



# Allendale East Area School

## 2020 annual report to the community

Allendale East Area School Number: 751

Partnership: Blue Lake

Signature

School principal:

Ms Kylie Smith

Governing council chair:

Lisa Gavin

Date of endorsement:

23 February 2021



Government  
of South Australia

Department for Education

## Context and highlights

2020, What a year! A very different kind of year. Despite the challenges, we did not waste one second of time fussing about COVID-19. As a team, we got stuck in to what was important which was the teaching and learning and ensuring our students received a quality education. 2020 taught us that we are agile, flexible, adaptable as professionals and we were able to model that to our students and school community. The positives highlighted below far outweighed the negative and I congratulate each and every student, staff member and parent for their contribution to the year that was. We look forward to moving forward in 2021

We celebrated and congratulated School Captains and Vice Captains and a very committed Student Representative Council.

- Team building always brings about so much joy. Staff and students participating in our whole school sports day is always a highlight. We had a fabulous turn out from our school community and extended family members to cheer each and every student on in a variety of events.
- Allendale East Area School students always participate and compete with pride at our Interschool Athletics Day. Kingston Community School and Lucindale Area School continue to be our strongest competitors; however, our team never gives up. We continue to compete more evenly with Kangaroo Inn Area School and always achieve our personal best. Our team was supported by a number of staff who continue to volunteer and support extra-curricular activities with enthusiasm and for this we are very grateful. To all staff and students, we applaud you for upholding our school values of Courage, Respect and Excellence and being terrific sports.
- With the usual run of the mill type activities taking place around the school, the introduction of InitialLit – a whole class approach to literacy began in our Foundation – Year 3 classes. This whole class approach was an addition to our intervention and support small group sessions that were proving to be very successful and bringing about significant improvement in the area of literacy in the early years. This consistent approach, teamed with intervention and support groups was a recipe for success. The growth for our Junior Primary cohort over the past year has been outstanding. Congratulations to all teaching staff and classroom support for positively contributing to the exceptional learning outcomes of our youngest students.
- By the end of term 1, the world as we knew it began to change. Our staff did a remarkable job of adopting an agile approach and begun working on a variety of curriculum models to support remote learning, on-site learning and a hybrid model.

2020 was a challenge!

## Governing council report

As you are all aware this year has been a very different year due to COVID-19. Our school has fared better than others, leaving us with another productive and successful year. On behalf of Governing Council, I would like to share some highlights from 2020.

- We have fundraised quite a lot of money over this year and the last few for the start and completion of the Junior Primary toilet upgrades. Both of these facilities are looking refreshed and it will allow us to focus our fundraising on other projects in and around the school. The main focus for fundraising has shifted to the Junior Primary playground.
- The new and improved long jump pit has been completed over the course of the year. It is an outstanding example of a big ticket item on a wish list, strong collaboration and willingness to gain outstanding facilities for our students here at Allendale East Area School.
- This year we had our external review in which we achieved very good result. External reviews are generally undertaken every 3 – 4 years. Our school has successfully completed 2 over the course of 5 years, both of which provided positive feedback and clear directions for future growth.
- We welcomed a new canteen manager – Natalie Coutts. Natalie was able to quickly and efficiently fulfill the role at short notice when the position was left vacant at short notice. Natalie has been appointed to that position long-term. We appreciate the work that Natalie also did to support filling the vacancy left vacant by our OSHC Director for a short period of time.
- I would like to thank Maryanne Taylor for keeping the school grounds neat and tidy and for stepping in and helping run the canteen at short notice, it was greatly appreciated. Thank you also to Brian Graney for keeping the grounds looking so good.

Lastly thank you to the parents and staff who gave their time to be on the Governing Council.

Lisa Gavin  
Governing Council Chairperson

# Quality improvement planning

Allendale East Area School has successfully transitioned from our previous External Review, demonstrating successful achievement in implementing directions set for further school improvement. These directions have shaped Allendale East Area School in creating structures to support significant improvement, particularly in the area of Literacy in the Early Years and will continue to support future directions that have emerged from our most recent review in 2020.

Direction 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.

Direction 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.

Direction 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.

Direction 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.

The review team noted that there is strong impact of implementation of the previous directions on the school's development. The principal described strategic planning processes illustrating elements of and connections between improvement priorities contained in the site improvement plan (SIP). A focus in her 1st year of tenure was creating a collaborative culture with greater emphasis on student learning. Leadership described student led initiatives in co-constructing plans for school murals and play areas as a way of promoting this. Teachers are positive about this collaborative culture and opportunities to review and discuss student achievement regularly. They described data overviews of student progress that gave snapshots, enabling them to plan for improvement intentionally.

