

Cleve Area School 2019 annual report to the school community



Government
of South Australia
Department for Education

Cleve Area School Number: 753

Partnership: Central Eyre 1

Name of school principal:

Ray Marino

Name of governing council chairperson:

Deb Taheny

Date of endorsement:

10/03/2020

School context and highlights

The Core Business of Cleve Area School is teaching and learning for excellence in a supportive environment. We seek to 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 and caring community of learners that always do their best. Through our Site Improvement Plan we seek to enable all students to improve their learning and life skills by being proficient in Literacy and Numeracy. We also seek to develop a school culture that promotes well being in the school community and acknowledges achievement and effort. We implement a Positive Behaviour for Learning program across R-12.

Sixty six percent of students are bus travellers from outlying rural communities at Mangalo, Verran, Arno Bay, Rudall, Cowell, Darke Peak and Wharminda which impacts on the availability of support programmes outside of school hours.

Approximately 10 percent are school cardholders, however, rural poverty and reliance on fluctuating farming incomes means that these numbers don't reflect the extent of poverty.

Supporting the needs of students R-12 is a high priority of teaching and learning. This is underpinned through Accelerated Reading, Jolly Phonics, WRAP, Maths on Line & Back to Front Maths, Early Intervention, Multi, Mini & Initial Lit, Special Education, and Vocational Education Training (VET).

Parents appreciate the opportunities for students to be involved in extra-curricular activities such as dance, choir, lunchtime sport, instrumental music lessons, which are organised in school time with community support.

The school community values contribution of parents and students to decision-making processes. The Governing Council and Student Representative Council play a very active role in school improvement programmes.

The relative isolation of Cleve from Adelaide and major centres limits school community access to support agencies, specialist centres and cultural programmes.

However, information technology helps us to overcome the barrier of isolation, we utilise Local Delivery, video-conferencing, e-mail, Open Access.

There are many highlights from the past year some include:

The school's 70th Birthday celebrations, this was such a success that the school gained an Australia Day Community Event Award.

A Year 12 Student was named the S.A. School Based Apprentice of the year.

Governing council report

The direction of the Cleve Area School governing council for 2019 was to support all staff, students and families in a positive and encouraging way which allowed improvement in learning areas and supported the well-being of all involved in the educational outcomes at Cleve.

Throughout the year the Governing council has reviewed and updated various policies such as attendance, canteen, uniform, and phone policies and has implemented the necessary changes to work within the environment and culture of the school.

Governing council organised and orchestrated a successful family & community fair to celebrate 70 years of Cleve Area School. The event was extremely successful with over 400 people attending and provided a much needed opportunity to bring together the community and the school and celebrate all that has been achieved and the success of Cleve Area School. The event was recognised at the Australia Day breakfast as the community event of 2019.

One example of the Governing council working successfully and cohesively with staff, students and parents was to find ways to minimise the disruption of learning in the classroom because of mobile phones being allowed in class. After consultation and feedback from staff, students and parents, governing council made the decision to trial a term of no mobile phones to be used during school hours for all students, and for staff to only use their mobile phones for educational purposes and during their allowed breaks such as recess and lunch. So far the feedback from this trial has been positive from all involved and the governing council will make the necessary changes to the policy as we go forward for the rest of this year and beyond.

Governing council is always supportive of the needs of the school and has sent several letters to our regional members of government in support of various projects to benefit the school. One of these projects has been to improve the onsite Agricultural facilities that are in a much need of repair. There is currently some development happening to improve the infrastructure and governing council will continue to help find ways to improve this facility.

A big thank you to Ray, the leadership team and all staff for their ongoing work that at many times is above and beyond for the success and benefit of our students and school. We appreciate your time, effort and dedication.

As chairperson of governing council I look forward to working alongside all parties, as we support one another

Improvement planning - review and evaluate

Our SIP goal for 2019 was:

To improve vocabulary and sentence structure to achieve higher NAPLAN and Brightpath results.

Our main Target was:

Improve engagement in language with language conversations -improve tier 2 and 3 vocabulary in oral and written language.
10% increase in students achieving 3 or more points in Vocab and sentence structure section of NAPLAN writing.

Our Challenge of Practice was:

WHOLE SCHOOL – Develop a whole school focus on active questioning to enhance vocabulary.

PRIMARY – Teachers collaborate to ensure classroom interactions effectively engage students in talk about learning using tier 2 and 3 vocabulary.

SECONDARY – Share approaches to build listening, speaking and interaction skills to enhance use of effective vocabulary across all learning areas.

Our Success Criteria include:

We will see measurable individual growth between moderated student exemplars in Narrative and Persuasive Writing using Brightpath.

