



Tumby Bay Area School

2018 annual report to the school community



Government
of South Australia
Department for Education

Tumby Bay Area School Number: 743

Partnership: Central Eyre 2

Name of school principal:

Nicky Prosser

Name of governing council chair:

Emmy Hennell

Date of endorsement:

19th February 2019

School context and highlights

Tumby Bay Area School is a Proud Public School catering to students from Reception to Year 12 and is supported by an on-site OSHC. Our enrolment of 211 derives from a combination of families living within the town of Tumby Bay and from the surrounding farming district. The school population includes 7% Aboriginal students, 8% students with disabilities and 16% families eligible for school card assistance.

Our site values of Trust, Respect, Achievement and Community (TRAC) continue as a major factor in our school and all that we do centres on these. The learning dispositions of Grit, Resilience and Self-Regulation now add further depth to students philosophy for success in learning and life.

Our Student Voice Leadership teams organised many successful events for our school and the highlight was the Colour Run. This event aimed at making a positive connections with our local community and have fun together to promote a healthy and active lifestyle.

The three sectors of our site continue to strive for excellence and have many highlights throughout the year as showcased through our newsletters, Facebook and website.

Primary students became innovative learners with our focus on Digital Technologies, enjoyed building upon learning opportunities with camps and excursions and hosted our first 'Blokes Day'. This was a fabulous way for students to share educational experiences with the important men in their lives and was enjoyed by all.

Our Middle School educators worked tirelessly to deliver consistent approaches and expectations to students allowing for heightened learning opportunities. BYOD was implemented to ensure access to IT and education for the future. Project Based Learning was initiated as a subject area with great outcomes and we were excited to offer a dynamic Music program again.

The Senior School were well catered to in 2018. We are proud to offer a wide range of subject offerings with quality specialist teachers and predominantly face to face lessons. We also deliver choice through Open Access, local delivery, VET and traineeships to ensure all individual needs are met and students can follow success pathways at TBAS.

An absolute highlight of our year was in being awarded the SSO Excellence in Public Education Award for 2018 with Annette Hammond recognised for the exceptional quality intervention programs she delivers and her capacity to share and grow this knowledge within our site.

Governing council report

Thank you to the governing council members for their time, efforts and support. I especially thank our secretary Jess Bennett who has kept things super organised from meeting to meeting.

We are very fortunate to have a wonderful staff and thank them for their tireless efforts and genuine dedication in teaching our children. Special thanks to our Principal Nicky Prosser who leads in such a special way – welcoming, engaging and continuing to strive to improve our school.

Achievements

1. Relaunch the TBAS website as well as revisiting different policies that are now up to date and available through the website. New addition of Governing Council document available through the website (thanks Jess Bennett for putting in so much effort and thought) to introduce the current governing council members, meeting dates for the year and explain the many subcommittees that families can get involved in to help improve the school.
2. Grounds and maintenance committee. We acknowledge the many volunteer hours put in by different individuals (Shane Masson, Roxanne Richardson, Dave Elson and others) to maintain and improve the grounds.
3. Uniform committee (Hayley Masson and Annette Hammond) continues to listen to family and students wishes and developing a smart and affordable uniform to reflect the pride in our school.
4. Fundraising committee - incorporating P&F - catering for sports day on 14th March (thanks Stacy Curtis, Kristy Lovegrove and others) and hosting the Variety Bash who travelled through Tumby Bay on 18th August (thanks Annette Hammond and Roxanne Richardson and many others who fed the 250 Bashers a hearty lunch. It was a great day of community involvement as well as an effective fundraiser for the school.) We canvassed school community, staff and students about how best to spend the profits and these grounds improvement should occur in 2019.
5. Canteen continues to outsource lunches to the Tumby Bay Bakery and opens at recess and lunch times for snacks etc and heating up students' own lunches. Toasties were introduced this year and proved a popular option. (thanks Annette and volunteers for keeping this a viable service).

Another good year for TBAS and always pleasing to reflect on the achievements and then look forward to future goals.

Improvement planning and outcomes

The site improvement priorities for 2018 emerged from the analysis of the school data, collation of feedback and directions from our self review process.

This resulted in three key enquiry questions;

*How can we build powerful learners in Literacy?

*How can we build powerful learners in Numeracy?

*If we embed a Growth Mindset philosophy across all learning areas will we increase our Academic Stretch?