At Allendale East Area School, the influence of previous directions is evident, with the school effectively using improvement planning and monitoring processes to support this work. Teacher and leader practice is positively impacted by systems that build capacity and provide adequate conditions for student learning. The principal will work with the education director to implement the following directions:

Direction 1 Maximise the impact of teacher practice on student learning by reaching agreements on highly effective and supportive evidence-based reflective processes.

Direction 2 Further develop authentic student agency in learning by building teacher and student capacity and reaching agreements of highly effective strategies.

Direction 3 Strengthen teacher capacity through consistent performance and development processes where data-informed conversations are used to inform and improve planning.

Based on the school's current performance, Allendale East Area School will be externally reviewed again in 2023.

As a leader and staff, we are thrilled to have received direct feedback regarding our successful achievements and a direct course of action for continued student achievement throughout 2021 and beyond.



## Improvement: Aboriginal learners

Allendale East Area School have focussed on the area of Data Informed Planning using the Aboriginal Learner Achievement Action Template.

The focus has been on collection and strategic analysis of assessment data to inform literacy and numeracy improvement priorities for Aboriginal learners at the school, team and teacher level.

The effective use of data to inform school decisions and teacher practice for each Aboriginal learner has been reflected upon and identified with a specific focus on Literacy/English and Numeracy/Mathematics. Allendale East Area School identified a number of ways all staff effectively collect data for Aboriginal learners and have documented additional data sets that will continue to support us in creating effective individual programs to support successful achievement for all Aboriginal learners from Foundation - Year 12.

Outlined are some of the ways staff at Allendale East Area School track, monitor and set goals with our Aboriginal learners.

Maintain school-wide assessment and reporting schedule that is ongoing and includes department-required assessments and appropriate school-determined assessments.

Use of One Plan document that is shared with parents twice per year and more regularly on a needs basis.

Data Collection with a focus on English and Maths on a regular basis

Data Analysis to ensure that teachers and support staff clearly understand the learning data for each Aboriginal learner.

Use of data shared with leadership team.

Leadership team support teachers in analysing and using learner data to determine literacy and numeracy goals and to inform teaching practice.

Staff maintain involvement in teaching sprints.

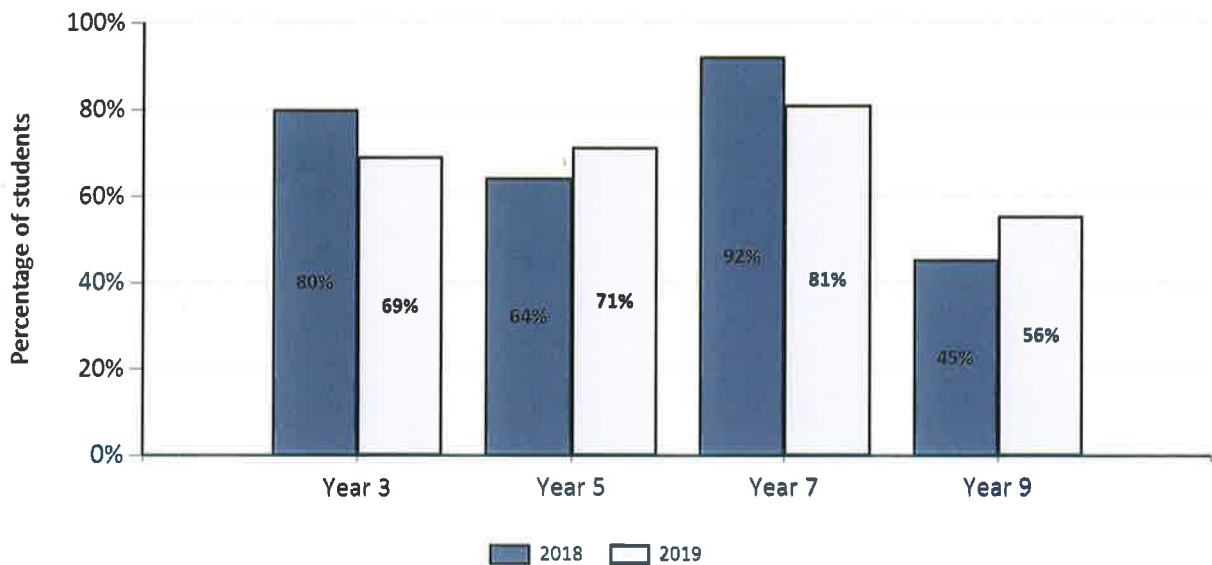
Staff maintain involvement in Small School Learning Improvement Cluster in 2021

