



Keith Area School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Keith Area School Number: 757
Partnership: Tatiara - Wrattontully

Name of School Principal:

Tobias O'Connor

Name of Governing Council Chair:

Brad Edson

Date of Endorsement:

09-02-2018

School Context and Highlights

Keith Area School is a Foundation – Year 12 School with a stable enrolment of around 350 students. Of these approx. 2/3 are primary students and 1/3 are secondary students. Our student population access the school from one of the 7 bus routes which services the surrounding areas or walk/ride to school if they live within the town.

In 2017 we continued to work towards our site learning priorities and it is great to see results improving in many areas. It has been great to see our students thrive be it academically or through their sporting and/or artistic endeavours. It's great to see students challenge themselves, show their perseverance and persistence and achieve their very best. Well done to all for a great year.

2017 highlights include

- Planning well underway and building due to commence early 2018 for the \$3.5m grant to improve our buildings and the way we deliver STEM (Science, Technology, Engineering and Mathematics)
- Introduced direct debit for payment of school fees and QKR electronic payment options
- Delivered several Responding to Abuse and Neglect Training and site induction sessions for volunteers throughout the year
- Introduced a Learning Assistance Programme (LAP) to support volunteers working 1:1 with students
- The support from our active Parents and Friends group who implemented some great initiatives and fundraising efforts.
- Applied for and received a grant to establish a sister school in Indonesia as part of the e-languages program
- Introduced of our first ever Principals STEM Challenge – 'build a better mousetrap'
- Ran a very successful 'Geared for Life' wellbeing week in Term 3
- Delivered a teen mental health course to our Year 10, 11 & 12 students
- Had a very successful Adelaide Show Team, bringing back many awards and ribbons
- The SA Variety Club visiting Keith and supporting our school with some very generous grants
- A beautiful mural painted in our library by the talented Julia Davis
- A fantastic production of The Burial from our Year 12 Drama class
- 3 school reunions from past students toured the school in 2017
- Successful University Expo inclusive of information for both students and parents with all 3 major SA Universities in attendance
- Upgraded facilities including many air conditioners replaced, a car track installed next to the COLA, minor upgrade of the primary boys/girls toilets and construction of our new Agriculture Shed finally beginning.

Governing Council Report

The past year has seen us continue to build upon a lot of the foundation work done during the last year or so. We are starting to see the fruit of a lot of plans and effort made in the academic, athletic and facility arenas.

2017 has been a rewarding and challenging year for the Governing Council.

It was great to see so many new and interested parents stand for the positions on governing council. I would like to thank Janette for her contribution as the 2016 Chair and all her committee members.

I would like to thank all our teachers and staff who continue to shine in all facets of education within our school. The professionalism, dedication and outstanding efforts that occur, a lot put in by so many without thanks or recognition have seen many success stories this year. I could safely say the wider community appreciates it all. It continues to show that whilst being a country school, with great people, passion and a bit of hard work, great things can be achieved.

There have been many events that have come and gone throughout the school calendar. Quite a numerous number of individuals that have gone over and above to ensure events run smoothly.

I would like to thank all the Governing Council members for their contribution and the committees that bare much of the brunt for the workload of Governing Council. It has been an interesting year throughout my time as Governing Council Chairman. We have seen new air conditioners and old ones fixed at the beginning of the year. The Ag Shed started after many years of discussion, working to fix toilet blocks and many more interesting things. The facilities of our buildings and the grounds have continued to improve as we stay focused each year to bring improvement into these areas.

Brad Edson
Chairman, Governing Council
KAS

Improvement Planning and Outcomes

External Review Recommendations

Direction 1

Increase the number of students achieving at, or sustaining, higher levels of achievement by working with teachers to develop common agreements and practices about how to use assessment to better inform and engage student learning.

Progress:

Good progress is being made in this area. Key actions include:

- Across partnership professional learning communities established (focus on reading, student agency, culture, student voice)
- Student driven goal setting/mid-term progress checks introduced in Secondary
- Staff released to engage in peer observation and feedback
- Middle School Deadline policy created and implemented

Direction 2

Improve student achievement outcomes by implementing effective and strategic intervention processes and differentiated teaching practices, which are informed by knowledge of student achievement data.

