

Andamooka Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Andamooka Primary School Number: 509

Partnership: Far North

Name of School Principal:

Tricia Williams

Name of Governing Council Chair:

Sandy Samuels

Date of Endorsement:

10/4/2017

School Context and Highlights

Andamooka Primary School had 24 students enrolled in 2016, with 10 students in the Reception/Year 1 Class and 14 students in the Year 2 to Year 6 Class.

School numbers appear to be stable could slightly increase in the near future with steadily increasing employment at the Olympic Dam mine site.

Andamooka is a friendly, small school offering quality education, not limited by our geographical remoteness. We offer camp opportunities for students each year and have a regular program of excursions, visiting specialists and performers throughout the year. In 2016, highlights of these opportunities included the camp to Arbury Park for environmental education programs, visiting groups and coaches from West Adelaide and Adelaide Football Clubs, Basketball SA, Netball Australia, Milo Into Cricket and the Royal Flying Doctors Simulator. Clearly, sporting activities were a key focus in 2016.

It is acknowledged that some parents have choices about where their children can be educated, yet choose to send their children to APS. We appreciate this show of support and do not take this vote of confidence for granted. Andamooka Primary School continues to develop our collegiate and professional staff who put the students at the centre of everything they do.

Our commitment to the social development and wellbeing initiative "What's the Buzz?" was formalised in 2016 and all teachers integrate a "Growth Mindsets" and "What's The Buzz?" ethos across all areas.

Through 2016 the school focused on upgrades and repairs of school facilities that have needed attention for some time. Due to high turnover of Principals in the past couple of years, some works needing attention have required longer-term commitment to achieve outcomes. Some works completed in 2016 include decommissioning of the school pool, major re-fencing along the northern border of the school, upgrading/replacement and/or removal of the School's water tank systems associated with potable and non-potable supply, moving of the School Community Library and Primary Classroom spaces, major culling of the Library collection which will continue into 2017, creation of the School Computer Resource Room and re-vegetation works.

In addition to physical changes around the school, significant review and updating of school policies and processes has been underway. These policy and process updates will be considered by Governing Council into 2017 for ratification.

Governing Council Report

Our Governing Council for 2016 consisted of Sandy Samuels (Chair), Nancy Bode (Secretary), Anthony Johnson (Treasurer), Tricia Williams (Principal), Rebecca Johnson, Marlene Webber, Candy Hurrell and Rose McKenzie.

The Council have worked this year to support our new Principal in achieving some significant facilities outcomes, and while fundraising on behalf of Council has been limited, we hope to drive a more active agenda through 2017. We thank the Parent's Group who ultimately fulfilled the fundraising mantle for the school through 2016, your efforts were very much appreciated. The funds raised will go towards buying new readers for students and support further fundraising initiatives through 2017.

We also wish to thank the teacher's and SSO's for their hard work. We realise that you operate under intense scrutiny, but please know that your efforts do not go un-noticed, and as the Chair of Gov Council, I'm sure I represent parents when I say how much we really do appreciate your work.

With regard to facilities, we are very excited about the change of the library setting and its co-location with a proper Computer Resource Room in the space that is currently Ms Gubbin's double classroom. We think this will enable some real change regarding how our kids learn and interact with technology in a more sophisticated environment.

The Governing Council, staff and friends participated in a Working Bee in September which tended to some much needed sprucing up around the school with light painting, oiling, weeding, pruning and general tidy up. We hope to do more in this regard next year with a more social element to working for the school while fostering a sense of community with BBQ lunches and similar activities.

Once again, we sincerely thank the CWA who provide our students with small monetary gifts every Christmas. This year's Christmas show was the best in some years, with a lovely inclusive feel, and it was wonderful to be back in the Community Hall for this event.

Students have been enjoying the opportunity for Wednesday lunches from the Andamooka Yacht Club. The link with this local business is working well and much appreciated by the students who partake in this mid-week treat.

The visit from Minister Susan Close was also a highlight this year and she seemed genuinely interested in how she could assist us in fulfilling some of our school ambitions. It was a heartening conversation in which she listened intently to our concerns/considerations.

Improvement Planning and Outcomes

In 2016 we re-visited the standards, targets and strategies on our current Site Improvement Plan, however, updating of the Plan and its implementation will be a focus for 2017. Focusing on Growth Mindsets and Wellbeing remained the over-arching commitments in 2016, with Literacy, Numeracy and Attendance being targeted.