Through intensive work with our Leadership Team and in collaboration with our Education Director and Principal Consultant, we concluded that Reading Comprehension was the aspect we needed to 'go after' and build our professional development with credible and expert opportunities to ensure a narrow and deep focus. All aspects of staff development became centred upon this we conducted performance management, whole site agreements, moderation, program expectations, classroom observations and 'Disciplined Dialogue' at Staff Meetings all with a focus of continuous improvement through explicit teaching and consistent pedagogy. The result of this is an ongoing journey to improve student data and to take our school from 'Stretch to Inspire' over a three year span.

With this focus on Reading Comprehension, we plotted and analysed each individual students' data, both their achievement as well as improvement rate. From this we were able to drill down into the level of every student and plan for their next learning goal, with the capacity and tools to support this target. Several cohorts of students 'at risk' were identified and intervention, teacher targeting and regular 'check ins' were planned to ensure they made progress and the results for these students were impacted upon positively with data indicating movement to within the range of Standard of Education Achievement (SEA) or made significant improvement.

Our numeracy targets and capacity building strategies were addressed within our Numeracy Policy formulated to ensure a school wide agreement was having impact upon classroom teaching and learning. We have continued to utilise QuickSmart Maths to address student skill development with identified students and added TooSmart Maths to our repertoire. Back to Front Maths was a Partnership initiative we participated in and all teachers developed classroom teaching strategies with a focus on understanding worded math problems to create students who are able to transfer knowledge from explicitly taught to other situations.

Increasing academic stretch through instilling a growth mindset within our students at TBAS is becoming evident in results within our educators expectations as differentiation with all tasks ensures students are challenged and have the capacity to demonstrate high academic ideals. Our recent collation of data has identified students operating in high band ranges and our focus is on maintaining this level of achievement as they complete their education at our site.

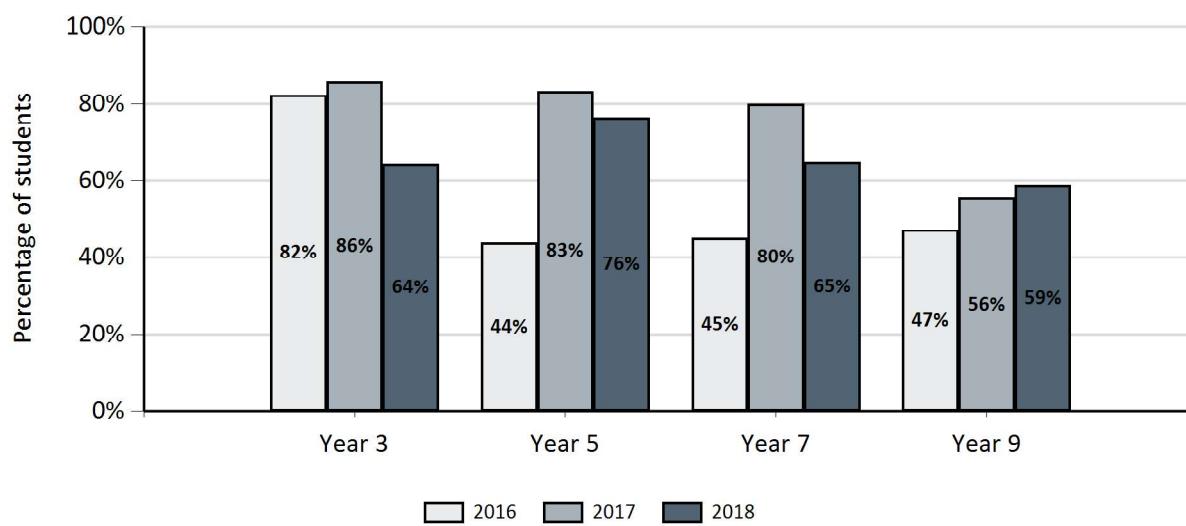
NAPLAN and SACE data sets following within this report show our performance summary of these aspects and the work to come in these areas.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

