Tintinara Area School
Annual Report 2014

“Together Achieve Success”

At Tintinara Area School we:

Take Risks
Aim for Excellence
Provide Support
Give Permission
Include Everyone
Collaborate
Succeed Together
1. CONTEXT

Tintinara Area School is a small rural school 200km from Adelaide on the Dukes Highway, with approximately 125 students aged from 4 to 18. The community is stable, with a growing number of young families. Sport plays a major role in the community, and the major areas of employment are agriculture and related service industries.

The student population is mostly stable, with high levels of parental engagement with the school, and appropriately high expectations for students.

During 2014 the school community engaged in a comprehensive Strategic Planning exercise, and the outcome of this has seen the Governing Council agreed that as we head towards 2025 our school community will
• Do the traditional basics well
• Provide a wide range of opportunities
• Equip children and young people to serve and build the community
• Have thoughtful connections and engagement with the wider world.

To achieve this we will
• Maintain a strong focus on literacy, numeracy and social/emotional intelligence
• Have a systematic and strategic approach to the opportunities we offer, as we know that we can offer more if we don’t do everything every year.
• Partner with groups in the community to build connections between young people and society
• Establish and maintain relationships with schools and communities in our area, our state, our nation and overseas.
2. REPORT FROM GOVERNING COUNCIL

2014 has been a rewarding year for Governing Council, in seeing many of our building renovations and projects completed and others started. This has been a learning experience as working with government departments can be slow and very frustrating at times.

I thank those parents and staff who volunteered their time to the running of the Governing Council and its subcommittees in an enthusiastic but patient manner.

The school looks fantastic and one only needs to visit other schools to realize how proud we should be of our school.

The school’s financial position remains strong, despite the recent heavy investment in facilities and staff. This was made possible because of the surplus which had been accumulated over many years.

The students, staff and parents should be commended on the school’s many successes in 2014. These include solid academic results, sporting achievements, Royal Adelaide Show results and general good behaviour to name a few. I believe the school has, by far, achieved its motto “Together Achieve Success”.

We wish any students, staff or parents leaving TAS the very best in the future and thank them for their contribution to the Tintinara Area School, and hope they will look back fondly on their time spent here.

Regards,
Jed Keller
Chairperson TAS Governing Council 2013

3. 2014 HIGHLIGHTS

- Strategic Plan adopted 4 key directions to strengthen over the next decade.
- Students becoming more comfortable with challenges and the unknown
- The school received a grant from the Foundation for Rural and Regional Renewal to work with a range of schools including the Australian Science and Maths School to explore a local issue. This STEM (Science, Technology, Engineering and Maths) project involved problem solving around Lake Indawarra, and students explored ways of improving the appearance of the lake for recreational use. Our students presented their results at a forum attended by 9 schools and received pleasing feedback
- Students accepting more responsibility for their learning
- Beginning the implementation of the Multi Language Literacy Approach, where the study of the German language is used to develop understanding of English
- Staff had the opportunity to work more closely with colleagues through a structured Team Teaching approach
- Staff participation in Anne Baker Natural Maths Workshops
- A student initiative in the 3/4 class to invite past students, teachers and Governing Council members to talk about what school was like here in the past.
- Multicultural night
- High quality presentations by students
- Shared connections with elderly citizens
- Trips to Adelaide to visit drama venues and strengthen relationships with younger students
- Cross age learning with senior students preparing healthy meals for year 3/4
- Strengthening connections with the community
- Outstanding results in the Royal Adelaide Show – 2 Championships, a Reserve Championship, six 1st placings, two 2nd placings, a 3rd, three 4th places, a 5th, and a 6th.
- Book Week Dress-up Parade organised by SRC
- Continued strong links with outside agencies
- Broad range of professional development accessed by staff
- Continued progress towards the requirements of the Early Childhood National Quality Framework
- Continuing to strengthen senior secondary individual pathways
- Strong interest in our Secondary Information Night
Outstanding growth in spelling, particularly in the 3/4 class
Continuing to embed Play is The Way as a tool for strengthening student relational skills
Students successfully organizing and completing some challenging Outdoor Ed journeys
Broad range of sporting opportunities accessed by our students.
High quality student performances, especially Arsenic and Old Lace
Senior student participation in the Road Awareness Program run by the MFS.
Junior Primary excursion to Adelaide Airport and the Zoo.
The introduction of the Junior School Learning Journeys. This allowed families and friends to experience the learning and concepts that were taught throughout the term.
9-A-Side football, where our boys won the competition and the girls finished second.
5-A-Side Soccer, where our two girls teams finished first and second.
Super 8 Cricket, where the girls finished first and third, and the boys won.
Presentation Night

