



# Orroroo Area School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Orroroo Area School Number: 740

Partnership: Flinders

**Name of School Principal:**

Paul Pitkin

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**Name of Governing Council Chair:**

Stuart Shute

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**Date of Endorsement:**

28th February, 2017

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## School Context and Highlights

It always amazes me when you reflect on the year that was, the amount of learning opportunities we provide our students and school community. 2016 was no different, with a multitude of learning programmes and subjects taught from Reception to Year 12, along with various events, activities and initiatives. These learning opportunities allow our students to grow and develop, both academically, socially, emotionally and physically. It not only a pleasure to watch the learning and improvement of our students, but a privilege to be part of this fabulous education environment we call Orroroo Area School.

The school's vision 'to develop lifelong learning and citizenship of students', with our five values, respect, responsibility, excellence, tolerance and honesty is integral in our school planning. Our school enrolment figures progressed from 132 students to 136 by the end. The pleasing aspect is our enrolment numbers have been fairly consistent for the past few years, thus we hope to maintain these numbers in the future.

Our External Review summary highlighted that Orroroo Area School is performing well in providing an effective teaching and learning program for students from Reception to Year 12. The school has the leadership and teaching capacity to continue to achieve positive outcomes for its students. The school monitors its performance regularly and implements approaches to continue to improve as a school. The school links well with other Partnership sites in this work. Its work to further engage students and parents in goal-setting/target-setting at the individual level is commended.

I also want to highlight the wealth of 'extraordinary' good news stories, learning outcomes, events and activities which occurred. These may not be finite

- \* Class of 2015 achieving their SACE Certificate
- \* Student Leadership induction - SRC, CRUNCH, and House captains
- \* Home economics students entrepreneur - Bike SA (Orroroo District Council - Community event of the year), amazing race, Bakehouse and Leadership meetings)
- \* Parent/caregivers partnerships - Three-way conference, interviews, Governing Council and representative committees
- \* Camps - Pt. Vincent, Adelaide, Barmera, Coffins Bay
- \* Leadership camp
- \* SALA exhibition
- \* Presentation Night - acknowledgment of students learning.

I wish to acknowledge the efforts of Chairperson Mr Stuart Shute and counsellors for their support and on-going commitment to education at Orroroo.

## Governing Council Report

It is hard to believe that 2016 has nearly finished. The different activities, events and learning experiences our students have been able to have, always amazes me.

The first term saw our annual Swimming Carnival and Sports day take place, with the spoils of success being shared with Frome winning one and Goyder the other. Students in the senior years then had the opportunity to represent the school at the next level of swimming and athletics carnival through MNSEC events. Our Primary students didn't miss out as they had the opportunity to excel through various SAPSASA sports which took place throughout the year.

Our SRC students were busy again, with a Leadership camp to Adelaide, which included participation in the GRIP Leadership conference. This had an impact with four senior students heading to the National GRIP leadership conference in Sydney, with glowing reports coming back. SRC students continued to work on various events, policies or initiatives to support their peers.

Other events and activities of note which have occurred include

- SALA festival and exhibition
- MNSEC Showcase
- Camps and excursions
- Community studies and work experience for our senior students
- Performances and on-site workshops – Arts, First aid, Cyberspace
- East of the Ranges choir
- Amazing Race

I would like to thank all the members of the Governing Council for their contributions and participation on the various committees, with their efforts supporting the Bike SA event worth acknowledging.

Our school was also involved in the DECD External School Review; this included Governing Councillors and parents being involved through set conversations - thank you for those who contributed. The overall summary noted that the school is achieving well, has positive students and staff. A special thanks also to Shane Rowe again for her secretary role and Paul Pitkin as leader of our school.

I wish all students who completed various exams or subject requirements the very best with their results. In addition I wish you every success with your next stage in your life.

Finally a big thanks to staff, volunteers and students for your efforts in 2016, making our school a great place to learn and develop.

Stuart Shute  
Chairperson

## Improvement Planning and Outcomes

The school (staff) continued focusing on the identified site priorities in 2016 being;

• Literacy • Numeracy • Wellbeing

Staff worked in priority teams, setting/developing goals/tasks/targets, put in place processes and accountability mechanisms to achieve these. The priority teams met regularly, utilised Partnership, Portfolio and State presenters and training and development opportunities.

