Cleve Area School
2016 Annual Report
to the School Community

Government of South Australia

Department for Education and Child Development

Cleve Area School Number: 753

Partnership: Central Eyre

Name of School Principal:	Ray Marino
Name of Governing Council Chair:	Trish Siviour
Date of Endorsement:	21st March 2017

School Context and Highlights

The Core Business of Cleve Area School is teaching and learning for excellence in a supportive environment. We encourage all students to 'strive for excellence' in everything they undertake, not only personal excellence but also in working together and with the community to achieve more than can be accomplished individually. We aim to foster a reflective, caring community of learners that always try their best. We seek to enable all students to improve their learning and life skills by being proficient in Literacy and Numeracy. We seek to develop a positive school culture that promotes well-being and acknowledges hard work, achievement and effort.
Sixty six per-cent of students are bus travelers from outlying rural communities at Mangalo, Verran, Arno Bay, Rudall, Cowell, Darke Peak and Wharminda.
Approximately 20 per-cent are school cardholders, however, rural poverty and reliance on fluctuating farming incomes means that these numbers don't reflect the extent of poverty especially during years of drought.
The use of information technology to overcome the barrier of isolation, utilising video-conferencing, e-mail, Open Access and the Internet is a priority in preparing students for the future.

Our School also incorporates Sims Farm, a 400Ha facility used extensively to deliver certificate courses in Agriculture. A self replacing Merino flock, prime lamb, and cereal cropping enterprises are operated by the students at Sims Farm. Students carry out as many of the day to day tasks involved in these as possible and learn to shear & crutch sheep. Senior students also have "ownership" of a paddock where they plan and implement the cropping year by operating all of the necessary machinery .
These provide excellent learning opportunities for students and an excellent way for students to build personal links with their future peers.
In addition to the normal farm work, staff, students and volunteers have been involved in:
Wether Comps at the Royal Show with a very successful outcome, the purchase of more machinery and further upgrades of the homestead.
The P&F and a very energetic committee planned a Gala Dinner last Feb. This event raised close to $24,000 to go towards the enclosure of the learning street in the Junior school. We are working with the department and local contractors to get the best outcome.
In 2017 we are initiating a Staff-Parent pilot program designed to improve resilience in the whole school community. We want a great, flourishing school.

Governing Council Report

Another busy and eventful year for Cleve Area School, again I thank Ray for the leadership and enthusiasm he brings to our school.
A special mention this year must go to Deb Taheny and her committee, ably supported by the P&F group for their endeavours to stage the Gala Dinner, an event that was well attended and has raised some much needed funds to close the learning street in at the Junior Primary building. Hopefully this work will be beginning soon and our junior students can benefit from the hard work by our parents and staff.
Thank you also to all the parents that have helped out during the year, be it at sporting events, camps, fundraising events, helping in class etc. Special mention must go to parents that assisted in manning the gate for field days in a very busy time for our district, thank you to Philippa and front office staff for ensuring this roster was filled.
I would also like to congratulate the year 12 class of 2016, after a very trying year, seeing these students support each other in their grief after the loss of a fellow student during the year, and then going on to achieve the SACE results that some of them received. It is great to see the effort put in rewarded at the end of the year.
A huge thank you to the staff of CAS for the extra care you take in caring for our students be it at school or in the wider community is appreciated and hopefully noticed by all parents as it is by me.
Finally I would like to thank my co-members of the CAS Governing Council for their time and commitment to ensuring the smooth operation of our school.

