



Cowell Area School

2018 annual report to the school community



Government
of South Australia
Department for Education

Cowell Area School Number: 735

Partnership: Central Eyre 2

Name of school principal:

Julie-Anne Byrnes

Name of governing council chair:

Erin King

Date of endorsement:

School context and highlights

It has been a productive and successful year with our teachers working tirelessly to deliver innovative and quality learning experiences to provide our students with the best opportunities to achieve their potential both at school and beyond.

The Department for Education's vision to develop a world class system has driven our school's improvement journey. A greater focus on evidence-based practice in teaching and learning, to achieve growth for every student in every class has been a priority for our site.

This has been evidenced in our school receiving an 'improved' performance trajectory from the Department, telling us that we have been on a steady journey of improvement over the last 3 years and that the programmes and interventions that we have put into place are helping our students to make continued progress, particularly in Literacy and Numeracy. It is a credit to the hard work of our staff, both teachers and SSOs, and the support given to us by the Governing Council and the whole parent body.

There have been many highlights over the year for us as a school community. One of the biggest being the Interschool Sports Day at the end of Term 1. As a school we had a very successful day, taking out the Handicap Shield for the second year in a row, winning the Intermediate and Senior pennants and finishing 3rd overall! It was a terrific community effort to conduct such a successful event and I would like to acknowledge the hard work of Jack Burton and the Sports Committee in bringing it all together.

Our students took part in many engaging and challenging co-curricular learning experiences – Footsteps Dance, Stargazing Live (Guinness World record attempt), Book week, STEM bus, Simultaneous Storytime, Project Empower, Cybersafety sessions and more. Our school was announced as the South Australian runner-up secondary school in the 2018 Anzac Day Schools' Awards – due to the impressive entry from Ms B's Year 10 HASS students and our students were able to enhance their learning in Technologies with the purchase of new Digital Technologies equipment thanks to a \$20000 grant gained by Malcolm Rogers.

The Eyre Peninsula Field days came around again, with our parents and friends, Governing Council and Aquaculture committee joining forces to prepare and sell 1000s of oyster kebabs and raise much needed funds to support the running of our programme.

Governing council report

Firstly, the Governing Council would like to thank outgoing Chairperson, Dee Cook for her years of service as Chairperson, Secretary and Committee member. Dee has been a valuable asset to the Governing Council over the years and has provided many volunteer hours to help in making improvements for our students and school. Thank you, Dee!!

Secondly, thank you to all the current committee members of the Governing Council for your time and contribution throughout the year. Committee Members in 2018 were Jasmin Piggott, Jess Jaeschke, Matt & Meagan Franklin, Jane Smith, Kyla Franklin, Daven Wagner and our staff representatives – Ms Hannah Wight, Mrs Colleen Peters and Mrs Julie-Anne Byrnes.

This year, we have seen the completion of the shade project in the Junior Primary section of the school, which provides extra protection and allows our children to still access the play equipment in the harsher weather. Our school was fortunate to get a visit from the Chief Executive, Rick Persse who was very interested in our Aquaculture program. We have continued the discussions about technology and how we can make improvements throughout all sections of the school. The Saturday Night Draw at the Commercial Hotel continues to be a massive fundraiser, thanks must go to Kym and Kylie Martens for giving us this fundraising opportunity once again. If you have thoughts on how we can best utilise these funds within the school, please approach Mrs Julie-Anne Byrnes.

We would like to extend an invitation to any parents/guardians who wish to join the committee next year. The Governing Council provides great insight into the running of our school and shows how the school is working towards positive outcomes for our children.

Improvement planning and outcomes

The Key priorities as identified in the 2018 Site Improvement Plan were:

- 1) Higher Standards of Educational Achievement (Literacy -writing elements, vocabulary/punctuation and Numeracy)
- 2) Well Being
- 3) Community Engagement

In 2018, our targets in Literacy were:

- 1) 85% of students to show expected growth or higher in PAT vocabulary targets or NEP goals, compared to 2017
- 2) to eliminate the gap between our students' scores and the National scores, in achieving 3 points in the vocab criteria of the NAPLAN writing test.

Our PAT Vocab data showed that (on average) 52% of students showed expected growth. Our NAPLAN data showed that our scores in the vocab criteria in writing were below the state average at each year level ie. Year 3 school: 0% obtaining 3 marks, Year 3 state: 7%, Year 5 school: 22%, Year 5 state: 28%, Year 7 school: 22%, Year 7 state: 55%, Year 9 school: 71%, Year 9 state: 74%. As a result, the explicit teaching of vocab continues to be a focus area for improvement.

