Central Yorke School
2019 annual report
to the school community

Government of South Australia
Department for Education

Central Yorke School Number: 761
Partnership: Southern Yorke

Name of school principal: Grant Keleher

Name of governing council chairperson: Chris Rowe

Date of endorsement: 10/02/2020

School context and highlights

Central Yorke School is centrally located on the Yorke Peninsula and consists of two campuses, which are Maitland and Pt Pearce Aboriginal. Each Campus has their own onsite Kindergarten with pre kindy care. The student population includes Occasional and Rural Care, Kindergartens, Primary, Secondary and FLO students. The school is classified as a rural and isolated school with a Level 2 Index of Disadvantage.

Central Yorke School had an increase in enrolments for the 4th straight year. The current cohort consists of 32% ATSI and 9% FLO students.

This year has been filled with a multitude of both challenges and victories. Every year is different but this one has been filled with more change than normal. Our school is evolving quickly, and it has been reassuring to see how our colleagues have risen to meet every roadblock, while always looking out for what's best for our students.

Achievements this year include
• Merits in the Research Project,
• Won Trips to Vietnam through the Spirit of ANZAC competition.
• Students won
• Finished 4th in a national song writing competition.
• Won many interschool events inc State Finalists in Tennis
• Performed along side the Adelaide Symphony Orchestra.
• Won prizes in both the Adelaide and Kadina Shows with our Agriculture Team
• Created an event called a 'Night at the Museum', preserving our history through project based learning. Our community night at the museum had more then 500 people attend.

However, most importantly the largest change we have seen in our students is they have represented themselves, their families and their school with pride. To be a student at our school means something. There is no greater honour than to be a part of the school and take it to a level that represents who we are and what we stand for. The talent, energy, good humour, and willing disposition of the students at Central Yorke is always commented upon by new staff and visitors to the school. The culture of welcoming others, respecting difference, and concern for the individual learning plans of students. Our students make a valuable contribution to the promotion of a learning environment that is full of energy.

As we look towards 2020 we are focusing on SACE improvement as well as reading and oral language and number as the cornerstone of our Site Improvement plan. Staff are using Dylan Wiliam's Formative Assessment approach as the driver to this.

Governing council report

I would like to start by saying what a wonderful year I believe we have had this year, the campuses have been extremely busy through-out the entire year.

Our P and F have had a busy time this year with other schools visiting our campus that needed catering for, also the Mothers and Father's Day functions they had were a great success again this year. Well done to the ladies on this committee, please help these girls out by getting behind them and join the P and F.

Our canteen has had another huge year in recess and lunch orders and had upgrades of the power and water, dishwashers, ETC. all due to the hard work of Vic Johns and Michelle Geater-Johnson and Volunteers well done girls and thank you for your hard work.

To Grant Keleher our Principal and Leader of this great school what an amazing job you have done once again this year, it has been exiting coming into the school and feeling the upbeat and happy atmosphere that has been created by you and our wonderful staff members.

The entire staff should be congratulated on their efforts this year as they strive to give the students every opportunity they can, to our long serving teachers and first year teachers. I would like to on behalf of all of us say a big thank you for your efforts and your continued push to getting better results term by term.

Also think worth mentioning that due to Grants passion to continually freshen-up the school we now have an upgraded staff room and kitchen area for the staff to enjoy, new reception area and meeting room across from student service desk, along with the many other things we have achieved throughout the year.

I would also like to mention the magnificent effort that Linda Bubner has put into the new nature play area on the primary oval this is a wonderful space for other students to play on, thank you for your efforts Linda and the Lads from Climbing Trees on this project.

Last but not least I'd like to thank the governing council members for their support and effort again this year it has been great to work with a group that has the endless passion to see our schools get better and better.

Improvement planning - review and evaluate

This year our site had a focus on the following 3 goals.