We will see improved use of Tier 2 and 3 vocabulary in student writing and student-to-student conversation, against Term 4 2018 observation data.

Line managers will observe evidence of Brightpath Narrative and Persuasive Writing teaching technique incorporated into teacher planning and practice.

Increased observation of student engagements as evidenced by improved listening, speaking and interaction in classroom contexts.

Some of the strategies we employed to work on this improvement journey included: Restructuring of the staff meeting time so that there was minimal administration talk and mostly staff learning time. We set up a 50 day sprint which enabled us to track, monitor and evaluate our progress.

We also set-up PLC's to focus the learning, increase collaboration and spread the workload.

Analysis of the data sets: SACE, NAPLAN, PAT-M, PAT-R, Running Records and teacher judgment was also a large part of our work. The results from this analysis help us to review our processes and adjust our strategies.

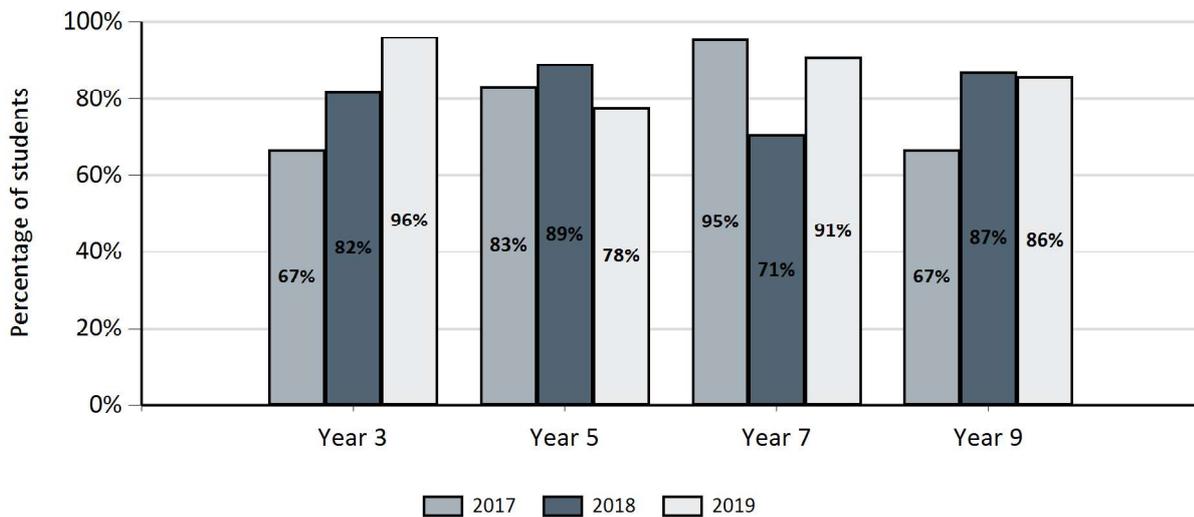
We also worked very closely with the LET team, the SLLIP and Pathways Consultants. The LET team visited the school on a regular basis and work with the Leadership team to discuss progress, giving our team guidance, support and an opportunity to have a disciplined dialogue.

Performance Summary

NAPLAN Proficiency

The Department 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.