Our targets in Mathematics were:

- 1) 85% of students show expected growth or higher in PAT Maths targets or NEP goals compared to 2017.
- 2) to close the gap between CAS students median scores and National median scores in NAPLAN and PAT Maths

Our PAT Maths showed that 84% of students demonstrated, while 64% showed growth above what is expected. 62% were in the optimal quadrant (high growth, high achievement), compared to 38% in 2016, which is pleasing.

We have continued to invest in intervention in both Maths and Literacy, with further teacher/SSO training in MacqLit, Mini Lit, QuickSmart and TooSmart, and involvement in 'Back to Front Maths', Thinking Maths and "7 Steps to Writing" training. At the end of 2018, our JP teachers and R-6 Coordinator attended training in InitialLit - an evidence based reading and writing programme that incorporates a synthetic approach to the teaching of phonics, alongside rich literature and vocabulary instruction. All of these interventions and professional learning opportunities have enabled our teachers to re-examine their pedagogy and align their planning and teaching with evidence based practices.

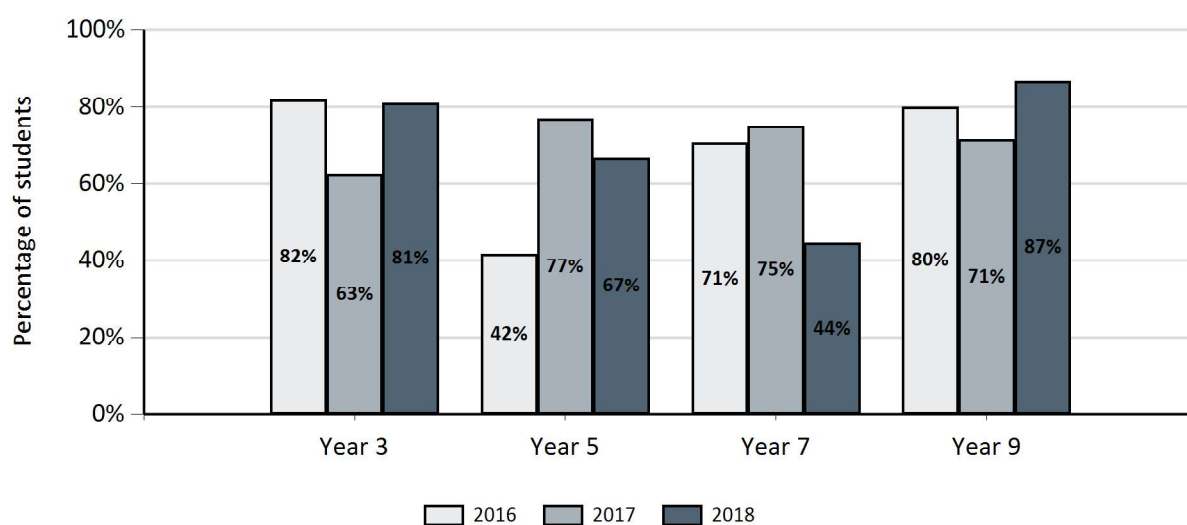
We have seen some good results for students involved in intervention programmes. In Macqlit, 15 students from Years 3 - 10 were involved and all made growth in their time on the programme. The majority of students maintained SEA in their PAT-R scores and others were able to close the gap. In Mini-Lit, 12 students from Years 1-3 were involved, 6 students made considerable progress, 2 left the school and 3 showed negative movement on the PAT-R test. In QuickSmart, 19 students from Years 4-9 participated. 2 students left the school, 16 made positive growth and 1 showed negative movement.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