Progress:

Key actions in 2017

- Continued investment in Literacy and Numeracy intervention programs
- Focus on differentiated teaching and learning
- Focus on embedding formative assessment
- Staff involved in moderation activities to ensure consistency in assessment and focus on good learning design
- Class based interventions established – SSO time provided to all classes F-7.
- Teams using a range of data sets to establish baseline data and priorities for action. Reading and numeracy data collected and analysed each term with a focus on individual student growth.
- Intervention extended to include Secondary Students

Direction 3

Work with teachers to engage in continuous self-review of professional practice, student achievement and establishing even higher standards and expectations.

Progress:

Key actions in 2017

- Teams reviewing data and working together in implementing new or improved ways of working which focuses on improved learning outcomes
- A number of across-partnership PLCs established in Early Years, Primary and Secondary with teacher sharing ideas, resources and planning/reviewing/improving together
- Clear performance and development processes involving all staff having an individual performance plan which is reviewed by their line manager. All teachers expected to be involved in structured observations and feedback processes.
- Continuous self-review now an embedded part of meeting structures and includes annual pupil free day activities
- Student support team meet and review individual student wellbeing, behaviour, attendance, achievement, students with disabilities

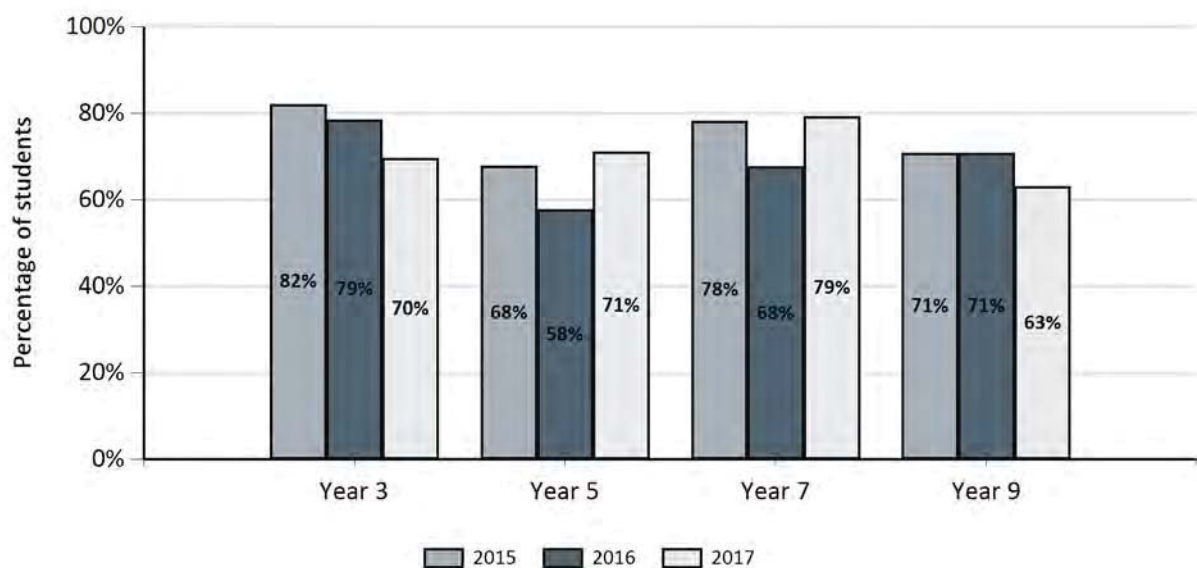
The current Site Improvement Plan review has begun with the aim to have a revised plan in place by the end of Term 1, 2018.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

