



Cleve Area School

2020 annual report to the community

Cleve Area School Number: 753

Partnership: Central Eyre 1

Signature

School principal:

Mr Ray Marino

Governing council chair:

Deb Taheny

Date of endorsement:

7 April 2021



Government
of South Australia
Department for Education

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 the outlying rural communities at Mangalo, Verran, Arno Bay, Rudall, Cowell, Darke Peak and Wharminda which impacts on the availability of support programs 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, WRAP, Maths on Line & Back to Front Maths, Early Intervention, Multi ,Mini & Initial Lit, Special Education, and Vocational Education Training (VET).

Families 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 relative isolation of Cleve from Adelaide and major centers limits school community access to support agencies, specialist centers and cultural programs. Information technology helps us to overcome the barrier of isolation, we utilize Local Delivery, video-conferencing, e-mail, Open Access. Dojo is used as a main communication platform between the school and parents

Highlights from the past year include: Positive SACE results. Success at the Adelaide Wether Competition, replacement of the mains water infrastructure, rectification of the storm water pipes, 2 Yr 11 students in the SA Rural Ambassador program. ABC Heywire winners & representatives on EYC Environmental Youth Council.

Governing council report

The Governing Council for 2020 was still able to run successfully even though we meet with the ever changing challenges due of Covid.

Our purpose to support all staff, students and families in a positive and encouraging way was still paramount and we were able to still provide support in the wellbeing and improvement in learning areas and educational outcomes.

Governing Council continued to work together with staff, students and parents to implement the no mobile phone policy, permanently into the classroom after consulting with all parties and agreeing that the trial was successful. We also found ways to help those areas that were impacted by not having a device and have implemented ways to address these issues.

There has been much development in the school with upgrading of old infrastructure and the Agriculture building, staff room, and library have all had a much needed freshen up. Governing council is very aware of other areas that also need upgrading and are always working towards finding ways to make this possible. We understand that this is an important area to keep working on as it helps us to retain and gain staff for our school.

A big thank you to Ray and the leadership team and all staff for what was a challenging year in so many ways. The extra mile that everyone had to take during the Covid period and beyond, required an exceptional effort and we are thankful and grateful for all the extra work that was done to help the school run smoothly in an ever changing environment. I believe one of the school's success in 2020 was being able to present the junior primary end of year concert which brought the whole school community together and also a sense of normality to what had been a very abnormal year. Well done to all the junior primary staff and all involved to make it a great morning.

As chairperson of the governing council, I look forward to working alongside all parties to support and encourage and continue to find ways that improve Cleve Area School as a great place to work, learn and be apart of.

Quality improvement planning

The Cleve 2020 Site Improvement plan focused on the improvement of writing across R-12 Our Goal: To improve Vocabulary, Paragraphing and Sentence Structure as evidenced in NAPLAN and Brightpath results. In the absence of NAPLAN data we made use of SACE, PAT R, A-E grade and teachers professional judgement and moderation of students samples.

Our Challenge of Practice and Success Criteria was to "Develop an all-staff focus on the explicit teaching and modelling of effective writing. Students will demonstrate effective use of relevant Tier 2 and 3 vocabulary in learning conversations and writing assessments. Using explicit teaching and modelling of effective writing we will enable us to see students demonstrate effective use of relevant Tier 2 and 3 vocab in learning conversations and writing assessments.

We also wanted to maintain the students in the NAPLAN Higher bands and increase by at least 3 or more. Unfortunately COVID did not allow schools to sit for the NAPLAN tests and so we did not have a means of measuring this target. In Step 3 and 4 of our SIP we implemented a whole staff T&D plan including staff meetings devoted to staff learning with a key focus on explicit teaching skills for literacy improvement.

The plan involved the exploration of the HITS, Data use and analysis, release of JP staff to work on Initial-Lit. Narrow and deep work on Learning intentions and success criteria. Sentence structure-Nominalization. We also worked with the LET members on classroom observation. We set up 5 week sprints that included gaining evidence and measuring impact by tracking progress, monitoring and reviewing student performance. Line management meetings were incorporated in the sprints to support and enhance staff performance.