Tricia Siviour
Chairperson, CAS Governing Council

Improvement Planning and Outcomes

Priority 1: Numeracy & Literacy Improvement - Targets:
• Aim to have more than 25% of students achieve in the High Growth Range for NAPLAN
• 90% of students achieving above the Australian National Standard in reading and other areas of NAPLAN.
• All students not on NEP achieve at or above 50% for Reading Comprehension in every genre of PAT-R testing
• NEP students show positive growth and all other students meet expected 12 month growth in PAT-R testing
• To achieve improvement in a piece of extended writing by the end of the year.
• All students not on NEP achieve at or above the DECD SEA for PAT-M and show positive growth.
• All staff improve their use and analysis of data for planning and programming.
• Attendance improvement by at least 3-5%
Strategic Actions: We have whole school approach to literacy and numeracy that includes the development and implementation of Whole School Agreements with an improvement cycle. • Track & Monitor & respond to students growth. • Explicit teaching of subject specific genres, grammar and vocabulary • Training and development for staff to help develop their Literacy skills • Moderation of tasks, focusing on Literacy • Students given an opportunity to write on a daily basis for a variety of purposes.
• Teachers trained to see what a good piece of writing looks like.
• Transforming tasks so that they provide "Intellectual stretch" (less worksheets & more cognitive central processing)
• Targeted resources – SSO support, ICT (laptops/Ipads)
• Parent workshops raising awareness of the relationship between attendance and learning outcomes. Also encourage parents to become more involved in their child/children's education.
Outcomes from Priority 1 - Data is now collected from NAPLAN,PAT- R PAT-M Running Records and other assessment tasks such as teacher professional assessments.
• Teaching and Learning programs are submitted on time and reflect the achievement data
• Student writing work samples collected & undergo a moderation process.
• SIP priorities discussions are programmed into Performance Development meetings
• Evidence of Task Differentiation & moderation.
• Evidence of data use for planning and programming.
Priority 2: Curriculum and Pedagogy
• Improve student engagement, work ethic and learning outcomes.
• Improve student & staff well-being.
• To embed ICT throughout curriculum R-12
• Differentiated curriculum and smarter goals set.
• Lift academic standards as outlined in DECD SEA & increase percentage in Top Bands
• Improving SACE results & Senior school options.
• Students & Staff demonstrate a Growth Mindset" culture.
• Staff include tasks that give opportunity for 'Intellectual Stretch' in all learning areas.
• Staff embed use of a wide range of data for planning and programming.
Priority 2 Outcomes
• Students provide feedback to staff every semester.
• Families provide feedback to the school re teaching programs.
• All staff develop Performance Development Plans & meet with line managers every term.
• All staff are involved in peer classroom observations
• All staff develop teaching programs and include ICT strategies across all Learning Areas
• Teaching programs are checked by line managers.
• Improvement of staff confidence to deliver ICT and development of student skills and understandings.
• All staff are confident in using data for planning and programming as identified by line managers.