Literacy

What we wanted to achieve in 2016.

• Increase number of staff (teachers, SSO, parents) in our literacy methodology WRAP • Map of NAPLAN / PAT-R assessments, identify areas of strength/developments • SACE completion continued to be a goal.

What did we do to achieve it?

• Teachers trained from Reception-Year 10 in WRAP methodology, plus extra skills sets provided via T&D • Literacy blocks maintain for Primary classes, where able Middle / secondary school students • Celebrating Literacy achievements – nightly reading awards at various assemblies • NAPLAN data mapped from Year 3 – Year 9 (tracking our students Literacy achievements)

What are our next steps?

• Continue to access WRAP methodology 'skills set' training for relevant Primary, Middle school, SSO staff • Investigate opportunities to have demonstrations, observations / visit schools with 'High Level Achievement' in WRAP literacy program; plus mindset / visible learning opportunities • Utilise Australian Curriculum officer – support Literacy / English teachers (tracking/mapping/intervention) • Continued 'celebration' of Literacy achievements at Assemblies / Presentation Night

Numeracy

What we wanted to achieve in 2016.

• Data map our numeracy results; NAPLAN/PAT-M (analyse data/intervention needs) • Quicksmart intervention - 2nd year. (improve automation recall) • Professional Learning community (PLC) Natural Maths to continue (including Middle School)

What did we do to achieve it?

• Baseline data mapped for Numeracy - Year 3 to Year 12 (NAPLAN/PAT) • Australian Curriculum Officer facilitated PLC - Maths (Primary/Middle school - once a term) • Quicksmart timetabled; students identified, 30 week program.

What are our next steps ?

• Growth Mindset initiative introduced (Maths focus), in conjunction with Visible Learning approach • Maintain intervention program/teacher - introduce to younger students • Build Mathematics culture of learning via T&D (on-line, PLC, advisors)

Wellbeing

What we wanted to achieve in 2016.

• Our goals were to focus on improving attendance and our target was 95% attendance • Use our new on-line 'Safe Schools Audit' to obtain data/evidence to reduce bullying, behaviour issues within the school • SACE completion continued to be a goal. • We aimed to have 100% attendance of parents at three way conferences.

What did we do to achieve it?

• We introduced end of term certificates for students who achieved 100% attendance • Safe Schools Audit implemented, data analysed / actioned • The bully audit was reviewed and renamed a safe schools survey with improved appeal of the layout. • Resilience data and MDI index data was reviewed • All staff 7-12 were trained in "Coaching young people for Success" / Three-way conferences (third year)

What are our next steps?

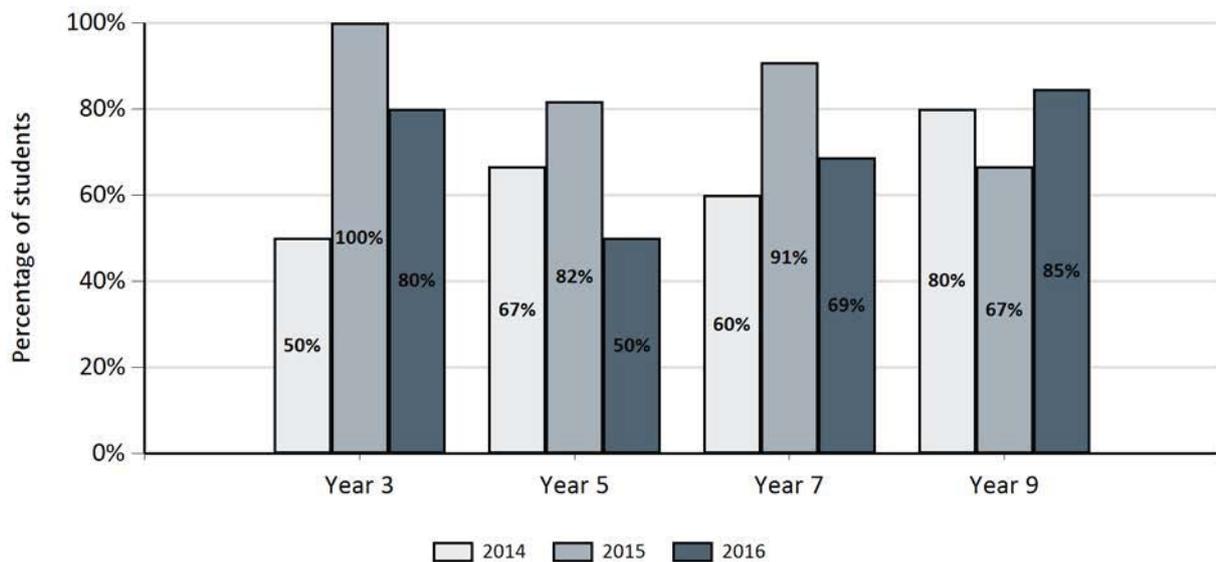
• Growth Mindset strategies / planning to be introduced in 2017 • Revisit Wellbeing Priority to clarify tasks, tasks, targets, timelines (re-evaluate) • "Coaching for Success" programme 7-12; second year of implementation • Implement dedicated time to review goals developed in three way conferences • Continue to monitor attendance and regular use of proforma letters, articles, mindset promotion.