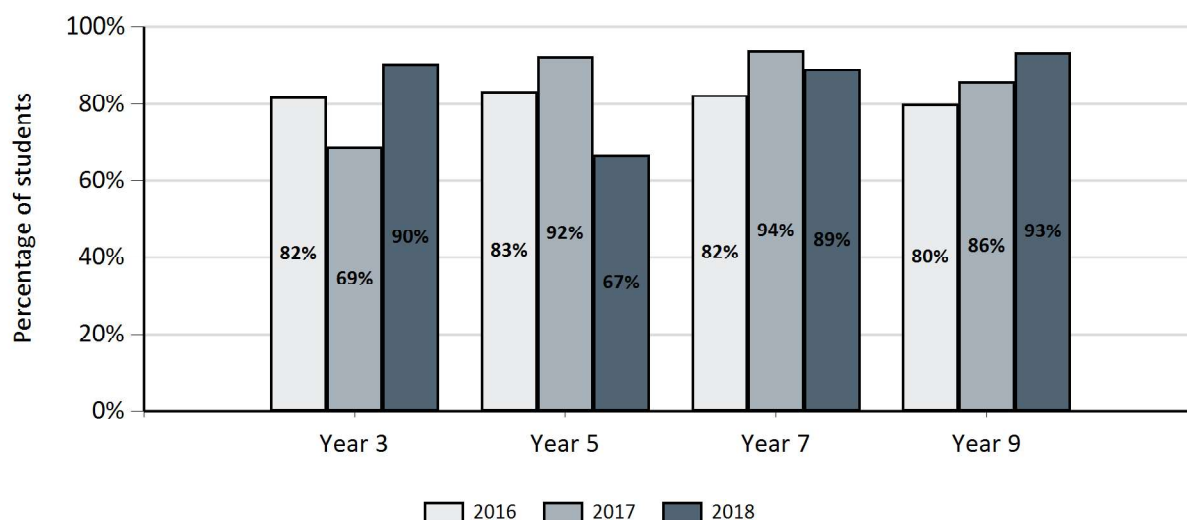
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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 | 44% | 12% | 43% | 25% |
| Middle progress group | 33% | 62% | 57% | 50% |
| Lower progress group | 22% | 25% | 0% | 25% |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 | 11% | 33% | 57% | 25% |
| Middle progress group | 22% | 44% | 36% | 50% |
| Lower progress group | 67% | 22% | 7% | 25% |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test [^] | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands ^{**} | |
|------------------------|---|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2018 | 21 | 21 | 8 | 4 | 38% | 19% |
| Year 3 2016-18 average | 16.0 | 16.0 | 5.0 | 4.0 | 31% | 25% |
| Year 5 2018 | 9 | 9 | 3 | 2 | 33% | 22% |
| Year 5 2016-18 average | 11.3 | 11.3 | 2.7 | 2.7 | 24% | 24% |
| Year 7 2018 | 9 | 9 | 2 | 3 | 22% | 33% |
| Year 7 2016-18 average | 14.0 | 14.0 | 3.0 | 4.3 | 21% | 31% |
| Year 9 2018 | 15 | 15 | 3 | 5 | 20% | 33% |
| Year 9 2016-18 average | 13.0 | 13.0 | 2.0 | 2.0 | 15% | 15% |

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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)

| 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|
| 75% | 95% | 96% | 90% |

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

| Grade | 2015 | 2016 | 2017 | 2018 |
|-------|------|------|------|------|
| A+ | 0% | 0% | 0% | 0% |
| A | 0% | 0% | 0% | 10% |
| A- | 0% | 2% | 7% | 20% |
| B+ | 0% | 2% | 15% | 10% |
| B | 13% | 16% | 33% | 20% |
| B- | 0% | 19% | 15% | 0% |
| C+ | 16% | 28% | 7% | 0% |
| C | 25% | 26% | 11% | 10% |
| C- | 22% | 2% | 7% | 20% |
| D+ | 9% | 5% | 4% | 10% |
| D | 9% | 0% | 0% | 0% |
| D- | 3% | 0% | 0% | 0% |
| E+ | 0% | 0% | 0% | 0% |
| E | 3% | 0% | 0% | 0% |
| E- | 0% | 0% | 0% | 0% |
| N | 0% | 0% | 0% | 0% |

Data Source: SACE Schools Data reports, extracted February 2018.

*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

| 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|
| 80% | 100% | 100% | 100% |

Data Source: SACE Schools Data reports, extracted February 2018.

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

| | 2015 | 2016 | 2017 | 2018 |
|--|------|------|-------|------|
| Percentage of year 12 students undertaking vocational training or trade training | 4.3% | 4.5% | 18.7% | 33% |
| Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification | 80% | 100% | 100% | 33% |

School performance comment

Our 2018 SACE data showed 100% completion for the potential student completers for the third year in a row. It is difficult to make a comparison to past years due to the low numbers of students in the cohort, however, there was an improvement in the grade distribution, with an increase in the students achieving in the higher grade bands.

Our NAPLAN data showed an increase in the number of students meeting SEA in Year 3 and Year 9 in both Reading and Numeracy, and a drop in Year 5 and 7 in both reading and numeracy. However, with both of these groups being a cohort of less than 10 it is difficult to make accurate analysis of these results.