# 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

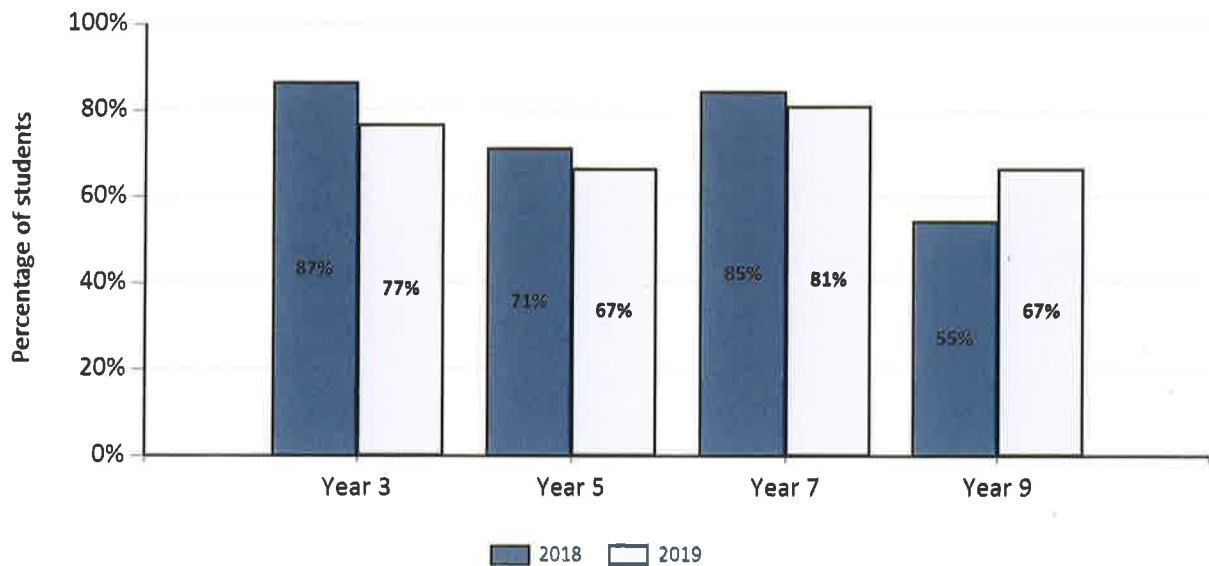


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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	*	*	*	25%
Middle progress group	56%	*	*	50%
Lower progress group	33%	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	*	*	*	25%
Middle progress group	42%	*	*	50%
Lower progress group	42%	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <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 2019	13	13	2	3	15%	23%
Year 3 2017-2019 Average	17.3	17.3	5.0	4.0	29%	23%
Year 5 2019	21	21	3	1	14%	5%
Year 5 2017-2019 Average	17.0	17.0	2.0	1.3	12%	8%
Year 7 2019	16	16	2	2	13%	13%
Year 7 2017-2019 Average	15.3	15.3	2.7	2.0	17%	13%
Year 9 2019	9	9	1	0	11%	0%
Year 9 2017-2019 Average	9.7	9.7	0.7	0.0	7%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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)

2017	2018	2019	2020
90%	100%	90%	100%

Data Source: SACE Schools Data reports, extracted February 2020

\*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	2017	2018	2019	2020
A+	*	0%	0%	0%
A	*	0%	0%	0%
A-	*	5%	0%	13%
B+	*	5%	0%	0%
B	*	20%	0%	0%
B-	*	15%	20%	13%
C+	*	10%	20%	13%
C	*	40%	40%	13%
C-	*	5%	10%	13%
D+	*	0%	10%	0%
D	*	0%	0%	0%
D-	*	0%	0%	0%
E+	*	0%	0%	0%
E	*	0%	0%	0%
E-	*	0%	0%	0%
N	*	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

\*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

2017	2018	2019	2020
*	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	60%	80%	50%	100%
Percentage of year 12 students undertaking vocational training or trade training	0%	60%	50%	75%



# School performance comment

## Foundation

All eleven students begun the school year with less than 50% correct score on the Initialit Pre-screen assessment. One student achieved 42% while all others were well below this.

At the final screener of the year, 9 students were above 82% correct. Regarding the two students who did not receive this level of achievement, one had a 52% growth and the other a 75% growth over the entire school year.