## Performance Summary

### NAPLAN Proficiency

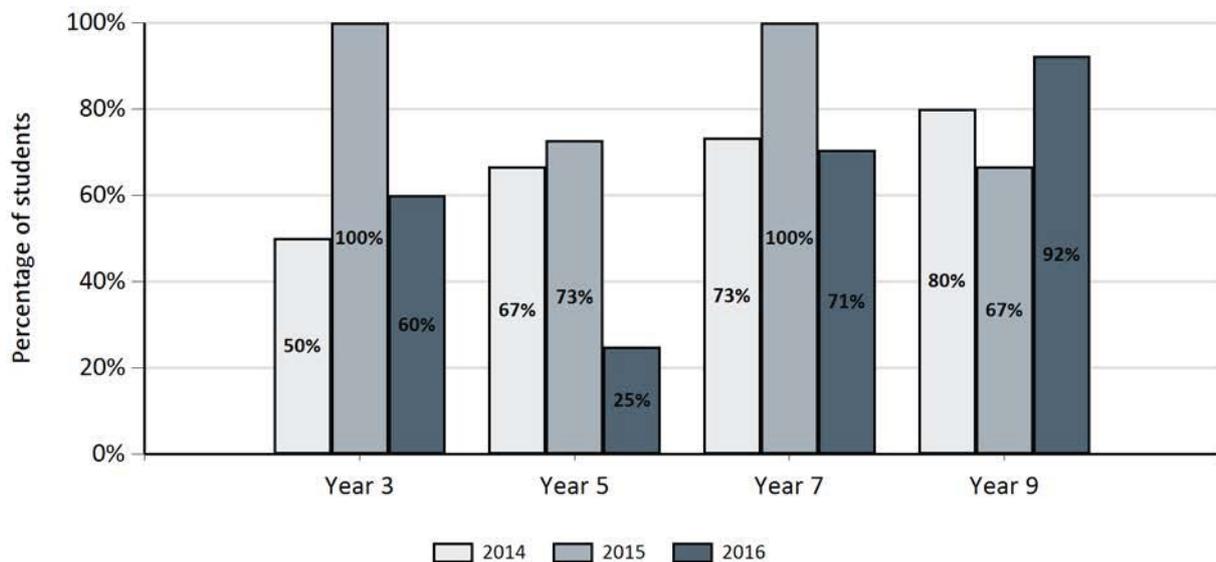
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	57%	13%	0%	25%
Middle progress group	43%	40%	54%	50%
Upper progress group	0%	47%	46%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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)
Lower progress group	63%	20%	15%	25%
Middle progress group	38%	80%	31%	50%
Upper progress group	0%	0%	54%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	10	10	4	3	40%	30%
Year 3 2014-16 Average	7.7	7.7	2.7	2.3	35%	30%
Year 5 2016	8	8	0	1	0%	13%
Year 5 2014-16 Average	11.3	11.3	1.0	3.0	9%	26%
Year 7 2016	16	17	5	2	31%	12%
Year 7 2014-16 Average	14.0	14.3	4.0	2.7	29%	19%
Year 9 2016	13	13	2	3	15%	23%
Year 9 2014-16 Average	9.7	9.7	2.0	1.7	21%	17%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## 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
100%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	3%	0%	0%
A	11%	10%	6%
A-	13%	6%	32%
B+	26%	16%	19%
B	13%	16%	6%
B-	8%	10%	25%
C+	11%	26%	6%
C	13%	13%	6%
C-	3%	3%	0%
D+	0%	0%	0%
D	0%	0%	0%
D-	0%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*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
100%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	5%	15%	50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%