1. Increasing the students achieving SEA for reading for years R-10.
This result was achieved in 2019, with the exception of our ATSI students who showed a decline. There were gains at Years 7 and 9, where reciprocal teaching was a focus and a large gain at Year 3 where staff were trained in Running Records and students tested regularly. There was a large investment across the board in literacy training with Running Records, PAT development and Reciprocal Teaching as the focus. There was also a large focus on formative assessment so staff could get real time measurements of where students were at and could adjust their teaching accordingly. Early data shows that this has shown improvement and will be investigated further in 2020. There was also a recommendation to do Running Records for all students to Year 6. To support the literacy target the school has employed a literacy coach for 2020 and given her 5 lessons of release time to support her to improve literacy outcomes across the school.

2. Students in Year 3-10 are able to proficiently understand number sense and use of operations.
Big Idea in Number was the main driver for this goal and once a week students would go into classes and work on the 5 indicators. Numeracy results showed a decrease as a whole, but small improvements in Year 3 and 9. When analysing the data, we found that students struggle in Fractions, Ratios, Percentages and worded algebra problems. Upon further investigation students struggled to interpret explicit data from worded questions and tables. This correlated with poor PAT-R results in Interpreting explicit information and inferencing. It was decided to get rid of Big Idea In Number as a standalone subject and integrate it into normal teaching of mathematical concepts. We also have decided to focus on the aspect of reading and understanding a question to see if this will help lift Numeracy Results. There will be no Numeracy focus in 2020, but instead a literacy one with the hope that by improving literacy our students will understand questions better and be able to answer them more accurately.

3. Increasing Oral Language development from Birth to Year 2 across both Maitland and Point Pearce Campuses
In 2019 there was an improvement on 2018 phonics screening data. This improvement was small, but for the first time, we included Point Pearce data in the overall data set. Our Early Years Leader, Mel Richards ran a PLC with this group with the focus on Maker Spaces and the Oral Language development that happened around this. What we found as a site was that the Junior Primary teachers were apprehensive at first, but when they embraced it, found it a good way to develop the Oral Language skills of our younger learners. We also looked at our Phonics program Jolly Phonics and concluded that there was a lack of consistency in the teaching of this. Many of our primary teachers are also Early Career Teachers and they were looking for a phonics program that is a bit more explicit. We decided to invest in InitialLit, MiniLit and MacLit as both a literacy course and intervention strategy. In Term 4 2019 we ran a trial group with InitialLit and the results were very pleasing. In 2020 this will be rolled out across the whole primary.