If we look at progress (growth) for particular cohorts of students in NAPLAN, we can see pleasing improvements again for Year 7-9 in both Numeracy and Reading, with high percentages of students showing upper progress - Reading (43%) and Numeracy (57%). No students showed low progress in Reading from Year 7-9.

Our Year 5-7 students showed a high percentage of students showing medium growth, particularly in Reading (62%) and (44%) in Numeracy, with 33% showing high growth in Numeracy. The Year 3-5 progress was above the state average for Reading with 44% showing high growth, 33% medium growth and 22% showing low growth, however in Numeracy 67% of students showed low progress and only 1 student (11%) showed high progress. These increases in medium and high growth can be partly attributed to the school's focus on ensuring that students are getting the mandated number of minutes in Maths and English, more rigorous monitoring of data and the implementation of targeted, evidence based Intervention programmes across the school. There has also been a focus on teacher learning, with involvement in Back to Front Maths and Thinking Maths.

The percentage of students at each year level achieving in the higher bands this year is above the average for the last 3 years in both Numeracy and Reading at every year level, except Year 3 and Year 5 Numeracy. This is an improvement on 2017 results, particularly at year 9, where no students achieved in the upper 2 bands in 2017.

Our Running Records data shows that there has been an increase in the number of students in Year 2 achieving the SEA, from 84% to 89%. At Year 1 there was a decrease from 89% to 83% - with 2 out of 12 students not meeting SEA (both who were referred for educational assessments).

Attendance

| Year level | 2015 | 2016 | 2017 | 2018 |
|------------|-------|-------|-------|-------|
| Reception | 89.7% | 92.5% | 92.6% | 92.7% |
| Year 1 | 92.2% | 92.8% | 88.9% | 93.5% |
| Year 2 | 93.2% | 91.6% | 92.8% | 95.1% |
| Year 3 | 93.3% | 94.4% | 93.4% | 94.0% |
| Year 4 | 94.0% | 94.4% | 94.9% | 93.4% |
| Year 5 | 95.0% | 95.3% | 91.4% | 97.0% |
| Year 6 | 91.4% | 94.6% | 93.4% | 95.8% |
| Year 7 | 94.9% | 93.2% | 95.1% | 95.8% |
| Year 8 | 90.2% | 89.3% | 91.3% | 94.4% |
| Year 9 | 92.5% | 78.0% | 86.7% | 86.9% |
| Year 10 | 93.4% | 86.0% | 83.6% | 91.9% |
| Year 11 | 89.2% | 87.8% | 85.3% | 93.1% |
| Year 12 | 96.9% | 91.6% | 85.3% | 81.5% |
| Total | 92.6% | 91.7% | 91.2% | 93.3% |

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

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

Attendance comment

We were pleased with our attendance data, which showed a significant increase from 91.2% to 93.3%. All except 2 of our classes experienced an increase in attendance, with very high attendance at Year 5 with 97%.

Our highest category for absence is Family/Social at 39.5% of our absences.

We worked closely with our Attendance officer and Family Focus officer to follow up issues around non-attendance. There is a clear process at the school for staff to follow when a student is absent for a period longer than 3 days and we make sure that we follow up unexplained absences with parents/guardians.

Behaviour management comment

We continued to implement a restorative behaviour approach, with the development of a new Behaviour Policy (including flow chart) and Training and Development with Bill Hansberry.

There were 63 incidences recorded in EDSAS - 35 'Violence-threatened or actual', with 4 suspensions, 7 Internal suspension, 22 time out admin and 2 time out yard. There were 4 'threatened good order' - with 1 TO class, 2 TO admin and 1 TO yard.

'Threatened Safety or wellbeing' had 4 incidences, resulting in 1 TO class, 2 take homes, 1 suspension. 'Interfered with the rights of others' resulted in 1 TO admin, 2 TO yard and 'Persistent and Wilful Inattention' resulted in 11 TO admin, 1 TO class, 2 IS, 1 TH and 2 SU. Three students were referred for behaviour support.

Client opinion summary

Response to the Opinion surveys was similar to 2017, with 54 parents, 50 students and 20 staff responding in comparison to 53 parents, 60 students and 25 staff in 2017. Results are easier to compare as there are a similar numbers of responses.