4. SITE IMPROVEMENT PLANNING AND TARGETS

Once again our priorities this year were in the areas of Literacy and Numeracy Achievement, Scientific Literacy and Creativity and Wellbeing. The key strategies planned were improved collaborative planning and assessment through the structured use of team teaching approaches, the improved use of data to develop specific targets for individual students, and accessing training in programs which have been successful elsewhere, and working towards whole school approaches where appropriate.

Our use of data has improved, but there is still considerable work to be done before this is fully integrated into our ways of thinking and planning. There is inconsistency in how we use the data that we collect. The establishment of Literacy, Numeracy, Science and Wellbeing Working Groups during 2014 has seen a refreshing desire to look at this data at a teacher practice level, and we anticipate that this will help us to improve in this area.

The Junior School has continued to implement Jolly Phonics as their literacy approach, and this consistent approach and common language has shown to help students as they move up through the school. We continue to struggle to systematise our numeracy approach, relying on good teachers doing good work, rather than strong systems supporting them, but we continue to have staff participating in professional learning around the Ann Baker Natural Maths approach. Although this is continuing to deliver successful outcomes, we are still exploring ways of working as a school that is less reliant on individual excellence at the teacher level.

In Creativity/ Wellbeing we have continued to deepen our implementation of the “Play is the Way” program for developing social and emotional intelligence and resilience. Teachers are continuing to report noticeable improvements in the self management skills of our younger students. We also implemented an Artist in Residence program which allowed our students to work with a practising artist on a regular basis throughout the year.

4.1 Junior Primary and Early Years Scheme Funding

In 2014 TAS received $16,685 in Junior Primary and Early Years Scheme funding. This helped us to maintain class sizes below 20 in the Junior Primary years.

4.2 Better Schools Funding

In 2014 TAS received $3537.73 in Better Schools Funding. This money contributed to a small portion of the cost of our Multilit Literacy Intervention Program.

5. STUDENT ACHIEVEMENT

Students continue to achieve at around the standard expected of Australian students, although there is considerable range within these results, with wide gaps between different students in the same year level.

The school’s key strategies for improving learning are our efforts to personalize and customize programs and our ongoing focus on effective pedagogy. We have a range of intervention programs that are also used. These include the Multilit Literacy Intervention Program, used to help students make up gaps in their literacy learning,
a targeted Speech Therapy program where a staff member implements programs designed by professional Speech Therapists. We also have support staff who work with teachers to provide support. This occurs in a range of settings, depending on what is most appropriate for our students.

### 5.1 NAPLAN

All students at our school are expected to participate in these tests, and the low numbers in each year level mean that average scores are less helpful than they could be, however the following figures should give you an idea of where we sit.

- 34 students across 4 year levels completed tests in 5 areas, for a total of 170 completed test papers.
- In only 9 of these 170 tests, did students fail to meet the national minimum standard, and the teachers and parents of those students were aware that they might struggle with some aspects of the testing.
- The school exceeded the national average in half of the areas tested, (10 out of 20) and the longer students were at our school, the greater the success they experienced. Our year 9 group exceeded the national average in all five areas, and were significantly above the national average in Reading, Persuasive Writing, and Spelling.
- The school exceeded the South Australian average in 60% of the areas across the school, and students who have spent more than 4 years in the school exceeded the state average in 80% of the areas.
- The school exceeded the average for schools similar to ours in 70% of the areas across the school and students who have spent more than 4 years in the school exceeded the average for this group in 14 out of 15 areas.

