

Lock Area School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lock Area School Number: 230

Partnership: Central Eyre

Name of School Principal:

Murray Adams

Name of Governing Council Chair:

Grant Kammermann

Date of Endorsement:

08/03/2018

School Context and Highlights

Lock Area School is currently an R to 10 school. Though Years 11 and 12 are offered to students wishing to complete their schooling at Lock, resourced through Open Access College, and through the Central Eyre Partnership (CEP), student enrolments have steadily declined over the last decade. Many of our senior students transition to boarding schools in Adelaide and Port Lincoln. The local economy is largely based on cereal cropping and recently, agronomic and economic reasons have contributed to families leaving the area.

The school provides a central focus for community well-being and participation. The well-appointed school facilities are available to community groups after hours.

Our teaching and learning activities focus on literacy, numeracy and 21st century learning. Indonesian is offered as the language other than English. We have excellent ICT resources to improve access to learning and reduce rural isolation. Children participate in sporting and social activities including the Festival of Music. Students have regularly attended inter-school competitions and risen to elite levels of competition. Students and staff volunteer to teach guitar at lunch-times. School camps are offered every second year.

Special events such as Swimming Carnival, Sports Day, Footsteps Dance Performance, Annual Achievement Awards are extremely well attended and supported by parents. The Governing Council, parent groups and the community have a strong presence in the school through its programs and Community Library facility.

We have a Pastoral Care Worker who actively provides and supports student well-being. Student electives, visiting performers, social learning activities and a strong emphasis on student voice also support well-being.

Funds from a number of streams are used to enhance our well-equipped physical and teaching and learning facilities.

Governing Council Report

Ms Sampson (acting Principal) ran the AGM and GC election. Staff changes were: Ms Zacher (Library), Ms Goldfinch (Art, Health/ PE), Mr Fuller (Maths, PE & Science), Ms Goldsmith (NIT) and Ms Humphries (Tech Studies). Ms Cowan (History) won a part-time leadership role across the CEP. Ms Cowan and Mrs Adams were nominated for Public teaching awards, Ms Cowan a finalist in the Secondary Teacher of the Year category.

Swimming Carnival was won by McLachlan (462) to Terre (383). Lock joined Karkultaby A/S at Inter-school Swimming and won the handicap shield. Montana Kay was selected for the EP SAPSASA Softball team. Samuel Pearce won the Country division (Golf) and National Div. 2. Jed Siebert and Dusty Wheare represented the EP in cricket. Dusty was competitive in the Tcharkuldu Rock run. Sports Day was won by McLachlan (940) to Terre (742) and the GC catered with the annual BBQ. Alyssa Siebert and Hannah Zerk won the ANZAC Spirit Prize and went to Vietnam.

Pupil free days enabled staff to review school data (NAPLAN, PAT-M and PAT-R, 2016) and prepare their 'Site Improvement Plan', with a focus on "21st Century Learning." Staff attended training with Sir John Jones to build teachers' capacity to transform lives in a changing world. A SPELD workshop (Dyslexia) linked to a well-attended Parent Information Session. Staff hosted the CEP Maths Moderation training in Term 3. Mrs Collins, Miss Sampson and Ms Fletcher trained for the MiniLit program.

DECD Transport accepted changes for the McLachlan and Palkagee Bus runs.

The school won a \$5000 E-Languages grant to establish a sister school partnership in West Java, with video link-up. Andrew Costello (South Aussie with Cosi) visited, promoting careers pathways, the grains industry and the science behind it. The library adopted the theme "On the Farm" for the Book Fair.

Murray Adams returned from leave in Term 3, Mr Fitzgerald became Yr 7/8 teacher and Mrs Bedding taught Secondary Maths.

A Dance Performance at the Lock Hall was facilitated by the "Footsteps Dance Company." The Lock Museum and the school commemorated Sgt. Albert Lock. Following public debate, the school community decided not to be signatory to the SHINE SA program. Admin and Library were carpeted and painted.

Awards were presented to students before the wider school community on 13th December when we said goodbye to Mr Adams and welcomed Mr Blackburn to lead the school in 2018.

Improvement Planning and Outcomes

A pupil free day enabled staff to review school data (NAPLAN, PAT-M and PAT-R, 2016) and prepare their 'Site Improvement Plan,' which was endorsed in Term 4.

The outcomes will become apparent throughout 2018 as student achievement data is gathered.

One of the priorities in the SIP focus was "21st Century Learning." To date, classes have modified their rooms, furniture and work spaces. The pedagogic shift began in 2017 with the implementation of the following strategies: "Tell to Ask", "SAMR", Student Voice and "Closed to Open." The pedagogic shift will continue in 2018. Staff attended training with Sir John Jones to build teachers' capacity to transform lives in a changing world.

A SPELD workshop for teachers on Dyslexia linked to a very well attended Parent Information Session. Mrs Collins, Miss Sampson and Ms Fletcher trained with the MiniLit program because of concerns about student learning difficulties in the junior primary cohort. Mrs Adams and Mrs Bedding did the "Thinking Maths" training. There was further professional learning for staff in "Book-making" and "Writer's Notebook". The Back to Front Maths project got off the ground for the Central Eyre Partnership, as well as Maths 300. Staff did preparatory training for Online NAPLAN testing. Staff also worked on Learning Design & Moderation. LDAM is an identified priority of the CEP and will continue throughout 2018.