More analysis of our student results in NAPLAN, Performance Assessment Testing (PAT), Running (Reading) Records and discussion on areas of success and improvement have been evaluated at a more detailed level and this will continue and evolve throughout 2017. Plans have been made to further investigate data for 2017 to inform staff understanding of student performance in conjunction with regularly assessed school work. This work will enable staff to develop the best-possible picture of students in areas where they perform well and areas where they need further focus. With increased ability to identify student learning needs, the greater the ability to achieve improved growth in learning and school satisfaction.

At Andamooka Primary School the aim is to achieve a holistic approach to students' growth across a range of areas from personal to academic. Some great baseline and improvement data has been collected over the past 12 months on student health and wellbeing. This has been supported through school-based surveys and What's The Buzz? activities, as a starting point, to consider and address wellbeing of students.

The information on the following page is meant to show students' academic performance in NAPLAN testing, however, due to the very small numbers at APS, the data is not available. This is to protect the students from potential identification due to the small numbers at the school. As a general statement, APS students achieve well in academic testing with most of the students easily achieving National Minimum Standards. The goal at APS is to attempt to facilitate more students achieving in higher bands, and at higher growth rates, as their schooling progresses with us.

Due to high turnover of staff in recent years, consistency and availability of data analysis regarding student and school performance, over time, has not been well considered. This will undergo more structural consideration in the next 12 months and APS will be well placed to comment on school and student performance, going forward. Data analysis structures will be put in place that should streamline processes for consideration of data and better reflect the measurable objectives of the Site Improvement Plan.

Of a more anecdotal nature, students report an overall greater level of satisfaction with the school environment and level of cohesion with their peers. They are enthused by the varied opportunities available to them and are happy to attend school.

Increasing levels of parent/caregiver involvement in the school programs and initiatives is evident through attendance to or driving buses for excursions, new Governing Council members, playgroup attendance, parent volunteers and more people coming to Parent Group. As one of the key initiatives for improving student engagement in learning, parent/caregiver involvement in the school environment is considered a key focus area that is currently of unquantifiable impact, but believed to be important as reflected in John Hattie's work on size effect for student learning. With an effect size of 0.5, parent involvement is in a zone of influence according to Hattie.

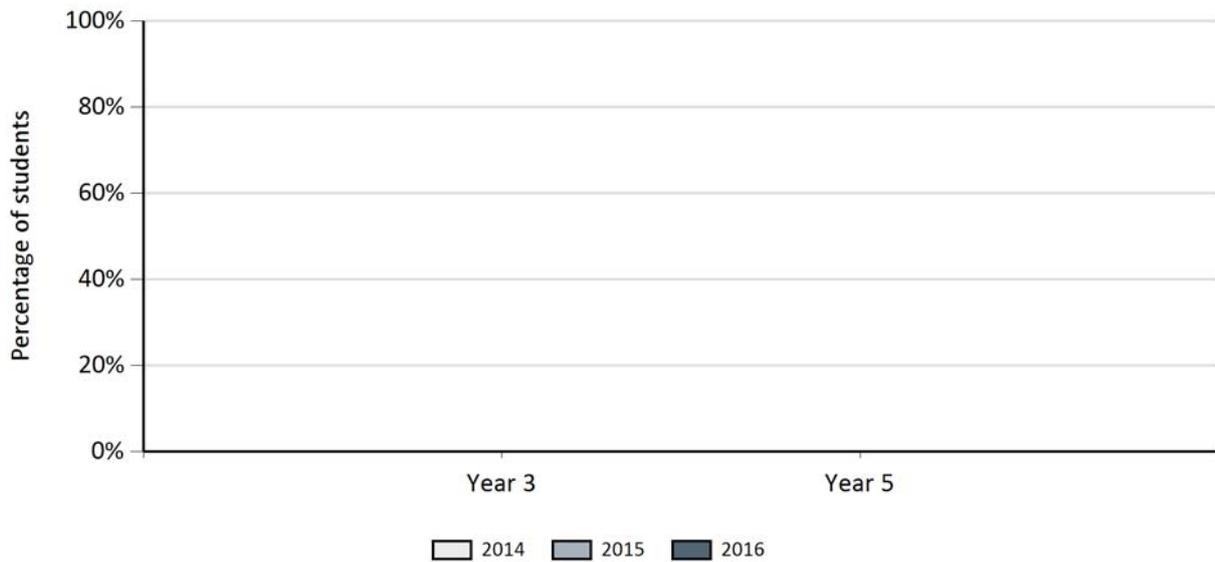
Other positive impacts on student learning in consideration of Hattie's work on Visible Learning in consultation with teacher expertise at APS will be investigated for most reflective metrics in our context for 2017.