According to the parent survey, we have continued to do well in "teachers at this school expect my child to do their best" (87% Agree / Strongly Agree) and also "the school looks for ways to improve" (77% Agree or SA). There was a pleasing improvement in "I can talk to my child's teachers about my concerns" (72% to 79% Agree / SA). "The school is well maintained" has continued to rank low, dropping in the percentage of parents who Agree/SA from 61% to 53%, staff 72% to 60% and students 71% to 64%. This continues to be frustrating, especially as we have installed new shades, painted the multipurpose room, replaced rocks and bark chips around the secondary classroom and cleaned up garden areas around the JP area.

"Student Behaviour is well managed" has seen an increase in the number of parents who SD/Disagree from 8%-30%. We believe this is the result of pockets of behaviour at particular year levels and the feeling that the Restorative approach is soft and repeat offenders are not being 'punished'. We need to continue to educate parents about RP and the benefits of this approach. Whilst this also remains the lowest for staff, there has been an increase from 64% -75% of staff who SA / Agree. We were disappointed that whilst we don't usually have many parents strongly disagree in any areas, there was a significant increase across the board.

The highest ranked in the student survey were "teachers expect me to do my best" (94% Agree / SA), "teachers provide me with useful feedback about my work" (80% Agree / SA) and "I feel safe at my school" (80% Agree / SA -down 5%). The greatest improvement was in "my school takes students' opinions seriously" -up 13%. The lowest ranked were "student behaviour is well managed" (37% Agree / SA), "I like being at my school" (52% Agree / SA) and "I can talk to my teachers about my concerns" (56% Agree / SA - up 10%).

Highest ranked in the staff survey were "the school looks for ways to improve" (85% Agree/SA), "the school takes staff opinions seriously" (85% Agree/SA) and "the school works with parents to support students' learning (85% Agree/SA). The greatest area of improvement was "student learning needs are being well met" (up 25%) and "I receive useful feedback about my work (up 19%).

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 7 | 29.2% |
| Interstate/Overseas | 3 | 12.5% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 1 | 4.2% |
| Transfer to Non-Govt School | 6 | 25.0% |
| Transfer to SA Govt School | 7 | 29.2% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All volunteers who come into contact with students have a current DCSI Criminal History Screen. As new volunteers offer their services, our school requires them to apply for such a screen at the school's cost. An electronic data base is kept of all volunteers and their current Criminal History Screen status and expiry dates. Reminders and new application forms are sent to our ongoing volunteers as their screens are about to expire.

We currently have 66 parents and community members with DCSI clearances.

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 | 8 |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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 | 14.2 | 1.4 | 10.8 |
| Persons | 0 | 16 | 2 | 16 |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

| Funding Source | Amount |
|----------------------|----------------|
| Grants: State | \$2,914,348.45 |
| Grants: Commonwealth | \$23,436.00 |
| Parent Contributions | \$46,837.50 |
| Fund Raising | \$12,290.34 |
| Other | \$141,819.46 |

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

2018 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 2018 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 | Student Wellbeing Leader employed to work with groups/individual students on well being/social skills. Behaviour supplementary funding to provide SSO support for individual students. | Improved behaviour reported in classrooms. |
| | Improved outcomes for students with an additional language or dialect | Additional support provided in class by an SSO. | |
| | Improved outcomes for students with disabilities | SSO employment to run intervention programmes for targeted students and in class support according to NEP goals. | |
| 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 Students with learning difficulties grant | .Rural and isolated - access to programmes/workshops and activities Aboriginal students - employed an Aboriginal Education teacher ACEO - SSO working with ATSI students on numeracy and literacy goals Numeracy and Literacy - further SSO time for SSOs to run intervention programmes in small groups. R-2 SSO support in classrooms - individual and group | Access to quality programmes / opportunities Improved progress towards maintaining and reaching SEA for students identified |
| | Program funding for all students | Used for teacher release time to meet with SLLIP, TRT days for work on Learning design, assessment and moderation | |
| Other discretionary funding | Aboriginal languages programs initiatives | | |
| | Better schools funding | Employment of a Special Education teacher to support staff and students. | Streamlined processes, greater understanding of NEP/ILP - programming for student |
| | Specialist school reporting (as required) | RAAP funding to support the running of our school specialist Aquaculture programme - employment of GSE (Farm technician) | more students accessing Cert2 - increasing productivity and profile of course |
| | Improved outcomes for gifted students | | |
| | Primary school counsellor (if applicable) | Student wellbeing leader appointed | greater whole school focus on WB - training re Kidsmatter and moving into Be You |