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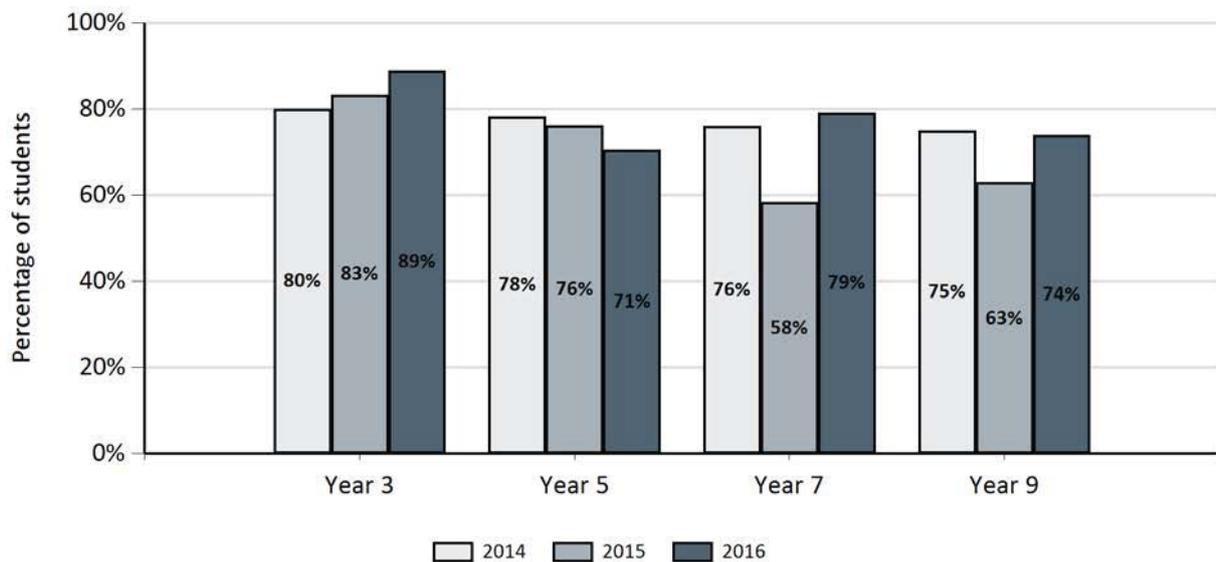
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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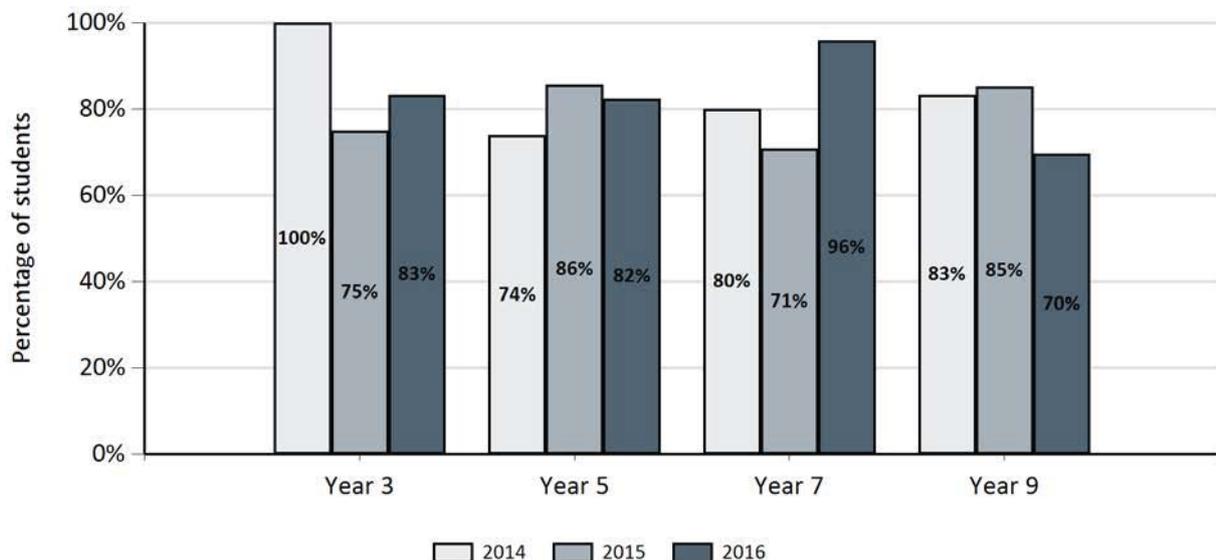
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	29%	35%	5%	25%
Middle progress group	50%	52%	40%	50%
Upper progress group	21%	13%	55%	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	14%	0%	20%	25%
Middle progress group	64%	77%	35%	50%
Upper progress group	21%	23%	45%	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	18	18	7	2	39%	11%
Year 3 2014-16 Average	19.0	19.0	6.3	3.0	33%	16%
Year 5 2016	17	17	4	1	24%	6%
Year 5 2014-16 Average	20.3	20.3	4.7	2.3	23%	11%
Year 7 2016	24	24	9	2	38%	8%
Year 7 2014-16 Average	24.3	24.3	5.3	2.7	22%	11%
Year 9 2016	23	23	5	5	22%	22%
Year 9 2014-16 Average	24.7	24.7	3.7	5.3	15%	22%

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
87%	93%	96%

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+	1%	0%	2.3%
A	3%	11%	12.64%
A-	9%	8%	9.20%
B+	14%	11%	8.05%
B	9%	9%	11.49%
B-	17%	15%	10.34%
C+	10%	17%	16.09%
C	13%	15%	13.79%
C-	10%	8%	11.40%
D+	7%	3%	3.45%
D	1%	3%	0%
D-	0%	0%	0%
E+	3%	0%	0%
E	1%	1%	1.15%
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
95%	93%	96%

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	43%	35%	50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	52%	59	79%

School Performance Comment

The analysis of the NAPLAN results reveals that we have strong data at Yr 3 level in most aspects but especially reading. There is some drop off in the data at Years 5 & 7 and then in Year 9 we have Reading and Numeracy above SEA as well as high growth from Yr 7 to 9 in both Reading and Numeracy.