While there was a PLC responsible for Wellbeing in 2019, it seems as though this group was working more on policy development and hence it was dropped as part of the Site Improvement Journey.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
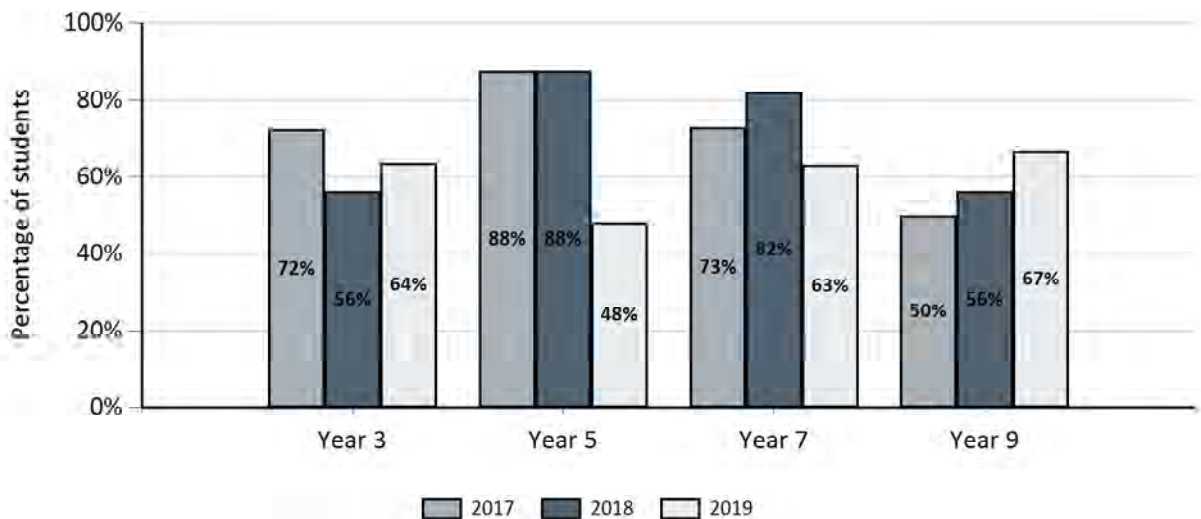
Reading
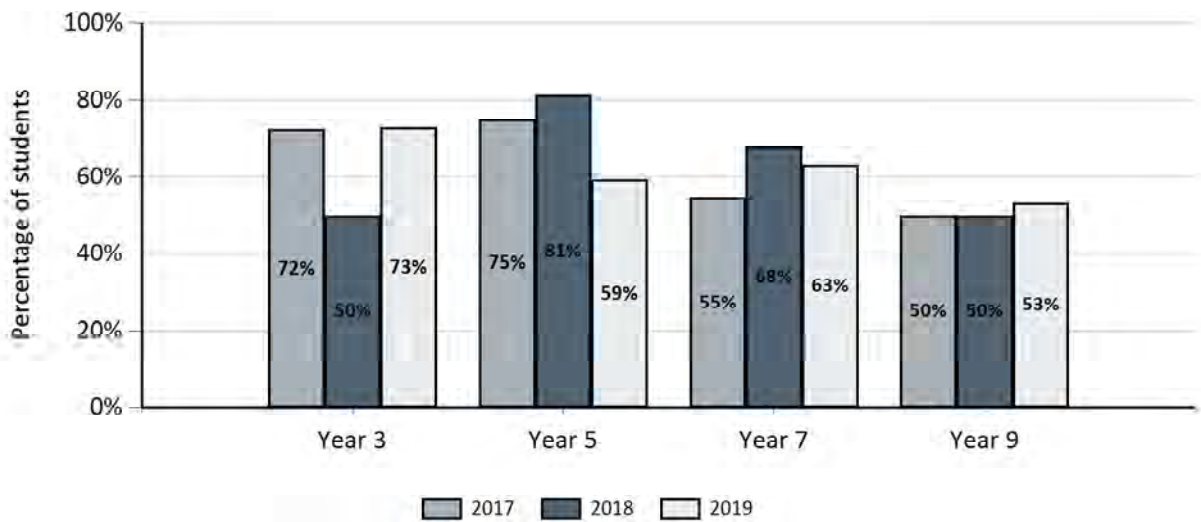
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
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NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	5%	33%	43%	25%
Middle progress group	55%	33%	43%	50%
Lower progress group	41%	33%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	5%	20%	11%	25%
Middle progress group	52%	40%	44%	50%
Lower progress group	43%	40%	44%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	22	22	2	2	9%	9%
Year 3 2017-19 average	30.0	30.0	6.7	7.3	22%	24%
Year 5 2019	54	54	2	0	4%	0%
Year 5 2017-19 average	39.3	39.3	6.0	5.3	15%	14%
Year 7 2019	38	38	10	8	26%	21%
Year 7 2017-19 average	38.7	38.7	7.3	8.7	19%	22%
Year 9 2019	30	30	0	0	0%	0%
Year 9 2017-19 average	28.7	28.7	0.0	2.0	0%	7%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2016	2017	2018	2019
98%	100%	100%	100

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	0%	4.76%
A	5%	0%	8%	4.76%
A-	7%	8%	8%	11.9%
B+	9%	10%	13%	11.9%
B	13%	18%	15%	23.81%
B-	11%	15%	23%	16.67%
C+	24%	20%	15%	9.52%
C	20%	23%	18%	9.52%
C-	9%	8%	3%	7.14%
D+	2%	0%	0%	0%
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 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	13	33	67	40
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98	100	100	100

School performance comment

From the data available it is evident that there have been small improvements in 2019 that need continued focus in order to be extended. The analysis and use of reliable, quality data will enable teachers and leaders to make informed choices about their teaching plans and programs. Teachers need to use data regularly, to track students' progress and to take necessary and timely actions to provide targeted and tailored support. The challenge we have is to make these improvements consistent.