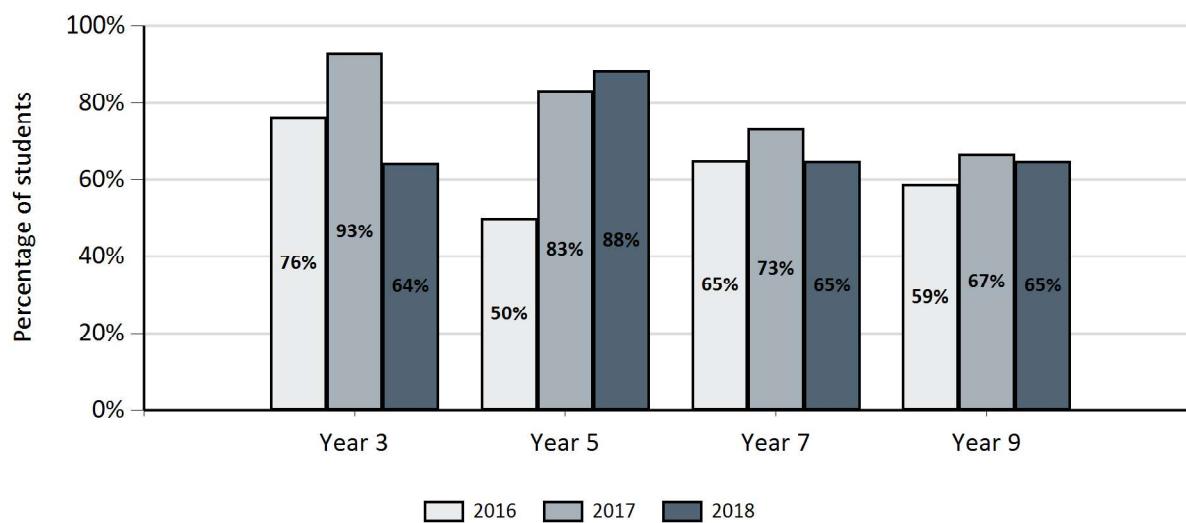
Reading



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

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

Numeracy



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

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

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	43%	17%	14%	25%
Middle progress group	43%	75%	50%	50%
Lower progress group	14%	8%	36%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	43%	42%	36%	25%
Middle progress group	43%	42%	43%	50%
Lower progress group	14%	17%	21%	25%

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	14	14	5	4	36%	29%
Year 3 2016-18 average	15.0	15.0	4.7	4.3	31%	29%
Year 5 2018	17	17	6	2	35%	12%
Year 5 2016-18 average	17.0	17.0	4.7	2.3	27%	14%
Year 7 2018	17	17	1	2	6%	12%
Year 7 2016-18 average	17.3	17.3	1.3	1.7	8%	10%
Year 9 2018	17	17	1	0	6%	0%
Year 9 2016-18 average	17.3	17.3	1.0	0.3	6%	2%

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

[^]includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2015	2016	2017	2018
97%	94%	100%	92.3%

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

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	0%	0%	0%
A	5%	4%	2%	2.17%
A-	11%	13%	14%	8.7%
B+	11%	12%	14%	19.57%
B	19%	10%	22%	10.87%
B-	17%	13%	29%	13.04%
C+	21%	24%	12%	8.7%
C	6%	15%	6%	11.55%
C-	6%	3%	0%	4.35%
D+	1%	3%	0%	2.17%
D	2%	3%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	2.17%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

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

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

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

2015	2016	2017	2018
90%	100%	100%	100%

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

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	33%	33%	40%	67%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%

School performance comment



Attendance

Year level	2015	2016	2017	2018
Reception	92.9%	93.0%	88.8%	94.6%
Year 1	93.3%	94.3%	90.0%	94.6%
Year 2	90.8%	93.5%	92.4%	94.2%
Year 3	92.3%	92.6%	93.7%	94.0%
Year 4	91.5%	93.8%	90.8%	94.2%
Year 5	90.5%	90.7%	91.8%	91.4%
Year 6	91.7%	91.8%	89.9%	91.0%
Year 7	91.5%	89.9%	92.4%	91.8%
Year 8	87.4%	88.1%	90.5%	90.2%
Year 9	80.8%	87.4%	86.4%	88.6%
Year 10	83.7%	76.3%	89.5%	87.0%
Year 11	87.5%	85.8%	90.1%	88.1%
Year 12	88.6%	87.9%	91.8%	82.9%
Secondary other			100.0%	
Total	89.6%	89.6%	90.6%	91.0%

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

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

Attendance comment

In 2018 our 7-12 Wellbeing Leader was responsible for monitoring student attendance and worked closely with the Attendance Officer to ensure all concerns were addressed. Weekly checks of roll books were completed and teachers successfully followed up on documentation for unexplained absences. The school sent out letters to parents of students with attendance concerns as well as those above 92% which was a positive.