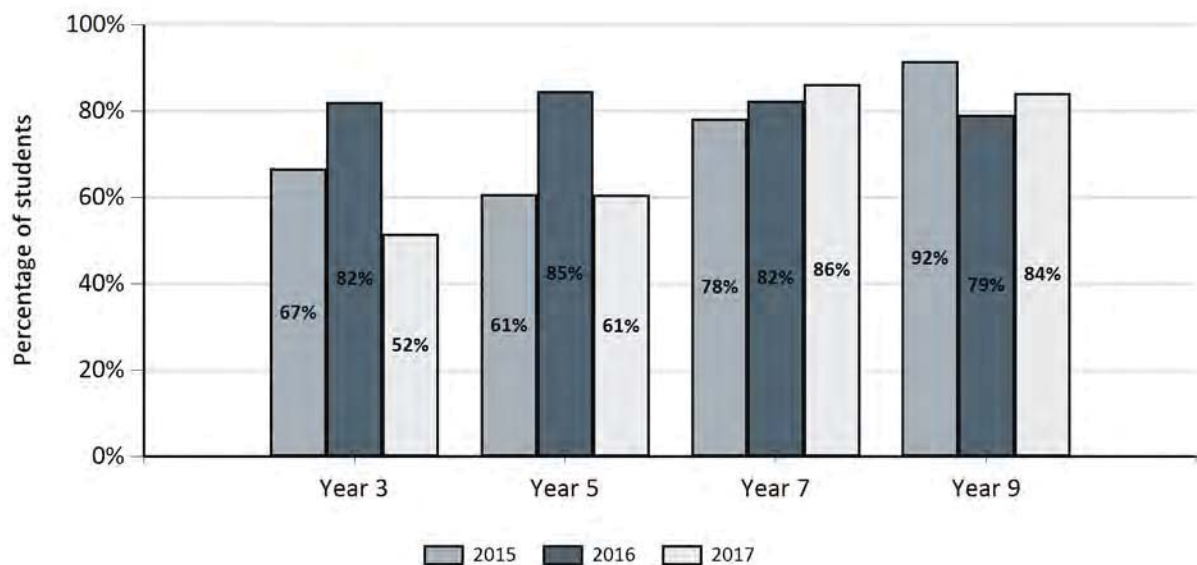
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	17%	23%	24%	25%
Middle progress group	60%	50%	59%	50%
Lower progress group	23%	27%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	14%	31%	50%	25%
Middle progress group	47%	42%	31%	50%
Lower progress group	39%	27%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test [^]		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 2017	33	33	8	5	24%	15%
Year 3 2015-17 Average	33.3	33.3	9.7	5.3	29%	16%
Year 5 2017	38	38	8	5	21%	13%
Year 5 2015-17 Average	30.7	30.7	4.3	4.7	14%	15%
Year 7 2017	29	29	2	3	7%	10%
Year 7 2015-17 Average	28.7	28.7	2.7	3.0	9%	10%
Year 9 2017	19	19	1	2	5%	11%
Year 9 2015-17 Average	22.3	22.3	1.7	2.3	7%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016	2017
89%	100%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	2%	11%	3%	12%
A-	13%	23%	15%	21.7%
B+	20%	19%	15%	20.7%
B	29%	18%	10%	16.3%
B-	11%	7%	20%	6.5%
C+	7%	7%	19%	18.5%
C	4%	11%	11%	4.3%
C-	2%	5%	2%	0%
D+	4%	0%	2%	0%
D	0%	0%	1%	0%
D-	2%	0%	0%	0%
E+	0%	0%	0%	0%
E	4%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
100%	100%	94%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	50%	41.67%	58.82%	55.55%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	99.44%	100%

School Performance Comment

Reading

The tracking of our own reading data (Fountas and Pinnell) has shown good growth. Our 'on track' data, an indication that students have met or very close to meeting our school reading targets (which are higher than the DECD Standards of Educational Achievement) have continued to show positive growth. Of particular note is that our average Middle and Upper Primary student reading performance now meet or exceeds our targets. For example, our average Year 7 reading level has improved from 27.5 in 2015 to 33.3 in 2017. NAPLAN reading data for 2017 also indicates significant improvement in Year 5 and Year 7 cohort performance. NAPLAN growth, which is comparing individual student performance from the last time they participated in NAPLAN e.g. Year 3>5, Year 5>7, Year 7>9 has shown growth in all year levels, with Year 7>9 showing significant growth.