The Literacy agreements that we have in the primary section of the school in addition to the work done by the subschool leaders(R-5 & Yr6-9) is helping us to improve that data and meet our targets of getting more students in the upper bands. This work will need to be continuing and we will provide further support to staff in this area.
We are now developing Numeracy agreements as per the Results Plus initiatives. T& D has started by us accessing the Results plus support person in our partnership cluster. We have had 2 very successful after school sessions.
In summary our participation rates in NAPLAN is 100% in all aspects of the tests.
The Yr 3 results for Numeracy, Reading & Grammar reveal that 100% of the students are at or above NMS. In Writing & Spelling we had 94% at or above NMS.
The Yr 5 results for Numeracy reveal that100% were at or above NMS, for Grammar 94% were at or above NMS, for Reading & Spelling 88% were at or above NMS and for Writing 81% were at or above NMS. This tells us that we need to do wore work in the area of Literacy and in particular Writing.
The Yr7 results for Numeracy reveal that 100% were at or above NMS. Writing and Spelling were at 96%
 and Reading and Grammar were at 92%. Whilst this is a good result for Numeracy Literacy needs more work.
The Yr 9 results for Numeracy and Reading were at 100% at or above the NMS. Grammar was at 85%, Reading at 80% and Writing at 70%. It is obvious that more effort and support is needed for this group in the area of Writing.
Our school encourages all students to participate in the NAPLAN as per DECD policy. This means that students with Learning Issues and disabilities may have some problems in completing the tests. This could be an added reason for some of the results especially in the area of Literacy.
Overall our target of getting 25% in the upper bands has been achieved in Yr7 Numeracy and Yr 9 Numeracy and Reading. In Yr 5 we have managed to get 21% in the upper bands for both Numeracy and Reading.

The 2016 Stage1 grade distribution graph of the state and our school's data reveals that Cleve AS was better than the state grades in B's & C's. The number of D's & E's were far lower than the state average and thus overall we are performing better than the state.

The stage 2 SACE results have been very good and the grades mirror the state data. In particular our students' grades were above the state results in the area of A's and C's
We are especially proud of the 2016 year 12's overall success.
From our students who aimed for an ATAR to gain entry to University: -62% gained an ATAR of 90 or above
-25% gained an ATAR of 80 or above.
Cleverly, 55% of our year 12 students used Certificate 3 and Year 12 subjects to also achieve an ATAR.

Attendance

Year level	2014	2015	2016
Reception	86.2%	90.3%	89.0%
Year 01	91.3%	93.2%	93.1%
Year 02	93.5%	92.6%	92.3%
Year 03	92.4%	92.7%	94.0%
Year 04	93.8%	88.4%	93.0%
Year 05	93.6%	94.9%	90.8%
Year 06	92.7%	92.3%	93.1%
Year 07	92.6%	91.9%	90.2%
Year 08	93.8%	93.5%	91.6%
Year 09	89.4%	91.9%	91.5%
Year 10	90.5%	91.1%	94.1%
Year 11	95.1%	89.2%	90.9%
Year 12	89.2%	92.1%	79.9%
Total	91.9%	91.9%	91.2%

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

Attendance Comment

Cleve has an attendance improvement action plan. Home group teachers in secondary & classroom teachers in primary contact parents after 3 days of continuous absences. After this we also send out a letter if this continues. The principal or Deputy contacts the parents and we also ask the Partnership Attendance Consultant to step in for extra support.

Behaviour Management Comment

Cleve Area School has a Student Behaviour Management Policy and procedures compliant with the DECD Policy and procedures. We have a whole school approach using the Positive Behaviours for Learning values based program.
Cleve also use a Restorative Justice approach to dealing with Behaviour management.
The behaviour data is quite positive and we have not had an external suspension for the past three years. Most behaviours are handled at the classroom level. On occasions students are referred to a leadership team member for further discussion/investigations of events. This usually leads to a Restorative Justice Conference. Parents are contacted for the more serious behaviours. Parents are also kept informed via the classroom/subject teacher.