An External Site Review (ESR) is anticipated in Term 2, 2018.

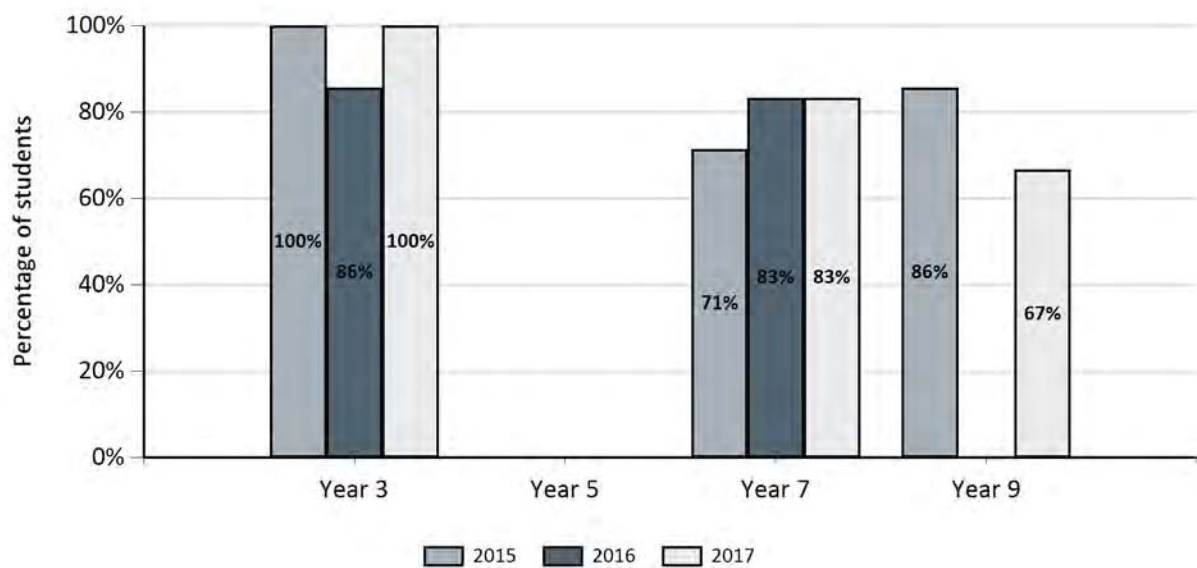
The recommendations from the ESR will help determine future directions and direct our planning.

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.

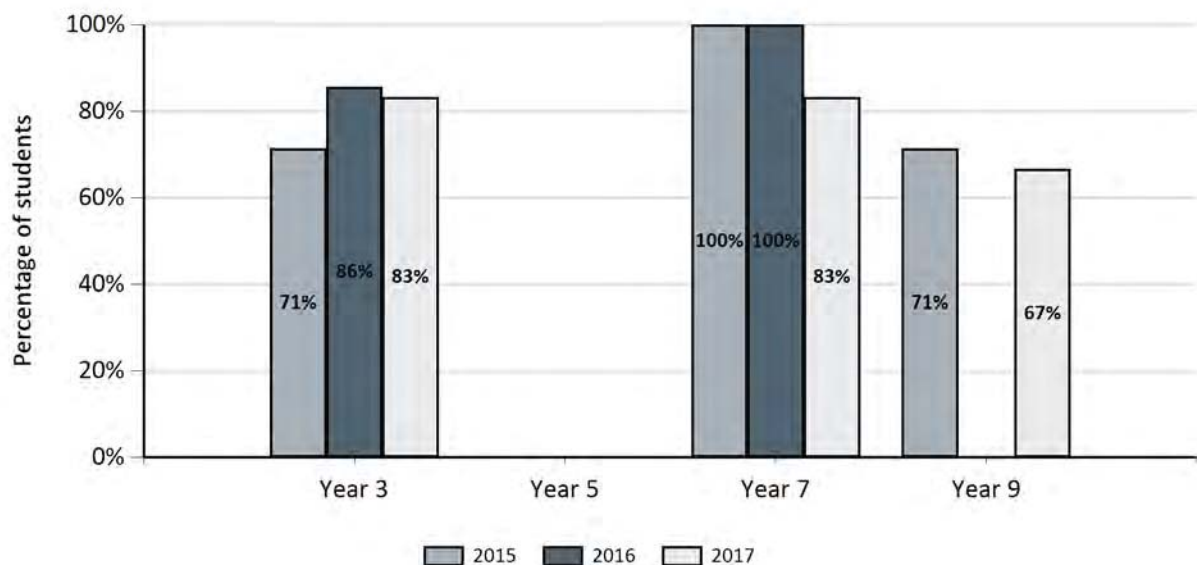
Reading



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	*	20%	50%	25%
Middle progress group	*	20%	50%	50%
Lower progress group	*	60%	0%	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	*	20%	17%	25%
Middle progress group	*	80%	50%	50%
Lower progress group	*	0%	33%	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	6	6	3	1	50%	17%
Year 3 2015-17 Average	6.7	6.7	2.0	1.7	30%	25%
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	6	6	0	2	0%	33%
Year 7 2015-17 Average	6.3	6.3	1.0	1.7	16%	26%
Year 9 2017	6	6	1	0	17%	0%
Year 9 2015-17 Average	6.0	6.0	1.7	0.7	28%	11%

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.