Numeracy

Slight declines in average student performance were noted in Years 3, 5, & 9 in 2017. Only Year 7 saw a slight increase in performance compared to the 2016 student cohort. Cohort vs cohort differences are to be expected as no two cohorts are the same. Student growth (since the last time they sat the NAPLAN test) has shown good growth from Year 5>7 and Year 7>9. A highlight here is our Year 7>9 students with 50% achieving upper growth (compared to 25% across the state). This is to be acknowledged. Numeracy improvement continues to be a focus in 2018 with a particular emphasis on number sense and fluency.

Quicksmart intervention.

In 2017, our significant investment supporting 19 students to participate in the QuickSmart intervention program has resulted in significant improvements. An effect size score of 0.4-0.6 indicate strong growth, 0.6-0.8 indicate very strong growth and 0.8 or higher represents substantial improvement of the order of approximately two-three years growth. Average results for our students indicate an effect size of 1.199 in the PAT-M test. Further, effect sizes for addition (speed) = 0.934, addition (accuracy) = 1.022, subtraction (speed) = 0.625, subtraction (accuracy) = 1.435, multiplication (speed) = 0.66, multiplication (accuracy) = 2.211, division (speed) = 0.559 and division (accuracy) = 2.606. These are impressive results and indicate a substantial improvement in performance (speed & accuracy) for many students and a strong indication of the effectiveness of this intervention programme.

SACE Performance

Our senior students continue to perform to a high standard. 100% of our Year 12 (Stage 2) students achieved a C- or better for each subject. Impressively, 77.7% achieved a B- or better, an improvement from 60% in 2016. 63.8% of our Year 11 (Stage 1) students achieved a B- grade or higher. It is also encouraging to see that all of our students aiming for an ATAR score for university entrance were awarded one and all students received university offers for their first preference. Students are to be congratulated for their efforts and determination.

Attendance

Year level	2014	2015	2016	2017
Reception	93.4%	93.4%	92.1%	92.7%
Year 1	94.3%	93.1%	93.9%	93.3%
Year 2	96.0%	94.5%	92.3%	95.0%
Year 3	93.2%	95.6%	93.0%	92.5%
Year 4	95.1%	95.7%	94.9%	93.0%
Year 5	93.8%	94.2%	94.6%	93.7%
Year 6	94.5%	95.8%	93.2%	95.8%
Year 7	96.0%	93.0%	93.1%	94.1%
Year 8	95.2%	95.8%	88.3%	93.7%
Year 9	95.4%	90.8%	95.5%	91.8%
Year 10	90.7%	94.9%	95.0%	92.1%
Year 11	94.6%	90.1%	93.7%	94.3%
Year 12	93.5%	95.8%	89.6%	95.2%
Secondary Other	100.0%		100.0%	
Total	94.3%	94.2%	93.1%	93.6%

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

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

Attendance Comment

Attendance at KAS is monitored closely by Home Group teachers and leaders. Non attendance is followed up in a range of ways including text messages (daily), notes home, phone calls, home visits and meetings.

A number of attendance improvement plans were developed in 2017 for chronic non-attendance.

A challenge for students living in a rural community is family holidays and/or travel is often taken during term time and is highly seasonal to off-peak farming times. That said, a very high majority of our families are very supportive of regular school attendance and are to be congratulated.

Behaviour Management Comment

Behaviour management reports have been provided to Governing Council throughout the year.

2017 saw a continued increase in behaviour referrals to the leadership team for involvement at a higher level.

A spike in suspensions has generally related to a very small number of 'repeat offenders'. The school worked closely with our Behaviour Coach in supporting students and families with ongoing behaviour support plans.

A number of PD activities, following restorative practice principles, were undertaken to up-skill our teaching and non-teaching staff in supporting student behaviour management .

In 2018 we will continue with a proactive team-based case management approach with some of our students and families.