Client Opinion Summary

Survey forms were sent out to over 30 families who were randomly selected. 18 forms were returned. In summary the parents were very positive about the relationship that the staff have with the parents. Some parents would like to improve the level of communication especially in the secondary section, quote" keep persevering and keep the lines of communication open". The DOJO digital platform in the junior school seems to be working well as a communication tool. All respondents were very happy with the performance of the leadership, in particular the principal:
quotes: " the school has a very motivated principal".
"pat yourselves on the back and keep going", "most of your work is wonderful for our school kids",
" please keep up the enthusiasm Mr. Marino and spread it to others"
Some of the issues that parents listed include:
keeping up to date with technological advances;
making sure rural kids have the same/similar experiences as city kids
retention of students in the secondary section
encourage those students who are quiet and give them the self confidence to learn
more appealing gardens and grounds,
act on student opinions
bullying in some sports
more communication with parents
more male teachers for male students
more new age teachers
listen to the community,
more hands on education for boys,
PBL- CREW values need to be there for students and staff.
Students provide feedback to staff at the end of each semester. They complete the feedback sheets anonymously and these go back to staff, who then use these to reflect on their practice and incorporate appropriate suggestions.
At a whole school level feedback from students tells us that they feel safe & secure at Cleve. In general they have a positive relationship with staff and feel that they have a strong student voice through the SRC at all levels within the school. The executive of the senior SRC meet regularly as a team and at least 2-3 times a term with the principal. They also are involved with the principal in a portfolio wide Student Voice program.
Survey result & the WHS Psyc. survey indicate Staff satisfaction and relationships among staff at our school is very good. Area that could improve include: Staff to staff communication, ICT skills. Responding to the question" the school is a good place to work in one staff member wrote" there is a positive vibe with the students & positive feedback & encouragement from leadership has made me feel valued". This captures the ethos at the school.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	3.4%
Other	1	3.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	6.9%
Transfer to SA Govt School	7	24.1%
Unknown	18	62.1%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff are asked to supply a copy of the DECD Relevant History Screening. Teaching staff are also asked to supply a copy of their registration certificate in order to be able to work in our school. The principal also monitors the HRS eduportal so that we are meeting the legal compliance in every area of employee certification and appropriate qualification. Staff who do not meet or the requirements are asked to rectify this immediately.

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	46
Post Graduate Qualifications	15

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	21.0	0.0	13.2
Persons	0	26	0	18

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

Financial Statement

Funding Source	Amount
Grants: State	$3,941,152
Grants: Commonwealth	$47,893
Parent Contributions	$95,134
Fund Raising	$31,394
Other	$1218

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	No Targeted funding was received in this area	N/A
	Improved Outcomes for Students with an Additional Language or Dialect	No Targeted funding was recieved in this area	N/A
	Improved Outcomes for Students with Disabilities	The funding recieved in this area was used to employ SSO staff to work closely with individual students. A small portion was used for administration & monitoring of the NEP, SMART goal and T&D of staff.	All the students showed progress by engagement in classroom activities.
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	The Rural and Isolated funds recieved are used to offset travel costs for Camps & Excursions such as Careers/Work Experience/Aquatics/Regional Student Voice/ Student Leadership. We also plan Pupil Free days to enable staff to engage in T&D that has helped to implement the Australian Curriculum/Results Plus/Moderation/LearningTask Design in addition to supporting Professional Learning Communities within the school and across the partnership. Students with learning Difficulties are catered for by staff T&D accessing the Interagency Support Services. In addition we also set aside about 0.1FTE to release staff for T&D and planning meetings.	We have PLCs that meet within the school at staff meetings and at other times during the week. This has enable staff to better meet the needs of their students.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Better school funding was used to employ SSO staff to provide support to classroom teachers. This has contributed to improved student engagement in learning activities.	Students demonstrated progress by participating more positively in the classroom
Other Discretionary Funding	Specialist School Reporting (as required)	We have a fully operational Training Farm as part of our school. The extra resourcing provided by DECD-Resource Adjustment Panel is used to employ a Coordinator/Teacher, Farm Technician a part time SSO.	Students from across the SA access this program gaining Cert 2&3 qualifications.
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	As an R-12 site we gain 0.2 funding that we put towards and R-12 Counsellor role that is funded at a Band 1 Coordinator level.	This along with the PBL has helped with student well-being & engagement.