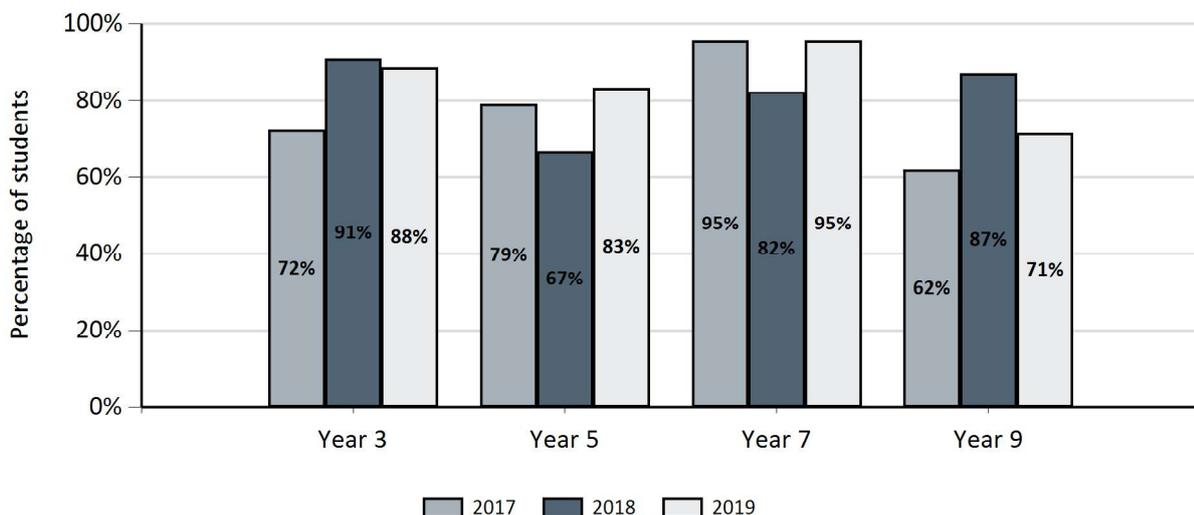
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	8%	24%	16%	25%
Middle progress group	69%	52%	63%	50%
Lower progress group	23%	24%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	23%	30%	33%	25%
Middle progress group	46%	60%	61%	50%
Lower progress group	31%	10%	6%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	26	26	14	8	54%	31%
Year 3 2017-19 average	22.0	22.0	9.3	5.0	42%	23%
Year 5 2019	18	18	3	2	17%	11%
Year 5 2017-19 average	20.0	20.0	4.3	2.7	22%	13%
Year 7 2019	22	22	5	5	23%	23%
Year 7 2017-19 average	20.3	20.3	3.0	5.7	15%	28%
Year 9 2019	21	21	1	4	5%	19%
Year 9 2017-19 average	21.7	21.7	1.7	3.7	8%	17%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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)

2016	2017	2018	2019
96%	94%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	1%	0%	0%	1.1%
A	9%	2%	3%	3.3%
A-	10%	13%	6%	8.9%
B+	9%	13%	7%	4.4%
B	13%	11%	23%	21.1%
B-	10%	10%	12%	13.3%
C+	14%	21%	21%	11.1%
C	16%	14%	24%	26.7%
C-	13%	11%	4%	4.4%
D+	4%	2%	0%	1.1%
D	0%	3%	0%	2.2%
D-	0%	0%	0%	1.1%
E+	0%	2%	0%	1.1%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2019.

*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

2016	2017	2018	2019
92%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	68.2%	76.5%	66.7%	75%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	45.45%	35%	50%	55%

School performance comment

SACE data Analysis: The majority of Stage 2 grades were in the high achievement bands of B- and above(52.3%). The majority of Stage 1 grades were in the high achievement bands of C and above(90.1%). There was a 7.8% decrease in A grades at Stage 1 with a 5.4% increase in C grades. The PLP results showed that 96.4% were at a C or above. We had a successful completion of SACE, PLP, Literacy, Numeracy and Research Project at Stage 1 and Stage 2, VET qualification.

In 2019 we had four Learning Areas achieving 100% SEA: Bus, Enterprise & Tech, HPE, HASS & Sciences.

In general our SACE Stage 2 results continue to mirror the State trends. This year we also had a student gain an ATAR of 97.2 before bonus points, with a merit in Biology. I congratulate the teaching staff for their continuous focus on SACE improvements.

The SACE results at Stage 2 of grades that are at C or above in the past 3 years have been in the mid 90%.

The grade distribution has mirrored the state with B's & C's being the predominant grades.

20 Students enrolled in Y12 last year - 3 found employment throughout the year and 17 of whom achieved their SACE.

3 of our Y11 students also achieved their SACE, largely in part to our flexible VET learning program, and two continue with us in 2018.

All the students who wanted an ATAR gained a high enough score that enabled them to get into their first choice at University.

In fact, more than half the Class of 2019 completed their entire schooling at Cleve Area School. We also have a significant cohort of students who undertook a School Based Apprenticeship some in Agriculture and some in Auto.

The analysis of the NAPLAN results reveals that our performance score has increased to the highest in 3 years(0.55) We have yet to receive an overall score.

In Yr 3, 96% of the students achieved SEA, indicating that this cohort has improved on 76.9% reaching RR SEA as Yr2's in Sept.2018. We also had the highest number in HB for the past 3 years.(53.8%)

In Year 5, 77.8% achieved SEA, reflecting an 11% increase for the same cohort their 2017 Yr 3 results 66.7% reached SEA. However this cohort declined from 33.3% in 2017 to 16.7% in 2019. We are currently analyzing this result.

In Yr 7, we see a slight increase(7%) in the number of students at SEA-2017(83.3%) to(90.9%) in 2019. There was a slight decline of 13.6%(1 student) in HB from 2017 to 2019.

Yr9 This cohort showed a decline in SEA results since 2017 from 95.5% to 85.7%. There was also a decline in HB achievement from 13.6% to 4.8%(2 students). We are also looking why and how this has occurred.