## School Performance Comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

The analysis of Year 3, 5, 7 and 9 Orroroo Area School students 'Proficiency scores' in 2016 clearly shows some of our Year 3, 5 and 7 students were challenged with their reading and numeracy assessments compared to previous years. However it must be noted our spelling, grammar and punctuation results for Year 3 and Year 5 students produced 65% in higher bands.

Our Year 9 students have definitely shone in relation to their reading and numeracy proficiency compared to previous year level cohorts, as well as the evidence clearly showing double the growth in the upper progress group for reading (25% or more) in Year 5-7 and Year 7-9, along with double the growth in the upper progress group for numeracy for Year 7-9. This shows some of our highest growth rates in recent years.

Some of the recommendations in the 'Site Improvement Planning', may assist in providing a 'continuous improvement' direction, via Intervention strategies (Growth Mindset incorporation, Visible Learning PD, specific intervention teacher and or programs) to provide teaching and learning improvement in closing the gap or providing intellectual stretch.

PAT-R (Reading) and PAT-M (Maths) are known as Progressive Assessment Testing (PAT) and has been introduced across all government schools from years 3-10. The results have been mapped and correlated against NAPLAN, to map improvement focus. Clearly through the data collection/collation, enabling staff to engage in discussions around this data, improvement, strengths, developments for a cohort or individual.

In relation to our Running Record results, students all recorded growth in their reading. The Year 1 and Year 2 results are very commendable, with targeted intervention to assist students in their reading; students have clearly achieved positive results. The school is committed to providing intervention for individual students who require extra assistance.

In 2016 our Stage 2 enrolment was 3.4 FTE, and for potential students, SACE completion was 100%. The breakdown of A and B Grade achievement was 87%, with 50% of Stage 2 students undertaking Vocational Training and 18% of all SACE students were in School-based Traineeships. (State average 1%) Overall 68 Units of Competency were achieved by our students. We wished them every success with their University / TAFE / employment opportunities.

I continually state that Orroroo Area School allows for our students to have a seamless transition through the years eg. Junior Primary to Primary, Primary to Secondary. However with this also comes the ultimate transition from High School into the next phase of life, the work force or further education - as an apprentice, TAFE or tertiary studies.

## Attendance

Year level	2014	2015	2016
Reception	90.0%	90.2%	90.9%
Year 01	85.1%	94.4%	91.8%
Year 02	96.1%	87.8%	90.9%
Year 03	95.7%	96.8%	89.4%
Year 04	91.2%	96.1%	93.2%
Year 05	93.3%	95.0%	93.0%
Year 06	93.1%	94.0%	94.4%
Year 07	94.0%	95.2%	94.5%
Year 08	91.6%	91.1%	96.4%
Year 09	95.3%	94.1%	90.8%
Year 10	93.4%	96.7%	77.4%
Year 11	83.7%	81.5%	98.5%
Year 12	98.7%	94.6%	90.5%
Total	92.0%	92.9%	92.2%

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

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

## Attendance Comment

Attendance, as is stressed in newsletters/meetings throughout the year, has an impact on student learning outcomes.

The past three years our consistent attendance rate of 92% is still achieving below the 95% DECD expectation. Our Wellbeing priority team continues to implement strategies, SMS, attendance protocols, articles to promote attendance.

The school utilises our Pirie Portfolio staff - student attendance counsellors to assist in working with students and families for a more pro-active plan to rectify attendance issues/patterns.

## Behaviour Management Comment

In 2016, 16 students were involved in 31 incidents, with 7 being "multiple offenders."

These incidents resulted in time out sessions in classroom, generally in Administration (Classroom or Yard), mediation or internal suspension. As one of the schools priorities – the Wellbeing committee continues to look at ways to support students, monitor behavior eg.

Through our term renamed 'A Safe schools Audit' an improved appeal of the layout and a consistent record of behaviour issues is documented. Through weekly Leadership meetings, a specific agenda item of 'Student Intervention Team', analyses any behavior issues or raises students of concern and actions to occur.

