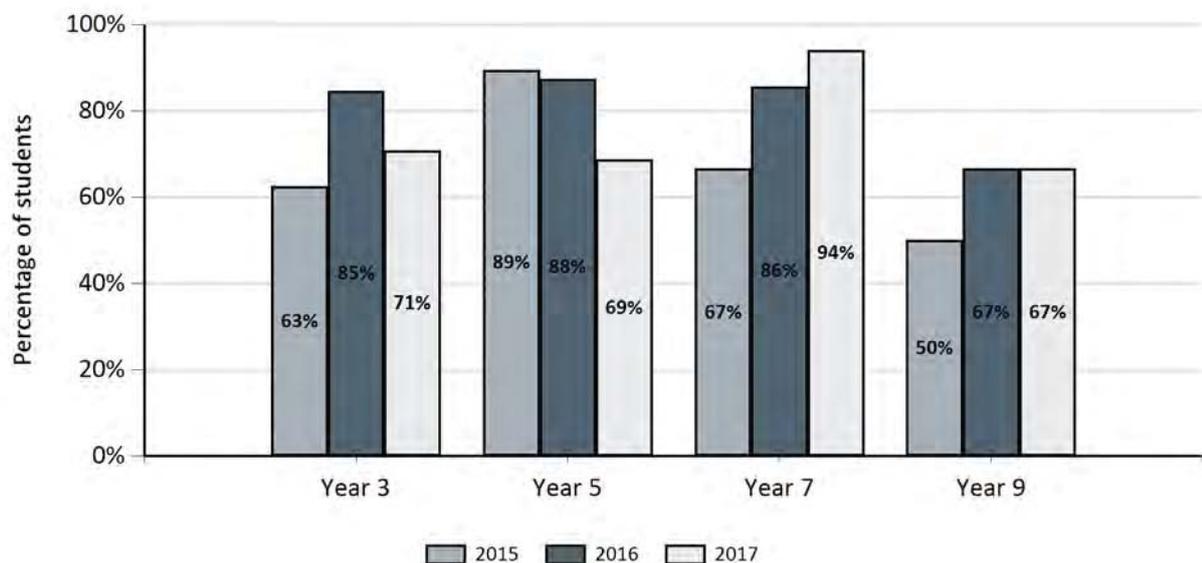
#### Reading



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	40%	21%	20%	25%
Middle progress group	60%	57%	80%	50%
Lower progress group	0%	21%	0%	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	56%	36%	0%	25%
Middle progress group	33%	43%	80%	50%
Lower progress group	11%	21%	20%	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	24	24	7	5	29%	21%
Year 3 2015-17 Average	17.7	17.7	4.3	3.7	25%	21%
Year 5 2017	16	16	3	2	19%	13%
Year 5 2015-17 Average	17.0	17.0	4.0	1.7	24%	10%
Year 7 2017	17	17	4	1	24%	6%
Year 7 2015-17 Average	17.7	17.7	3.7	1.7	21%	9%
Year 9 2017	9	9	0	0	0%	0%
Year 9 2015-17 Average	11.0	11.0	1.0	1.3	9%	12%

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
100%	97%	100%	90%

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%	0%	0%	0%
A	2%	3%	5%	14%
A-	16%	8%	5%	5%
B+	20%	21%	23%	14%
B	14%	18%	18%	14%
B-	14%	13%	32%	24%
C+	11%	11%	14%	10%
C	11%	11%	0%	10%
C-	11%	13%	5%	0%
D+	0%	3%	0%	10%
D	0%	0%	0%	0%
D-	0%	0%	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 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%	100%	100%	60%

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	40%	40%	50%	0%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	60%

## School Performance Comment

At Year 3, using The Standard of Educational Achievement, again this year, there was a slight percentage increase in the proficiency of reading at Allendale East Area School. Over a period of three years we can attribute this to the ongoing commitment of early detection and intervention programs in the early years. For this same year level, there was a significant percentage decrease in the Standard of Educational Achievement in the area of Numeracy. The use of a Numeracy Coach over a period of time suggests that it has had a positive impact on student learning outcomes, however, given the role hasn't been sustained, a stronger focus on numeracy interventions will need to be explored early in 2018. The achievement in the upper progression group is delightful to see.