## Year One

Twenty-four students were screened in Year One in 2021. Seven students were in the 'red zone' – achieved a score of less than 55% correct in their assessment. Six students were in the 'orange zone', scoring between 64-78% correct. Of these thirteen students, eleven were involved in intervention programs throughout 2021.

In the Cumulative Review at the end of the school year, seventeen students received a result 81% or higher correct. Two students did not get assessed due to ongoing absences. The other five students gained a result between 69-72% correct. Of these five students:

- Student A had growth of 30%
- Student B had a decrease in their scored result, and is continuing to receive intervention support.
- Student C had growth of 40%
- Student D had growth of 58%
- Student E had growth of 48%

An overall average growth rate of 44% throughout the year. All of these five students were involved in MiniLit or Multilit interventions.

Twenty Year One Students completed the Phonics Screening Test in 2021. Fourteen students achieved a score of 30 or above (28 or above is the SEA). Of the six who did not achieve this, two had a score of 27. The other 4 students are all involved in Intervention programs.

The continuing strength of the secondary school Year 7-12 is the educational opportunities that students can access through core curriculum, vocational education and training (VET), and specialised subjects such as Personal Pathways, Leadership in the Community, STEAM (Science, Technology, Engineering, Art and Mathematics) and government-initiated projects such as STEMIE. Year 7 students accessed some of these opportunities for the first time in 2020. Team teaching with small student groups has facilitated strong educational relationships and close monitoring of learning outcomes. SACE students have especially benefited from having teachers who have adjusted curriculum as necessary thus aiding student achievement and success. Stage 1 and 2 students have successfully combined school-based subjects (of note is Stage 2 Outdoor Education being offered for the first time) and VET subjects - Certificate 3 Beauty, Certificate 3 Child Care and Certificate 2 Automotive Services. This combination of learning continues to be a valuable pathway for students. In 2021 we have students enrolled in Certificate 3 Land Care Management, Certificate 3 Screen and Media, Certificate 3 Aged Care, Certificate 2 Horticulture, Certificate 2 Kitchen Operations, and Certificate 2 Construction. Open Access learning will also be included in Physics, Psychology and History. Flexibility in timetabling and staffing continue to make individualised learning programs for students in Year 7 to 12 a reality. We are exceptionally proud of our ability to offer a variety of services to meet the individual needs of all of our secondary cohort.

# Attendance

Year level	2017	2018	2019	2020
Reception	90.5%	91.3%	87.0%	87.4%
Year 1	91.5%	87.8%	88.1%	85.3%
Year 2	92.7%	93.2%	90.0%	87.8%
Year 3	90.2%	90.7%	88.3%	80.9%
Year 4	90.0%	93.5%	91.0%	84.6%
Year 5	90.4%	86.9%	92.4%	83.3%
Year 6	87.9%	88.7%	87.7%	82.3%
Year 7	91.0%	92.7%	90.4%	84.2%
Year 8	88.9%	87.6%	87.4%	82.9%
Year 9	81.1%	88.8%	85.7%	72.9%
Year 10	93.4%	89.9%	86.9%	83.7%
Year 11	95.2%	91.4%	85.2%	78.8%
Year 12	83.8%	92.3%	91.2%	94.8%
Secondary Other	100.0%	N/A	N/A	N/A
Total	90.2%	90.4%	89.0%	83.6%

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

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

## Attendance comment

Attendance data has significantly been impacted upon by COVID-19. Whilst our site was perceived to be less impacted by many due to our country location, the challenges surrounding the Victorian border closures created confusion and unrest earlier in the year. Staff have reported an increased number of absences due to minor colds and illnesses and an increased amount of time students are absent for whilst recovering from minor colds and cold-like symptoms. Parents and community members continue to respectfully communicate student absences and are committed to maintaining high levels of general health and well-being for their children.

## Behaviour support comment

Allendale East Area School resource a number of positions to support a safe and orderly school. The staff are well supported and offered professional learning to support the well-being of all students and to create optimum conditions for teaching and learning. All staff are responsible for the supervision and respectful conduct of students within their classroom and in the general confinements of the school yard. It is with this focus, staff play an important role in every aspect of children's learning throughout the school day. The consistency and continuity of having a Youth Worker, Pastoral Support Worker an Aboriginal Community Education Worker and a Secondary Mentor Teacher has proven to achieve positive outcome for students from Foundation to Year 12. Practices such as Interception, a focus on the Kimochi Curriculum and the Child Protection Curriculum support minimizing the number of young people recorded in timeout or suspended.