## Client Opinion Summary

There were many common highlights raised by staff, students and parents.

Generally students, staff respondents agreeing with the various questions posed. These questions included such questions as,

- Staff – teachers at this school expect students to do their best, students feel safe at this school, this school works with parents to support students learning.
- Students – My teachers motivate me to learn, my school looks for ways to improve, my school gives me opportunities to do interesting things
- Parents - Teachers at this school expect my child to do his or her best, my child likes being at this school.

An improvement approach through our Site Improvement Plan for 2017 plans to enhance 'feedback' between students, staff and parents. This strong emphasis will be two-fold through Performance Development (Visible Learning program) and classroom observation providing staff with higher quality feedback on their work, along with the development of constructive feedback for their students. The implementing of 'Growth Mindset' strategies and associated parent/community workshops will also continue to foster and develop understanding of the schools direction and strengthen partnerships between school and home. (students, staff and parents/caregivers)

### External review feedback

Students spoke positively about the learning opportunities afforded them at Orroroo Area School. When External School Review 2016 – Orroroo Area School. Asked about the extent to which they were 'engaged and challenged' in their learning, the students cited strategies such as: inquiry, group work, independent work, personal encouragement and reminders about work required. Interestingly, the students did not cite goal-setting, personal reflection or personal growth targets as a natural part of this process to build 'engagement and challenge'. The explicit link between these approaches and why the school has adopted them should be made for the students.

Governing Council parents viewed the re-location of Year 7 students into the secondary learning spaces as a positive initiative to raise student expectation about learning and associated demands for learning independence and personal achievement as they progress secondary pathways.

The ongoing development of student voice through SRC (Student Representative Council) and CRUNCH associated meetings with students saw their input towards school learning and direction communicated face to face in meetings and brainstorming workshops.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	6	30.0%
Interstate/Overseas	2	10.0%
Other	0	NA
Seeking Employment	2	10.0%
Tertiary/TAFE/Training	3	15.0%
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	10.0%
Unknown	5	25.0%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

The recording of Relevant History Screenings is kept on a spreadsheet/folder with tabs for staff, students and volunteers. They are listed in alphabetical order by name with the screening type (DCSI), the date it was approved and the expiry date.

All screenings are now done on-line but prior to this our site kept a paper copy of what was sent off.

We were audited in 2016 and found that our processes met the required audit.

Any personnel who work in schools or pre-schools now require on-line DCSI applications / approvals.

## 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 4 2016.

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

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	12.4	0.0	7.2
Persons	0	14	0	13

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

## Financial Statement

Funding Source	Amount
Grants: State	\$3,036,770
Grants: Commonwealth	\$40,294.82
Parent Contributions	\$40,880
Fund Raising	\$655.50
Other	\$0

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

## 2016 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Funding was allocated to support individual or small cohorts to improve engagement, on-task behaviour and learning outcomes.	Case Management - improved on-task outcomes and behaviour data.
	Improved Outcomes for Students with an Additional Language or Dialect	Less than 6 students.	Less than 6 students.
	Improved Outcomes for Students with Disabilities	Funding was allocated to support the student through individual, small group or within a whole class context support via SSO support. This was timetabled, learning needs identified and supported.	Refer to Three-way conversations, goals, ILP or NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	The need to provide quality learning opportunities and outcomes for our students, who due to our rural context may not always access resources, workshops or excursions eg. camps; as afforded to other students is paramount. Thus prior planning to access, engage and enthuse of students with facilitators, experiences and quality teachers is vital.	Refer to highlights.  Refer to Three-way conversations, goals, ILP or NEP.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	In relation to Orroro Area School we have utilised the funding to employ extra staff for part of the week and or day, using withdrawal strategies to support students with the greatest needs.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable	Not applicable
	Better Schools Funding	Better Schools funding was allocated to support individual students, small cohorts of students or classes in relation to numeracy and literacy. This was allocated via employment of support staff, eg. SSOs.	Targeted cohorts supported via individual or cohort support to achieve learning
	Specialist School Reporting (as required)	Not applicable	Not applicable
	Improved Outcomes for Gifted Students	Not applicable	Not applicable
	Primary School Counsellor (if applicable)	Not applicable	Not applicable