The impact we wanted from this strategy is to improve the overall quality of planning, programming and thus the teaching in every classroom.

We, as a Leadership Team have already commenced working closely with the LET members to refine the SIP so that we can be more accurate about our targets, strategies and measurement techniques. Our sprint will reflect the actions that we will implement and the timelines we will adhere to in order to help us with our continuous improvement journey.

Improvement: Aboriginal learners

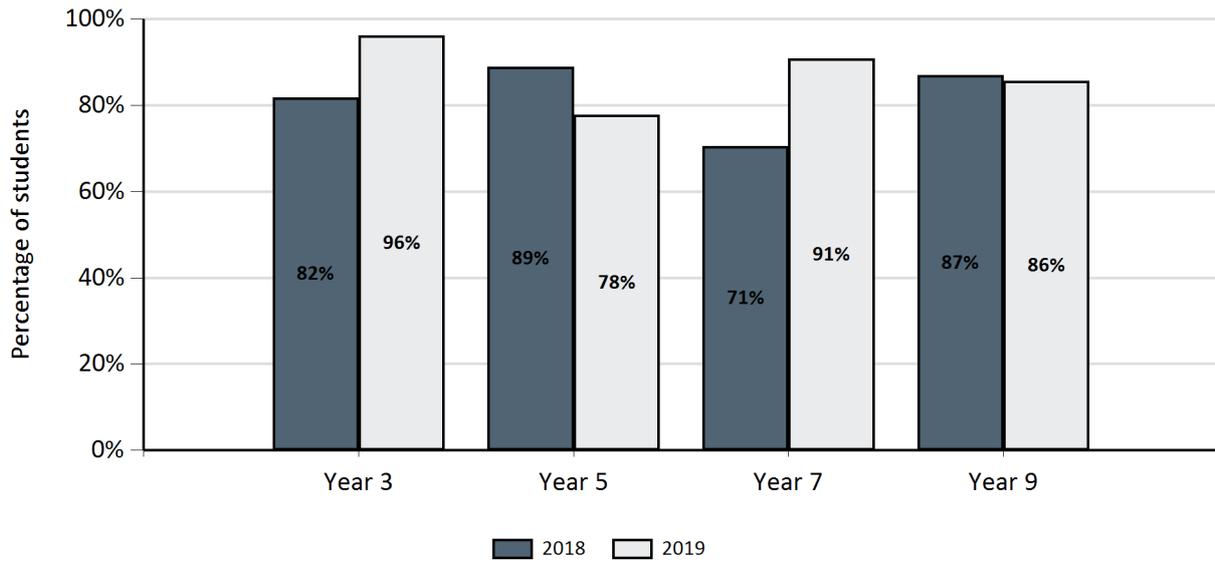
Having a low percentage of Aboriginal Learners, about 3%, we ensured that we incorporated inclusive cultural practices in all areas of learning. One activity that was an enormous success was the development of our own specific CLEVE AS Acknowledgement of Country video. Our Yr 4/5 Students worked with our Aboriginal Learners, Staff and the local community to produce a video that we have used at assemblies and other activities.