School Performance Comment

There were very low student-cohort numbers in Years 3, 5, 7 and 9 last year, which make responses to % of achievement unreliable.

When these student-cohort numbers, in conjunction with the steady decline in student enrolments are linked to student progress across two years, the results are potentially even more unreliable.

The low progress measure of Yr 5-7 reading (60%) represents only 3 students out of 5.

The low progress measure of Yr 7-9 numeracy (33%) represents only 2 students out of 6.

The % of students achieving in the upper two bands is also unreliable, but there seems to be a diminishing number of students in the upper 2 bands as students move up through the years.

Attendance

Year level	2014	2015	2016	2017
Reception	84.9%	85.4%	89.6%	84.3%
Year 1	91.5%	92.0%	90.1%	87.9%
Year 2	91.3%	92.3%	92.0%	87.9%
Year 3	94.9%	91.8%	93.1%	89.3%
Year 4	91.7%	96.0%	92.0%	90.3%
Year 5	95.0%	92.7%	96.9%	93.6%
Year 6	93.8%	93.5%	92.2%	93.4%
Year 7	90.4%	93.0%	94.5%	87.9%
Year 8	92.7%	89.9%	94.3%	94.5%
Year 9	91.4%	94.2%	95.8%	90.0%
Year 10		86.0%		
Year 11			75.0%	
Total	91.6%	91.6%	92.8%	89.6%

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

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

Attendance Comment

Total % of attendances (2014 to 2017) shows a slight decline. The school has not achieved the DECD target. The Lock School serves a rural community spread across 1015 sq. km of the CEP. Students are reliant on the school bus. If they miss the bus, they miss a day of school. Access to essential health and medical services & shops requires long distance travel. Seasonal farming fluctuations mean family holidays can't always coincide with school holidays. We expect an improvement in attendance by regular reminders, follow-up inquiries, and the use of School Stream to communicate absences.

Behaviour Management Comment

All teachers commit to provide safe conditions for rigorous learning. They promote democratic decision-making as they develop codes of behaviour, and establish communities of learners. This empowers students who contribute significantly to their well-being. The Student Leadership Group manages special events, incorporating the ideas of students. Staff focus on and recognise positive behaviours, and this is fed back to students individually, in classes, by the leadership team, in newsletters and at assemblies. The staff have adopted a perspective that behaviour is learned, and rather than discipline inappropriate behaviour choices, interventions are directed towards correcting those choices. There have been no significant behaviour concerns in 2017.

Client Opinion Summary

Unfortunately, there was NO Client Opinion Survey conducted with the Parent Group in 2017.

The results of the Student Well-being & Engagement survey, conducted with the Year 4-9 cohort of students was informative.

In general terms, secondary students are challenged by their social isolation at times, affecting their happiness, optimism and satisfaction with life.

One of the highest-rating perceptions was that students recognise the importance of adults in their lives. They are looking to adults in the school community as role models, providers and facilitators of learning opportunities.

Students were also able to indicate that the vast majority of them benefited from close friendships at this school. There were a few who struggled in that area.

Further analysis of the survey categories by staff and the Governing Council will identify what we believe to be our priority areas which need attention or resourcing.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	1	7.1%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	50.0%
Transfer to SA Govt School	6	42.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All current staff have kept their mandatory certificates up to date.

These are monitored through the HR Management System, and reminders are sent when certificates are approaching their expiry date.

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	21
Post Graduate Qualifications	3

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 Equivalent	0.4	8.4	0.0	3.8
Persons	1	10	0	7

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

Financial Statement

Funding Source	Amount
Grants: State	\$1 424 980-90
Grants: Commonwealth	\$1 390-00
Parent Contributions	\$19 994-65
Fund Raising	\$4 620-23
Other	\$42 926-91

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	The Principal adopted a part-time counselling role	Improved well-being and engagement.
	Improved Outcomes for Students with an Additional Language or Dialect	No EALD students.	N/A
	Improved Outcomes for Students with Disabilities	2 x 'A' level students received additional support with an SSO. 1 x 'D' level student received direct support through deployment of an SSO	Improved student learning outcomes were achieved by all supported students.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding for Rural & Isolated students enabled visiting Performing Arts groups to showcase and share their expertise with students. ATSI funding addressed Indigenous inclusivity by improving access to the wider curriculum.	
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funds were also deployed to build capacity of staff to engage in Primary Learning Improvement and access professional learning opportunities.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding		
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	0.05 salary was provided for a Primary school counsellor. This was redirected to release the Principal to provide student counselling.	Improved well-being and engagement.