Performance Summary

NAPLAN Proficiency

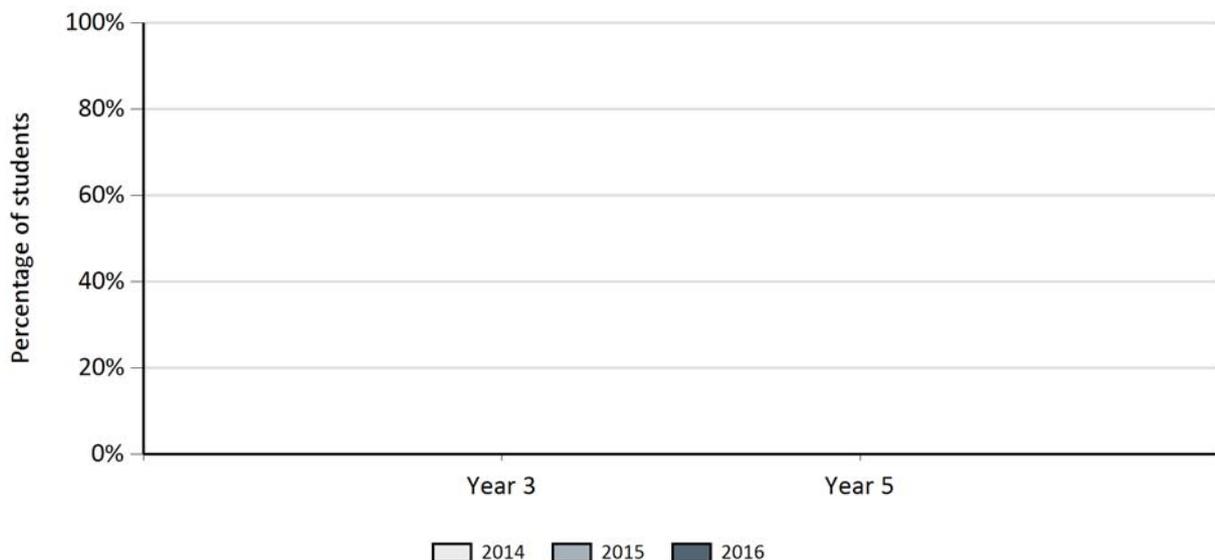
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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 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	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

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.

School Performance Comment

While NAPLAN data is not reflected here due to small numbers of students in the relevant age cohorts. Andamooka Primary School has used and evaluated Performance Assessment Test (PAT) data for students against regularly collected school reporting information to identify areas for further attention in our school.

Some areas for consideration of school performance in terms of academic pursuits included:

R-2 students could benefit from further reading practice to extract basic information and understanding. In particular, Year 2 students would benefit from further practice in extracting information from tables. R-2 students also needed more work in maths in the areas of complex number questions and in statistics, but were quite good in measurement and geometry.

Year 3 students were performing at an expected level for retrieving directly stated information within texts but found difficulties with questions where text had to be interpreted in some way to find the appropriate answer. In maths, Year 3 students needed work in problem solving, worded money questions and difficult number patterns/sequences.

Year 4 students had some challenges in interpreting explicit information in reading tasks but significantly had the most trouble with questions where the interpretation of content required a level of inference as well. The students performed better in collecting directly stated information and in reflecting on texts. Year 4 students had a few issues in specific areas of maths such as geometry-type questions in dealing with prisms and spatial reasoning, along with some issues in number-type questions with units and patterns, but were quite fine in areas of measurement, statistics and probability.

Year 6 students were proficient in reading-comprehension in 2016 but had a few challenges in maths with estimating fractions in context, cartesian coordinates and dealing with angles where the solution needs to be calculated and is not obvious from a visual assessment. The Year 6 students in this group performed better in areas of measurement, statistics and probability.

In light of this information, teachers considered the knowledge and understanding of their students in consideration with school reporting and anecdotal understanding to address the explicit areas identified as clear gaps in learning.

APS is developing in this area of school performance reporting and will follow student growth and development through 2017. Then, the school will be better placed to evaluate how it is tracking with a "Growth Mindsets" agenda underpinning the school ethos and approach to academic and personal achievement.

Further wellbeing surveys and assessment, along with student and community satisfaction data, will also be an integral part of the progressive evaluation of school performance.