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

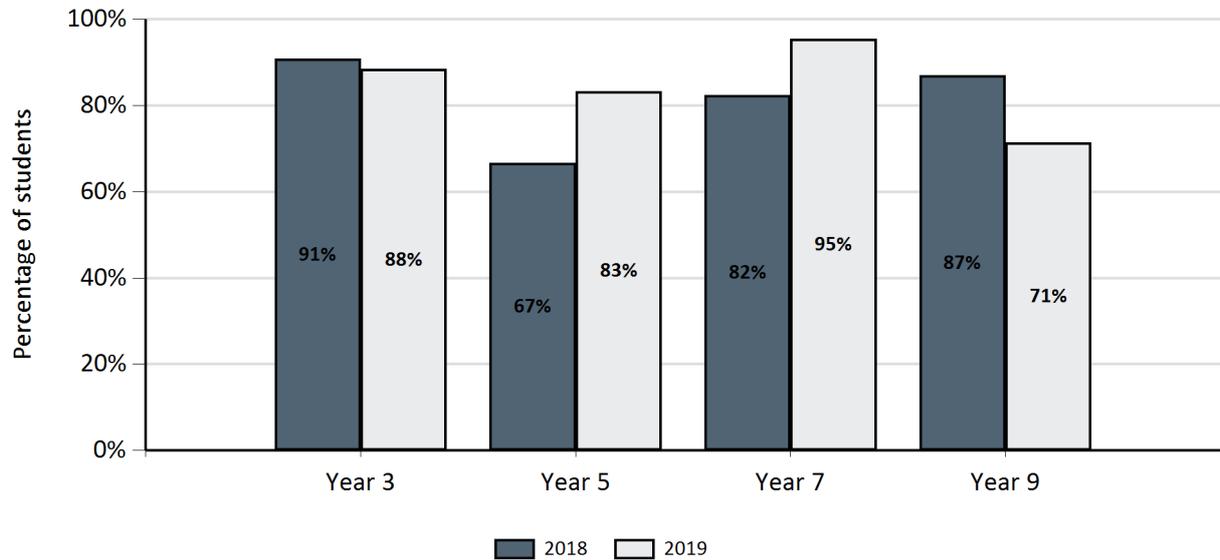


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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	*	*	*	25%
Middle progress group	69%	52%	63%	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	30%	33%	25%
Middle progress group	46%	60%	61%	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2017-2019 Average	22.0	22.0	9.3	5.0	42%	23%
Year 5 2019	18	18	3	2	17%	11%
Year 5 2017-2019 Average	20.0	20.0	4.3	2.7	22%	13%
Year 7 2019	22	22	5	5	23%	23%
Year 7 2017-2019 Average	20.3	20.3	3.0	5.7	15%	28%
Year 9 2019	21	21	1	4	5%	19%
Year 9 2017-2019 Average	21.7	21.7	1.7	3.7	8%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2018	2019	2020
94%	100%	94%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	0%	1%	0%
A	2%	3%	3%	5%
A-	13%	6%	9%	8%
B+	13%	7%	4%	9%
B	11%	23%	21%	23%
B-	10%	12%	13%	14%
C+	21%	21%	11%	16%
C	14%	24%	27%	14%
C-	11%	4%	4%	6%
D+	2%	0%	1%	1%
D	3%	0%	2%	0%
D-	0%	0%	1%	0%
E+	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 2020

*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

2017	2018	2019	2020
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	35%	50%	55%	82%
Percentage of year 12 students undertaking vocational training or trade training	76%	66%	75%	82%

School performance comment

The overall School performance score for 2019-20 remains at 0.58 which places us at the Maintain Momentum level. At present and from the 2019 data calculations, The NAPLAN component is lower than our Secondary component. SACE data Analysis: The majority of Stage 2 grades were in the high achievement bands of B- and above(62.1%). The majority of Stage 1 grades were in the high achievement bands of C and above(90%). There was a 8% decrease in A grades at Stage 1 with a 6% increase in C grades. The PLP results showed that 95.5% 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 qualifications.

In 2020 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 92.2 before bonus points. 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 about 90%. The grade distribution has mirrored the state with B's & C's being the predominant grades. 23 Students enrolled in Y12 last year - 12 of whom gained an ATAR, all 23 achieved their SACE. Additionally 3 of our Y11 students also achieved their SACE, largely in part to our flexible VET learning program, and two continue with us in 2021.

All but one of the students who wanted an ATAR gained a high enough score that enabled them to get into their first or second choice at University. The other student has enrolled in a Flinders Uni Bridging course. In fact, more than half the Class of 2020 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 Automotive.

The analysis of the NAPLAN results could not occur as a result of the COVID19 situation. Interrogation of the Brightpath data and moderation of student writing samples reveals that we are slowly improving the standard of writing in our school. The Running Records data seems to be improving. We have embarked on Initial-Lit as an improvement strategy in our JP section of the school. Staff are analyzing the PAT-R and PAT-M to ascertain student achievement and work on strategies to best support and thus improve the Literacy and Numeracy skills of all students in their care.