There has also been a pleasing increase in The Reading Standard of Educational Achievement with year 7's and year 9's after a significant increase the year before for year 7. Ongoing interventions in the area of Literacy have been a priority over the previous 2 years and continue to be a strong focus area.

At Year 5 achievement after significant growth in 2015 remains steady.

NAPLAN Progression scores for Reading demonstrated that the majority of our students in Year 3-5 are progressing in the middle progress group with 60% of our students represented. 0% progressed at a lower progress and 40% in the upper progress group was achieved. This is pleasing that all progress falls within the middle and upper group for this age group. Year 5-7 progressed predominately in the middle progress group with equal progression in the lower and upper progress groups for Reading.

Year 7-9 saw an 80% progress in the middle progress group for Reading, which is 30% above the state average. Our Year 7-9 Reading progress slightly down on the state average of 25% for the upper progress group.

NAPLAN Progression scores in the area of Numeracy for Year 3-5 indicated a 56% growth for the upper progress group. This is 31% above the state average growth. 75% of the Year 7-9 experienced most of their progress in the middle band. At Year 3-5, 56% of students in Numeracy achieved in the upper progress group and 33% in the middle progress group. Our Year 3-5 and 5-7 upper progress group exceeded the state average. These are very pleasing results.

A continued focus will remain on productive pedagogy to increase the number of students progressing into the middle and upper progress groups in both Numeracy and Reading.

Our South Australian Certificate of Education results in 2017 for Stage 2 Grade distribution saw an improvement in the A grade band which is pleasing. 60% of students in year 12 were successful in completing their SACE certificate, with the remainder of the cohort completing further studies or employment in 2018.

An ATAR of 89 was achieved by our highest ranked year 12 student which is an outstanding achievement.

Case management and focussed curriculum support is a strategy that we will continue to implement at the beginning of 2018 for all year 12 students.



## Attendance

Year level	2014	2015	2016	2017
Reception	88.8%	90.1%	89.2%	90.5%
Year 1	87.2%	90.1%	90.3%	91.5%
Year 2	89.4%	89.9%	91.6%	92.7%
Year 3	92.0%	91.1%	89.4%	90.2%
Year 4	90.8%	91.9%	90.8%	90.0%
Year 5	93.7%	92.3%	90.6%	90.4%
Year 6	87.7%	92.5%	91.0%	87.9%
Year 7	85.7%	86.3%	92.3%	91.0%
Year 8	83.7%	86.8%	88.7%	88.9%
Year 9	81.9%	80.7%	79.2%	81.1%
Year 10	87.5%	83.2%	69.7%	93.4%
Year 11	96.4%	90.2%	83.8%	95.2%
Year 12	97.0%	95.7%	90.7%	83.8%
Secondary Other				100.0%
Total	89.6%	89.7%	88.9%	90.2%

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

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

## Attendance Comment

To support daily attendance, at Allendale East Area School, all staff take a morning roll. Students whom are not present for more than 3 consecutive days without explanation are contacted by their homegroup teacher. If contact is not made, daily phone calls are made until the whereabouts of the child is known. Attendance is brought to the attention of the wider community by distributing attendance information at the beginning of each term. Percentage of attendance for the whole school is published on the front of each newsletter. Additional guidance from our Youth Worker is available.

## Behaviour Management Comment

During 2017, a team of staff members undertook a review of the Allendale East Area School Behaviour Management Policy. Staff reviewed the current policy and created a more focused set of guidelines for staff to follow. This document has been shared with all staff and will be shared with Governing Council at the first full meeting of the year. As part of the process the role of the teacher, student and parent has been made more explicit. Continuity and consistency were highlighted as key areas that needed addressing. Leadership will continue to work with all staff regarding a united approach. An introduction to Interception in term 4 is a proactive whole school approach we are trialling to minimise negative behaviours.

## Client Opinion Summary

Parent responses to the client opinion survey were down by 33% from the previous year. Of the 14 parents that participated in the Allendale East Area School 2017 client opinion survey, I was pleased that parent responses were predominately positive regarding the statements below. 93% of the parents that responded were female and 7% were male. Of the 14 parent responses, 86% of the parents were representing students enrolled in Reception - Year 7, and 14% representing Year 11 and Year 12.