Analysis of the data on the ACARA My School site shows that our NAPLAN results are close to and follow the trends of results in similar school.

The Literacy agreements that we have in the primary section of the school, in addition to the work done by the Leadership Team is helping us with our improvement journey and Site Improvement Planning.

Attendance

Year level	2016	2017	2018	2019
Reception	89.0%	90.3%	92.0%	89.7%
Year 1	93.1%	89.1%	92.6%	92.9%
Year 2	92.3%	92.5%	92.7%	93.3%
Year 3	94.0%	92.1%	92.9%	91.6%
Year 4	93.0%	92.5%	94.7%	92.1%
Year 5	90.8%	93.0%	94.2%	93.8%
Year 6	93.1%	92.0%	94.8%	90.8%
Year 7	90.2%	92.8%	92.7%	92.6%
Year 8	91.6%	90.5%	93.3%	89.6%
Year 9	91.5%	87.7%	91.3%	90.8%
Year 10	94.1%	87.7%	88.3%	86.1%
Year 11	90.9%	88.8%	90.8%	85.7%
Year 12	79.9%	81.8%	85.9%	83.9%
Secondary other				95.9%
Total	91.2%	90.2%	92.0%	90.4%

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

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

Attendance comment

Our student attendance data continues to oscillate around the 90% mark. We have been working with the staff to ensure we follow -up all absences particularly those that are unexplained. We have also been working closely with the Social Worker-Truancy Consultant, who has helped us to connect much more effectively with the families of the students who are chronic non attendees. We will continue to work with the Truancy Consultant and update our Attendance Improvement Plan.

Behaviour support comment

Cleve Area School has a Student Behaviour Management Policy and procedures compliant with the DfE Policy. 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. Behaviour data is quite positive with no 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 and principal's report to Governing Council.

Client opinion summary

Survey forms were sent out to over 50 families who were randomly selected. 12 forms were returned. In summary the parents comments were very positive about the relationship that staff have with the parents. Parents would like continued improvement in the level of communication especially in the secondary section, quote " keep the lines of communication open". The DOJO digital platform in the junior school is 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".

" please keep up the enthusiasm Mr. Marino and spread it to others"

Some of the issues that parents listed are similar to previous returns & include:

keeping up to date with technological advances;

ensure rural students 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

keep improving the 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 male students.

PBL- CREW values apply to 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. We have been doing this for many years, it has become a normal practice for all teachers.

At a whole school level feedback from students tells us that they feel safe & secure at Cleve. Students report having positive relationships with staff and feel that they have a strong student voice through the SRC at all levels within the school. The executive of the 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.

Suggestions for improvement 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

Leave Reason	School	
	Number	%
Employment	3	6.3%
Interstate/Overseas	0	NA
Other	7	14.6%
Seeking Employment	1	2.1%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	6.3%
Transfer to SA Govt School	11	22.9%
Unknown	23	47.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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.

Qualifications held by the teaching workforce 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	48
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	0.0	24.8	0.0	12.0
Persons	0	29	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	4,413,016.63
Grants: Commonwealth	35,600.00
Parent Contributions	209,176.01
Fund Raising	8,784.35
Other	2,272.05

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

2019 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 2019 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	N/A	
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	We have deployed 20hpw for SSO to work with a student identified with severe visual impairment. 8 Hrs for SSO to work with a Yr 11 st. on life skills/RP & mod. Curriculum. 8hpw SSO to work with a Yr12 st. on Mod. Curr.	Students have shown progress, especially the student with visual impairment.
Targeted funding for groups of students	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 Learning difficulties grant	N/A	
Program funding for all students	Australian Curriculum	Use was made of the SLLIP to continue the AC & school improvement work started in previous years.	Staff are very familiar with AC and SIP priorities.
	Aboriginal languages programs initiatives	N/A	
	Better schools funding	This resource was used to employ extra Teaching personnel to decrease the class sizes in the JP section of our school.	We have an extra class in our primary section of the school.
Other discretionary funding	Specialist school reporting (as required)	We are funded through RAAP to deliver Agricultural Studies at Senior school (Yr10-12.)We employ a Coordinator, a Farm Technician, 0.2 Teaching SSO Support We are also funded to operate a Boarding House with a Manager	Students graduate from Cleve AS with Ag.VET & Horticultural Qualifications.
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	In Primary we combine 0.2 with a 0.2 from Secondary to provide a 0.4 Wellbeing service across R-12. The school also provides extra time for a female teacher to support female students.	Students and staff receive a coordinated Well being service.