The Literacy agreements that we have in the primary section of the school, in addition to the work done by the Leadership Team in collaboration with our local LET members, is helping us with our improvement journey and Site Improvement Planning. A review of our SIP in term 4 2020, revealed that we are starting to have an impact and so we will continue with a focus on Writing in 2021. However, we will also flag that numeracy will be a second goal on our SIP. Leadership and staff looked at the available data and decided that Literacy will remain the main focus of our work, Numeracy also needs our attention.

Attendance

Year level	2017	2018	2019	2020
Reception	90.3%	92.0%	89.7%	90.8%
Year 1	89.1%	92.6%	92.9%	85.1%
Year 2	92.5%	92.7%	93.3%	89.9%
Year 3	92.1%	92.9%	91.6%	91.5%
Year 4	92.5%	94.7%	92.1%	89.1%
Year 5	93.0%	94.2%	93.8%	86.1%
Year 6	92.0%	94.8%	90.8%	91.2%
Year 7	92.8%	92.7%	92.6%	89.3%
Primary Other	N/A	N/A	N/A	67.2%
Year 8	90.5%	93.3%	89.6%	85.5%
Year 9	87.7%	91.3%	90.8%	86.5%
Year 10	87.7%	88.3%	86.1%	84.4%
Year 11	88.8%	90.8%	85.7%	76.1%
Year 12	81.8%	85.9%	83.9%	79.5%
Secondary Other	N/A	N/A	95.9%	N/A
Total	90.2%	92.0%	90.4%	86.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance continues to oscillate between 86% and 90% mark slightly lower than 2019. We have been working with staff to ensure we follow -up all absences particularly those that are unexplained. We have introduced a more assertive intervention program with an alternative employment focus for long term non-attenders. 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 and we also gave families an opportunity to respond by email. All families were randomly selected. 15 forms were returned. In general the parents were very positive about the strong positive and professional relationship that staff have developed and maintain with the parents. Parents would like us to continue to improve the level of communication especially in the secondary section, quote "continue to improve the lines of communication". 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 team and the principal:

Quotes:

" the school has a very motivated principal".

" please keep up the positive energy 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 grounds and facilities,
- act on student opinions
- bullying has been noticed in some areas
- more timely communication with parents
- more new and younger teachers,
- PBL- CREW values apply to students and staff.

Students are asked to 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. This information is used by staff to improve pedagogy.

At a whole school level feedback from students reveals that they feel safe & secure at Cleve. The majority of Students have 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. The SRC members are involved with the principal in a portfolio wide Student Voice program.

Perspective Survey Results indicate Staff satisfaction and relationships among staff at our school is very good.

Suggestions for improvement include: Staff to staff communication, ICT skills.

The Perspective Climate index is 68% . The engagement profile shows an improvement in the moderate area, 45% to 59%, less so in the Highly Engaged area 34% to 22% in 2020. The Leadership scored the highest % favorable. There is confidence that survey results will be acted upon by Leadership.

Intended destination

Leave Reason	Number	%
Employment	3	8.1%
Interstate/Overseas	3	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.7%
Transfer to SA Govt School	10	27.0%
Unknown	20	54.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff are asked to supply a copy of the DECD Relevant History Screening and or a Working With Children Check. 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 all 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	45
Post Graduate Qualifications	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	23.8	0.0	14.0
Persons	0	28	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$529,675,356
Grants: Commonwealth	\$9,000
Parent Contributions	\$136,588
Fund Raising	\$17,348
Other	\$184,300

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

2020 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 2020 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 wellbeing and engagement	NA	na
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	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 stud. on life skills/RP & mod. Curriculum. 8hpw SSO to work with a Yr12 st. on Mod. Curr.	We have observed increased engagement and learner confidence, during the year.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	NA	NA
Program funding for all students	Australian Curriculum	Use was made of the SLLIP to continue the AC & school improvement work started in previous years. We also engaged consultants from the Learning Improvement Division of DfE.	All staff are very familiar with AC requirements and the SIP priorities.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	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.
	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 from around SA & Cleve graduate with Ag, VET & Hort. Qualifications.
	Improved outcomes for gifted students	NA	NA