## Client opinion summary

The Department for Education conducted a new school parent engagement survey in 2020. The survey was distributed via email to all families and results were collated externally to the site. The questions asked are as follows:-

- People respect each other at this school
- Teachers and students treat each other with respect at the school
- I feel like my child is important to the school
- I receive enough communication from the school
- The school communicates effectively with me
- I like to communicate/receive communication through the following mechanisms
- I know what standard of work the school expects of my child
- Teachers at this school provide my child with useful feedback about their schoolwork
- I have useful discussions with the school about my child's learning
- I talk with my child about what happens at school
- The school provides an opportunity for me to have input about my child's learning
- Overall, my child has a good routine around reading, studying and learning at home
- I think that education at school is important to my child's future
- I feel equipped to help my child plan what they will do after they leave school
- I would like more help from the school with my child's learning
- The school encourages parents to help students to learn
- The school provides me with useful tips on how to help students learn at home
- Looking ahead, what pathways do you think your child will take after leaving school?
- On a scale of 1 to 5, how do you rate the quality of this survey?

From our community, a total of 35 responses were recorded which was a pleasing result. The full report is available upon request, however, at a glance, the results and feedback are generally positive.

## Intended destination

Leave Reason	Number	%
Employment	2	9.1%
Interstate/Overseas	1	4.5%
Other	0	NA
Seeking Employment	2	9.1%
Tertiary/TAFE/Training	1	4.5%
Transfer to Non-Govt School	8	36.4%
Transfer to SA Govt School	8	36.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

Compliance for Relevant History Screening is undertaken on an annual basis for all staff. If certification expires, staff are not permitted to be on-site until clearance is received. Staff that have previously cleared are prompted to update screening information through line management and HR processes. New employees and visitors to the site providing ongoing programs including instrumental teaching are required to present all DHS Working with Children screening and RAN training documentation prior to undertaking work at our site. All visitors, contractors and volunteers are required to report to the front office on arrival.

# 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	25
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

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	15.9	0.7	9.6
Persons	0	20	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

## Financial statement

Funding Source	Amount
Grants: State	\$2,750,308
Grants: Commonwealth	\$12,000
Parent Contributions	\$56,323
Fund Raising	\$6,555
Other	\$45,871

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

## 2020 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 2020 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 wellbeing and engagement	An increase of staffing has been implemented in the Foundation to year 3 classes through the use of specialized teachers and targeted classroom support.	A significant increase in reading levels has been recorded for all students F-2.
	Improved outcomes for students with an additional language or dialect	Not applicable.	Not applicable.
	Inclusive Education Support Program	An increase in staffing has enabled students identified for IESP funding to have a targeted approach to improving literacy and numeracy outcomes. Staff are able to monitor and adjust learning needs regularly.	Increased achievement in literacy and numeracy results have been noted.
Targeted funding for groups of students	<ul style="list-style-type: none"> <li>- Improved outcomes for rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> First language maintenance & development Students taking alternative pathways IESP support	An increase of staffing has been implemented in the Foundation to year 3 classes through the use of specialised teachers and targeted classroom support. Funding has enabled structures to be created which support year levels being isolated for literacy blocks opposed to having composite grades participating in literacy block. This has enabled specialist staff to focus on single year level curriculum and make adjustments and clear recommendations to classroom teachers regarding additional intervention and support needs. Additional professional learning was accessed.	Progress has increased significantly with a focus on supporting students achieve relevant SEA and setting additional targets for students in higher bands.
Program funding for all students	Australian Curriculum	Additional professional learning for all staff with a unified approach to implementing whole class intervention programs with a focus on continuity of learning from Kindy to Year 3.	All staff have a coordinated and consistent approach to literacy learning.
	Aboriginal languages programs Initiatives	Aboriginal Inclusion sessions with Aboriginal Community Education Officer and Aboriginal Education Teacher has created a focus on monitoring progress of ATSI students in a more directed way.	ATSI students are meeting SEA and achieving above standards.
Other discretionary funding	Better schools funding	Additional staffing to support Foundation to Year 3 Numeracy. Staff undertook intensive training throughout the year participating in Numicon Training and Enrichment in Mathematical Understanding.	Staff have trialled numicon in classrooms and have provided feedback for 2021.
	Specialist school reporting (as required)	Not applicable.	Not applicable.
	Improved outcomes for gifted students	Not applicable.	Not applicable.