Of the 16 statements parents were asked to respond to, the majority of parents agreed or strongly agreed to the following:-

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback about his or her school work.
- Teachers at this school treat students fairly.
- The school grounds and buildings are well maintained.
- My child feels safe at this school.
- I can talk to my child's teacher about my concerns.
- I can talk to the Principal/Deputy about my concerns.
- This school responds to my concerns.
- Students behaviour is well managed at this school.
- My child likes being at this school.
- This school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- This school works with me to support my child's learning.

6 parents provided ideas that will support Allendale East Area School in achieving better learning outcomes. Theses included comments regarding developing the environment to provide more lunchtime activities and opportunities, continue focusing on improvements to provide open communication for reporting and curriculum progress, improve ways to provide feedback to parents and to keep implementing new learning pathways to support students interests and goals. Cheerfully, a comment was made about during school hours, "let teachers' positive influences take over during school hours".

7 parents provided feedback regarding their vision for future Allendale East Area School to support us in achieving better learning outcomes. A continued focus on providing education regarding anti bullying, providing professional development and support for a consistent approach to behaviour management for staff and to continue a focus on having high expectations educationally and from a behaviour perspective.

3 parents provided feedback regarding achieving fundraising targets.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	4.3%
Interstate/Overseas	3	6.4%
Other	0	NA
Seeking Employment	3	6.4%
Tertiary/TAFE/Training	2	4.3%
Transfer to Non-Govt School	7	14.9%
Transfer to SA Govt School	28	59.6%
Unknown	2	4.3%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Compliance for Relevant History Screening is undertaken on an annual basis for all Staff. Staff that have previously been cleared are prompted to update screening information through line management and DECD data. New employees, visitors to the site providing ongoing programs including instrumental teaching are required to present all DCSI screening and RAN Training documentation prior to undertaking work at our site. All visitors and volunteers are required to report to the front office on arrival.

## 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	31
Post Graduate Qualifications	6

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	17.0	0.0	7.9
Persons	0	20	0	12

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

## Financial Statement

Funding Source	Amount
Grants: State	\$2,729,093.04
Grants: Commonwealth	\$1,500.00
Parent Contributions	\$74,936.64
Fund Raising	\$9121.00
Other	\$53,980.77

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	Whole Staff Professional Development including Interception Training and implementing the Kimochi Curriculum. Youth Worker case management and community engagement focus, breakfast club daily, Behaviour Management PD.	Students remain in class as low level incidents are being resolved
	Improved Outcomes for Students with an Additional Language or Dialect	Time release for staff to research appropriate curriculum learning plans and programs to support students with an additional language or dialect. Professional learning for support staff to assist in implementing.	Program is comprehensive and inclusive. Support will be ongoing.
	Improved Outcomes for Students with Disabilities	Professional development to support all staff in communicating effectively with each other, parents and students regarding goal setting and reviewing on a regular basis. Release time for staff to complete documents.	Students participating more frequently and willingly in class.
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	Additional classroom support for Reception to Year 7 teachers during literacy and numeracy blocks has improved students ability to participate in tasks within the classroom when addressing skill development in these areas. Intervention programs are able to be delivered within the classroom with the teachers and support staff working together to achieve common educational goals. An increased number of students were identified and participated in intervention programs. Flexible Learning Options have been presented to students with learning difficulties and searching for alternative educational pathways. STEM curriculum.	Continued improvement in the participation of NAPLAN testing and PAT-R and PAT-M Progress in the upper and middle bands of NAPLAN.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Release key staff to continue work with Aboriginal Elder Ken Jones to address improvement plan for students R-12	Ongoing support from Uncle Ken Jones with curriculum materials being developed.
Other Discretionary Funding	Better Schools Funding	Additional support in classrooms to address SEA outcomes. This included providing additional training for classroom support to implement intervention programs developed by teaching staff.	NAPLAN results remain stable with an increase in participation.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Additional support in classrooms to address SEA outcomes. This included additional training for classroom support and teachers to implement programs developed by teaching staff designed to address Higher Order Thinking	Individual learning plans developed for high achieving students.
	Primary School Counsellor (if applicable)		