The school’s greatest areas of strength are Reading, and Grammar and Punctuation, while there aren’t any clear trends across the school regarding areas for improvement.

The data below is provided to allow readers to examine the data themselves. We remind you that the each of these cohorts is made up of between 5 and 15 students, and so individual achievement can have a significant impact on averages.

### Student Proficiency Bands

These are the broad bands of achievement that provide an indication of the student’s level of proficiency

**Figure 5.1a: Year 3 Proficiency Bands by Aspect**

The DECD Standard for Year 3, is that students are at or above Band 3. Although most students meet this standard there are several students who had not achieved this at the time the testing was done in May.
The DECD Standard for Year 5, is that students are at or above Band 5. As you can see there was only one aspect of one test where this standard was not met.

The DECD Standard for Year 7, is that students are at or above Band 6. Although most students achieved this, as a cohort we can see weakness in student achievement in writing, and very clear strengths in grammar.

The DECD Standard for Year 9, is that students are at or above Band 7. We can see that most students in this group are achieving at 8 or above.
**Student Mean Scores**

**Figure 5.1e: Year 3 Mean Scores**

![Bar chart for Year 3 mean scores](image)

**Figure 5.1f: Year 5 Mean Scores**

![Bar chart for Year 5 mean scores](image)

**Figure 5.1g: Year 7 Mean Scores**

![Bar chart for Year 7 mean scores](image)
5.2 Senior Secondary

**Students in Yr 12 Undertaking Vocational or Trade Training**
33% of students who began year 12 studies at TAS in 2014 undertook Vocational or Trade training, along with 40% of year 11 students.

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**
67% of students who began their year 12 studies at TAS remained completed the requirements of SACE. The student who didn’t complete these requirements left us at the end of term one for full time work.

6. STUDENT DATA

6.1 Attendance

Figure 6.1a: Attendance by Year Level
Table 6.1a: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.7</td>
</tr>
<tr>
<td>Year 8</td>
<td>86.0</td>
</tr>
<tr>
<td>Year 9</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 11</td>
<td>89.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.9</td>
</tr>
</tbody>
</table>

This shows us with a slightly lower rate of attendance across the school in 2014, after a small improvement in 2013. To understand what might be contributing to this variation it helps if we break attendance down by reason. (As some cohorts are quite small, we are presenting this as whole school data, rather than broken down by year level.)

Table 6.1b: Absences Totalled by Reason

<table>
<thead>
<tr>
<th>Absence by Reason</th>
<th>Days Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Unexplained</td>
<td>491</td>
</tr>
<tr>
<td>Illness</td>
<td>860</td>
</tr>
<tr>
<td>Ill with a certificate</td>
<td>5.5</td>
</tr>
<tr>
<td>Family</td>
<td>447</td>
</tr>
<tr>
<td>Home Program</td>
<td>3</td>
</tr>
<tr>
<td>Exemption</td>
<td>162.5</td>
</tr>
<tr>
<td>Other</td>
<td>40.5</td>
</tr>
<tr>
<td>Total</td>
<td>1974.5</td>
</tr>
</tbody>
</table>
Looking at the top two lines of chart 6.1b clearly shows that the 2013 improvement is largely related to a significant drop in the number of days that students were away due to illness. We can also see that the trend over the last 3 years has been an increase in the numbers of days students have been away for Family reasons. Some of these absences will have been for matters which could have been scheduled for school holidays or weekends, and so this highlights the importance of continuing to emphasise the value of consistent, regular school attendance.

### 6.2 Destination

#### Table 6.2a: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Employment</td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>3.5%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>1 7.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>3.2%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.5%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>1 7.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>6 46.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5 38.5%</td>
</tr>
</tbody>
</table>

Note: this table has data for the 2013 school year.
7. CLIENT OPINION

7.1 Parent Opinion
These charts are the result of Parent Opinion surveys carried out during December 2014. Of the 27 parents who responded, not all answered all questions. This is the highest level of response for at least 6 years.