Chronic absence by individual students was addressed and supported in a variety of ways including meetings with the Attendance Officer and Wellbeing Leader and other agencies.

Behaviour management comment

TBAS has again focussed on ensuring the negative behaviour of students does not impact upon learning of others. Observations from Department personnel coupled with our collected data informs us that these incidents are minor and our strategies are lessening the occurrences as we raise the expectations and standards across the site.

We have responded to parent and community feedback in the ways we communicate behaviour management incidences to parents to ensure we share the responsibility and parents are informed appropriately as we work together to build self regulation and shaping our students with the TRAC values in mind.

We continue to work in partnership with experts from our Regional Office and outside agencies on case management as needed.

Client opinion summary

At TBAS we strive to be a school where students, parents and the community feel they are able to approach us with ideas, suggestions for improvement and when they have an issue. We aim to operate in partnership with all for the benefit of our students and their learning.

Our Parent Survey fully supports that we have achieved this goal with our highest rating acknowledging 'I can talk to my child's teachers about my concerns', a pleasing reflection for us. Parents also believe that 'we expect their child to do their best' and that 'this school looks for ways to improve' each of these statements were rated exceptionally highly with 100% of respondents affirming these statements. Behaviour management indicated the widest disparity with the full range of responses indicated and we continue to look for ways to communicate effectively while maintaining confidentiality in these situations.

Students at our school were targeted in their feedback to us and had similar high ratings to our parents with the addition of acknowledging 'my school gives me opportunities to do interesting things' as another area of positive feedback. Our students also indicated some concerns with behaviour with this being the lowest rated item within our survey although the compiled data shows all items rated within the affirmative range and overall positivity from our students.

Our educators (including teaching staff and school support officers) have given feedback indicating they are highly supportive of our site and the directions we are taking. In 2018 this cohort were the most positive of our 3 survey groups and indicated they felt 'well supported' at TBAS. They also indicated high ratings and responses in the areas of school improvement, student expectations and giving and receiving feedback and all areas of the survey showed improved answers when compared to data over the last 3 years.

All three groups have indicated school maintenance could be improved and we continue to work on these issues to make our site a great environment to work and learn within.

Intended destination

Leave Reason	School	
	Number	%
Employment	2	6.3%
Interstate/Overseas	6	18.8%
Other	2	6.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	12.5%
Transfer to SA Govt School	7	21.9%
Unknown	11	34.4%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Tumby Bay Area School ensures all employees, volunteers and service providers have their Department for Education Relevant History Screening completed as per requirements.

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	36
Post Graduate Qualifications	9

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.5	0.0	8.3
Persons	0	21	0	13

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

Financial statement

Funding Source	Amount
Grants: State	3193359
Grants: Commonwealth	13550
Parent Contributions	94119
Fund Raising	6370
Other	17686

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

2018 school annual report: Tier 2 funding report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Primary School Counsellor funding of 0.2 supported our Well Being Leader in her role with our PS students. 1:1 classroom support to engage with learning tasks and promote impulsivity control and support with transitions.	Students withdrawn less from learning tasks and other students impact lessened.
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	NA	
Targeted funding for all students	Improved outcomes for students with disabilities	Students with A, D and I levels received SSO support to meet NEP targets as identified. Teaching and support staff worked closely with support service personnel Quicksmart Maths & Multilit continued with high success.	NEP targets written, reviewed, revised and met with new goals updated for 2018.
Other discretionary funding	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<ul style="list-style-type: none"> *Monetary support to subsidise camps, excursions and performance costs. *ACEO access to support Aboriginal Students *Funding to support small class sizes and maintain resourcing NA 	Curriculum enhancement through camps/excursions/performances. SACE success for AS & ILP goals achieved.
Primary school counsellor (if applicable)	Specialist school reporting (as required)	NA	Successful implementation of AC & LDAM
	Improved outcomes for gifted students	Utilised for additional Quicksmart & Multilit delivery	100% of students demonstrated success in automaticity, speed & accuracy.
		NA	
			High engagement in site initiatives. Increased attendance of identified students at risk