In regards to SACE, we again achieved a 100% completion rate and had a large improvement in students achieving ATAR scores. Many of these students would not have done so without VET which aligns to our emphasis on Multiple Pathways for all students. There was no moderation movement within SACE subjects. There were no failing grades in 2019 for our Senior Students, the aggregation of grades in "the middle" has decreased with more grades at the top end including a merit and 2 A+'s, however we will still continue the emphasis on improved pedagogy and task design.

Running Records: While there was growth for our high flyer in Year 1 to Year 2, there was a 13% decrease in those students that achieved SEA for Year 1. There has been a steady decrease in SEA achievement for Year 2. Our Data this year also included the students from Pt Pearce, which included 5 students on an IESP level of support, this is on top our the 3 from CYS already.
PAT- Maths& Reading: 68% (Reading) & 52% (Maths) of students in Years 3-10 achieved the age appropriate achievement standards compared to 66% and 62% respectively in 2017. The increase in the reading can be attributed the strong Site Improvement focus in 2018.

A-E Data: This data suggests there is more consistency in the marking and grading of students' work particularly between the Primary and Middle School areas and between Stage 1 and 2 SACE as standardised test results are aligning to end of semester grades. This is most obvious where students move to Year 7 and 9, where even though there are less higher grades, they correspond better to previous grades. This is due to the work across the sub-schools to ensure that the curriculum progression is planned and mapped to provide congruence and coherence for learners, particularly for the subjects not explicitly described in the AC. One area we need to focus on is our Primary Staff not just giving out C's because students are at standard, but pushing them to achieve A's and B's to promote a culture of excellence.

Attendance

Year level	2016	2017	2018	2019
Reception	92.8%	89.3%	89.8%	79.1%
Year 1	90.4%	92.1%	87.1%	85.8%
Year 2	90.1%	84.7%	91.1%	88.7%
Year 3	90.2%	91.9%	87.1%	79.1%
Year 4	92.5%	92.4%	89.2%	80.3%
Year 5	91.4%	91.7%	92.0%	88.0%
Year 6	92.1%	93.3%	86.5%	85.2%
Year 7	80.6%	91.6%	89.2%	83.4%
Primary other		0.0%		
Year 8	95.2%	87.1%	91.3%	89.3%
Year 9	83.6%	92.2%	83.6%	84.4%
Year 10	83.1%	84.7%	89.5%	84.0%
Year 11	78.4%	85.7%	92.0%	96.9%
Year 12	82.6%	90.9%	93.9%	95.2%
Secondary other	100.0%	99.5%	100.0%	100.0%
Total	88.5%	90.5%	89.9%	86.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

We did not reach our target of 95%, and there was a decrease of 2% overall. Attendance decreased across R-10 which is disappointing. This can be attributed to a few factors.
1. We increased our enrolment with a lot transient, students, who were known non-attenders
2. We have had an increase in students under the age of 13 with severe anxiety issues and hence have not come to school.
3. We decreased our FLO numbers and that student data now exists in mainstream reporting.

We are currently working very closely with our attendance officer to address these issues.

Behaviour support comment

Data from our internal auditing (office/yard/suspension data) confirms that Central Yorke School is a very safe school to attend. At our school, all students have the right to be safe and the right to learn. Our staff are diligent in identifying and following up on unsafe behaviours and this year our Bullying and SBM procedures were reviewed through staff and Governing Council with great success.

We have a zero tolerance approach to bullying and students are taught about cyber-bullying (through the SA Police) including effective strategies to keep themselves safe on line. 2019's parent opinion survey indicated that the vast majority of respondents said their child felt safe at our school and that issues were dealt with fairly.

Client opinion summary

In 2019, parents were given the opportunity to complete an on-line opinion survey. 7 responses were received which was down on the previous year and is considered very low for a school of 230 students. Parents were asked to rate their responses from 0 to 5 (5 being the highest) on the same set of questions as 2018. Observations from the collated results reflected improvement in all category.