There is an interesting pair of results in this – Parents report that the management of Student behaviour is a weakness, while their children feeling safe at school is a strength. If there were systemic problems with student behaviour we would expect that this was reflected in reported perceptions of safety. It appears that most parents are – on the whole – satisfied with the outcomes we achieve, but dissatisfied with their perceptions of the processes we are using.

One area where we have seen no improvement over the last 12 months is “This school takes parents’ opinions seriously.” Given our major focus on a community wide strategic planning process during 2014 this is disappointing. Three respondents answered “Disagree” or “Strongly Disagree,” while 10 neither agreed nor disagreed. It is not possible to please all of the people all of the time, but the relatively high level of ambivalence indicates that we need to do more to hear feedback from a range of sources, and to communicate the ways that parents can be involved in the direction of the school.
This graph reflects a survey that was carried out at the end of November, 2014. All students from year five and above were invited to respond, with 39 making a submission. There are two clear “standout” strengths – on the whole students feel that teachers are approachable and encourage them to achieve. The “standout” weaknesses are in the area of students being extended by teachers, and having choice in class. We believe there is a link here, with teacher supportiveness and encouragement sometimes making them prefer to err on the side of ease, where students are most likely to be successful. Clearly there are a number of students who we can push harder and stretch more. After several years of discussion and planning we are now introducing an Integrated Learning program for Years 7-10 which we have structured to allow for increased student choice, and greater capacity for students to be extended and stretched. We look forward to collecting feedback from students on this program as we believe that it will address some of these concerns.
This survey was carried out during November 2014. All staff were encouraged to participate, and responses were received from 16. It is clear that there is room for improvement in how staff communicate with each other. Further investigation of this matter has shown that it is the level of communication between the leadership team and the broader staff group which is the highest priority for improvement. In 2015 we have adjusted the timing of some regular staff distributions, and we are also focusing on the importance of ongoing discussion and early advice about events, activities and programs. Ensuring that staff receive sufficient information that enables them to access the details of these events, activities and programs in a timely fashion is a challenge and a priority for the leadership team in 2015.

Further information about the school, and how it compares with other schools can be found at the My School website - [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

### 8. ACCOUNTABILITY

#### 8.1 Behaviour Management

The school has very low levels of violence between students, with just two incidents requiring high level intervention (such as suspension.) Audits of bullying and interstudent conflict were carried out during terms one and three, and this confirmed staff observations regarding students who are at risk of experiencing victimization or bullying, as we as the identities of students who tend to act in ways which are not respectful, encouraging and positive.

In term one, 20 students reported that they had experienced some form of bullying, with 23 students identified as being responsible for this. In term three this situation had improved, with 8 students reporting...
that they had experienced some form of bullying, and 16 students identified as engaging in some kind of bullying behaviour.

Led by our Youth Worker, we have been working with all students (primarily in whole class or small group activities, but also with 1:1 support provided where appropriate) to strive to make this a safe and supportive environment for all students, and this appears to be reflected both in the number of students who are reporting an experience of bullying, and the number of students who are being identified as behaving in bullying ways.

### 8.2 Relevant History Screening (formerly Criminal History Screening)

The school confirms that volunteers and staff working with children have appropriate clearances, in accordance with the DECD policy. Information about these clearances is recorded in EDSAS. An audit of our compliance confirmed that our processes are in order and our record keeping is appropriate.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>25</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>8</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

Almost half of our staff have either recently completed or are currently engaged in formal study directly related to their work at the school. This is an indication of the professionalism and desire to improve that underpins the success that this school experiences.

#### 8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>9.6</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

### 9. FINANCIAL STATEMENT

#### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$2,021,730.94</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$6,498</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$38,268.01</td>
</tr>
<tr>
<td>4 Other</td>
<td>$52,714.42</td>
</tr>
</tbody>
</table>