Client Opinion Summary

Student Opinions

Overall there have been very minor changes in student opinions compared to 2016 in almost all areas. One standout improvement is that more students agree 'my school gives me opportunities to do interesting things'. The highest level of agreement is with the question 'my teachers expect me to do my best' with a average rating of 4.5 out of 5. The lowest rating was 'student behaviour is well managed at this school' with an average rating of 3.4 out of 5, which is still above satisfactory.

Parent Opinions

Our parent opinion ratings remain very similar to 2016 across almost all areas with the average rating of 3.8 out of 5 overall. It was pleasing to note our extra efforts to be more inclusive of parent ideas and opinions was recognised with an increase in parents agreeing 'this school takes parents' opinions seriously' increasing from 3.2 in 2016 to 3.5 in 2017. Another standout improvement in parent ratings 'this school is well maintained'. Of concern however was a drop in parents who agree 'I can talk to my child's teachers about my concerns' which dropped from 4.5 out of 5 to 4.2 out of 5. That said, this is still an excellent rating but does provide us an opportunity to reflect on how we can continue to improve teacher/parent lines of communication and relationships.

Staff Opinion

Staff at Keith Area School are satisfied or very satisfied with their school with all but one area rated above 4 out of 5. Some big improvements were noted compared to historical levels. 'This school takes staff opinions seriously' went from an average rating of 2.7 in 2015, 3.3 in 2016 to 4.1 in 2017. This is very pleasing to see given a number of structural changes which have occurred over the last few years which have improved the way teachers work together and have input into team and school decision making. A second area where significant improvement has been observed is 'staff feel well supported at this school' with the average rating improving from 2.7 in 2015, 3.4 in 2016 to 4.2 in 2017. Staff also rated, 4 out of 5, that 'student behaviour is well managed at this school'. Staff rated 3.8 out of 5 (compared to 2.7 in 2015) 'I receive useful feedback about my work at this school'. This is a focus for 2018 with changes already implemented within performance and development structures to further enhance the work already undertaken.

In summary, our students, parents and staff are generally satisfied or very satisfied with the school.

Intended Destination

Leave Reason	School	
	Number	%
Employment	12	22.2%
Interstate/Overseas	7	12.9%
Other	1	1.9%
Seeking Employment	1	1.9%
Tertiary/TAFE/Training	6	11.1%
Transfer to Non-Govt School	14	25.9%
Transfer to SA Govt School	12	22.2%
Unknown	1	1.9%
Unknown (TG - Not Found)	0	0%

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

DECD Relevant History Screening

Keith Area School is compliant with the DECD Relevant History Screening process and policy which relates to employees, volunteers, students and third party providers.

Keith Area School employs an SSO to act as a volunteer liaison officer to ensure volunteer policy, screening, training and induction are appropriately managed.

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	55
Post Graduate Qualifications	7

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

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	23.2	0.0	8.3
Persons	0	29	0	16

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

Financial Statement

Funding Source	Amount
Grants: State	\$4,182,921.73
Grants: Commonwealth	\$6,400.00
Parent Contributions	\$162,473.26
Fund Raising	\$15,698.42
Other	-

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

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Support programs in place to support student engagement and retention. A number of high level case-management approaches noted in 2017.	Generally, student behaviour, attendance and engagement improved
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Support programs delivered, staff attending professional development to support students working towards the NEP/OnePlan goals.	OnePlans in place for all identified students with disabilities.
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	Travel subsidy of \$10 per student provided to subsidise cost of transport for camps and excursions provided. Visiting performer subsidy of \$5 per student to subsidise the cost of visiting artists or performers. Substantial intervention programs in place to support students with in reading and numeracy. A significant investment of funds, well above the grant funding have supported this. Students supported towards alternative pathways such as VET or school based apprenticeships.	The school targets funding appropriately to achieve a range of outcomes per the RES notes and funding goals.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Grant funding used towards resources, teacher training and development and employment of school support staff to run/support numerous intervention programs. Specifically, Levelled Literacy Intervention and QuickSmart	School funds many programs well in excess of the grants provided
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	A school counsellor was employed 0.6FTE which was significantly above the grant amount. The counsellor supports both primary and secondary students.	Counsellor supports student and staff wellbeing inc. a focus on mental health