- My child feels safe at this school'- rating of 4.2 (out of 5)
-'The school looks for ways to improve'- 4.1
-'My child likes being at this school'- 4.2
-'I can talk to my child's teachers about my concerns'- 4.4
-'The teachers expect my child to do their best'- 4.2

All responses were 3.7 or higher but areas identified for future exploration and action include:

-'Student behaviour is well managed at this school.'- 4.0, this was an increase from 2018 data.
-'Teachers at this school treat students fairly'- 3.7, this remained constant.

In 2018 students were invited to participate in a wellbeing/ anti-bullying survey. The JP survey was a paper one and the primary survey was via an on-line 'Survey Monkey'. The students were asked questions around their wellbeing, safety and emotional resilience. This initial participation rate gave us a 'snap shot' into students' perspectives around a range of topics and gave us some baseline data to work from. Generally across the school, students felt safe, knew what bullying was and how to support someone else if it occurred. They felt happy attending school and reported bullying has decreased to become only a couple of reports a term. Areas where responses were lower were around being resilient if things went wrong and knowing what to do if this was the case.

All students participated in the Resilience and Wellbeing survey and scores indicated appropriate wellbeing levels but we need to remain vigilant.

Students also provide feedback to teaching staff through observation data and conference. From this all of our teachers received great feedback. Student Voice has really improved in 2019 and has gone from strength to strength.

Intended destination

Leave Reason	School	
	Number	%
Employment	1	1.8%
Interstate/Overseas	3	5.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	23.6%
Transfer to SA Govt School	19	34.5%
Unknown	19	34.5%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Our 2019 practices remained of high standard. Our site remains compliant and all new temporary relieving teachers (TRT) are required to submit their clearance before teaching. In 2019, new Governing Council members obtained their screening clearances.
We monitor expiry dates and screenings through our DfE Screening Register.

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	44
Post Graduate Qualifications	15

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.0	3.4	19.0
Persons	0	29	6	29

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

Financial statement

Funding Source	Amount
Grants: State	$225,817
Grants: Commonwealth	$9,550
Parent Contributions	$120,041
Fund Raising	$2,391.05
Other	$49,246

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

2019 school annual report: Tier 2 funding report*

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved behaviour management and engagement	SSO support for most students. Funding used for salary for flexible learning space to support non engaging students.	Students completing alternative SACE and AC pathways.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	SSO support used to help R-2 students with speech and running records. Tutoring for Senior School students in SACE.	Increased students achieving appropriate language and literacy levels.
	Improved outcomes for students with disabilities	Funding was used to increase SSO's within the school to support these students. Community awareness program implemented to educate life skills.	Increase in wellbeing of SWD's. Increase in NEP goals and parent satisfaction.
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Continuation of the QuickSmart Maths program for students from Year 3-7. Big Idea in number introduced across the whole school. R-10 Created an outreach program from Point Pearce to engage and support secondary achievement for non-mainstream ATSI students. Employed ASTI SSO to support our FLEX centre and students that have trouble engaging especially the ATSI students Employed tutors to support ATSI and non ATSI students in the senior school in SACE subjects. Home work centre was set up at Point Pearce FMLD grant was used to target literacy and numeracy support fo	QuickSmart students showed a 15% increase in basic number fact and automaticity. SACE results increased.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	Employment of staff and resources to teach Point Pearce and Maitland students Narungga Language	All R-2 students are currently learning Narugga language for 1-2 lessons a week.
	Better schools funding	Quicksmart Numeracy support Tutoring for Stage 2 SACE students. Implementation of ATSI outreach program	Increase in A's at stage 2 Increase in wellbeing and engagement of STAR and FLO
Other discretionary funding	Specialist school reporting (as required)	Purchasing of musical equipment, music resources and ICT resources.	Increase number of students doing music and extra curricular music activities
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Employed a school counsellor to run and support wellbeing at the school. This counsellor also led Special Ed and the Resilience surveys within the school.	Increase in well being Decrease in Bullying Increase in parent satisfaction