Attendance

Year level	2014	2015	2016
Reception	90.6%	82.0%	90.6%
Year 01	83.6%	92.0%	87.4%
Year 02	91.5%	91.7%	91.6%
Year 03	100.0%	88.9%	91.7%
Year 04	84.6%	94.5%	91.3%
Year 05	95.6%	89.5%	
Year 06	95.9%	84.5%	85.6%
Total	89.9%	89.2%	90.3%

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

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

Attendance Comment

Attendance at Andamooka Primary School is generally of a good level but a little below target. Due to small numbers, it only takes one child to be away with illness which can bring the attendance rate down. Attendance can also become affected when families need to attend appointments where travel is required. Attending appointments tends to take students out of school for longer periods than would be usual, due to extra travel time involved in getting to Port Augusta or Adelaide.

The blank space in the table above for Year 5's in 2016 reflects there were no Year 5 students in 2016.

Behaviour Management Comment

Student behaviour management is an integrated affair at Andamooka Primary School. Students have been well-consulted in establishing the behavioural norms and expectations in their respective classes.

The 2-6 class was somewhat unsettled early in 2016, but with increasing expectation and consultation with the students, class rules were established and set in agreement with the students. The resultant progression through the year was of increasing expectation that students were key in maintaining the good culture of the classroom.

The R-1 class was a settled group in 2016 with some behavioural issues from only a few students. SSO support was broadly effective in assisting teachers to maintain good classroom culture.

Client Opinion Summary

The Andamooka Primary School Community are broadly satisfied with their child(ren)'s schooling and the services on offer at Andamooka Primary School and Children's Centre.

When parents/caregivers have a concern they are comfortable in being able to raise that concern with the school and staff members.

From a parent survey conducted in late 2016, 40% of parents reported that their child(ren) enjoyed coming to school "a tremendous amount", a further 40% reported "quite a bit" and 20% "somewhat". No parents reported that their children enjoyed coming to school only "a little bit" or "not at all".

Other results reflecting students' sense of belonging to the school were as follows: 40% "a tremendous amount of belonging", 40% "quite a bit of belonging", 0% "some belonging", 20% "a little bit of belonging", 0% "no belonging at all".

When asked how well the teacher's teaching style matched students' learning style, 0% answered "extremely well", 100% answered "quite well" and 0% answered to the lower categories of "fairly well", "mildly well" or "not at all".

Overall, survey results have been positive for the school, but indicate some work required in some areas. It was pleasing that no parent/caregiver answered any questions in the lowest categories at all.

As trust and faith has been building with the current staff, who have stayed on-site for a slightly longer period of time, the community are developing the relationships necessary for the students' best interests. Communication feels open and honest and the community are encouraged to voice their concerns as they arise.

Exceptional feedback has been received about the positivity of the Friday morning Parent's Group with creche' facility which is attracting more parents from Roxby Downs in addition to Andamooka parents, making this group quite vibrant and reflecting its welcoming nature.

Exceptionally favourable feedback has been received regarding the physical facilities change of moving the Library and Primary Classroom, and creation of the Computer Resource Room.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	25%
Transfer to SA Govt School	2	50%
Unknown	1	25%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff, contractors and regular volunteers at Andamooka Primary School have up-to-date History Screenings.

However, in alignment with Departmental encouragement for increasing parent involvement with children in school, parents are welcome to attend our school on an ad hoc basis to participate and/or observe their child(ren) in the classroom. For this purpose, History Screenings are not required, although many of our parent population have them.

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	7
Post Graduate Qualifications	4

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	3.2	0.7	3.0
Persons	0	4	1	6

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

Financial Statement

Funding Source	Amount
Grants: State	\$736546.00
Grants: Commonwealth	\$32966.00
Parent Contributions	\$7680.00
Fund Raising	\$1118.00
Other	

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	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	Extra one-to-one support has been provided. Extra support will not be needed in 2017.	High degree of English literacy achieved.
	Improved Outcomes for Students with Disabilities	Extra one-to-one and small group support sessions provided. Student is progressing well.	Student is operating in a regular classroom among peers.
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	R&I funding is used to support additional excursion, incursion and camp opportunities. ATSI funding is used to support these students in learning objectives and cultural understanding. N&L funding is used to assist implementing programs such as SPELD, Waddingtons and 'Choose Maths' in conjunction with Australian Maths and Science Institute. Learning Difficulties Grant is used to facilitate additional small group literacy opportunities for students in need.	Students are measurably developing social awareness and resilience in learning. Further data will be collected into 2017 to assess learning growth.
	Australian Curriculum	AC implementation is achieved in conjunction with the Far North Coordinator for Australian Primary Curriculum to ensure skills are being addressed and reasonable content, covered.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding is being used to further support 'in-class' learning.	Students are mostly achieving expected standards of achievement.
	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	N/A	