



# Ceduna Area School

## 2021 annual report to the community

Ceduna Area School Number: 0734

Partnership: Far West

Signature

School principal:

Mr Andrew Gravestocks

Governing council chair:

Ms Michelle Jacobsen

Date of endorsement:

8 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Ceduna Area School is an R-12 school, that operates as a Primary (Years Reception to 6) and Secondary (Years 7-12). Most of the School has been upgraded in recent years. In 2021, the School officially opened a new Administration and Secondary Building, to compliment the STEM (2019), Primary School, Middle School, Community Library and Digital Learning Centre that were upgraded in 2006 all being of similar modern construction. The only remaining DEMAC construction buildings are Art, Tech Studies, Home Ec and Science. The School is set in a landscaped environment of 9.2 hectares on Thevenard Peninsula, 792kms from Adelaide, with the two beautiful bays of Murat and Bosanquet on either side. The redevelopment of the central area of the School has allowed for additional hard play area and the school has two ovals which are subsurface watered and six tennis/netball courts. The solar heated swimming pool on School grounds is used by the community. The school has a Gymnasium on site.

In 2021, the School population comprised of 424 students overall, with the following breakdown:

36.79% Aboriginal & Torres Strait Islander Students (156 Students)

10.14% Students with a disability (43 Students)

1.42% Students from a Non-English-Speaking Background (6 Students)

41.3% School card holders (174 Students)

Whilst the percentages of Students with a disability and Students from a non-english speaking background have remained relatively stable the percentage of school card holders and Aboriginal Students has grown over recent years.

The 2021 School year had many similar characteristics to the 2020 School year as the world entered it's second year dealing with the COVID-19 pandemic. In our community we did not experience the number of cases as many did, but we did experience state wide lock downs and restrictions in how we operated as a School and in our personal lives.

Once again, Ceduna Area School, experienced a very small staff turnover which again was against the historical trend. This enabled the Staff to consolidate and continue working on our Site Improvement goal of improving Students reading and continue to be build their curriculum content knowledge and pedagogy in our context.

Consultation began early in the year regarding the introduction of mobile device pouches (Yondr Pouches) to Ceduna Area School. Due to disruptions during the School year this is now planned for the beginning of the 2022 School year. It is hoped that the introduction of the pouches, in which Students "lock" their devices away for the day will increase Student interaction at break times and concentration levels in class will increase and cyber bullying will decrease.

## Governing council report

Chairperson's Report 2021 Michele Jacobsen

It's my absolute pleasure to present the Chairperson's report for the Ceduna Area School Governing Council for 2021. It's safe to say 2021 has been another challenging year. Ceduna Area School wasn't spared from feeling the effects of COVID. I would like to extend gratitude to the CAS leadership, Administration Team, the Teachers and the 2021 Governing Council Committee for the work that has gone into keeping up with the constant interpretation and implementation of processes to address the ever-evolving SA Health, Education Department and local community guidelines for the COVID-19 impact and duration.

As most industries, we as a School Community have had to utilise flexibility and ingenuity to keep the group meeting platforms running. We have been zooming in from phones, cars, living rooms and our workplaces to continue the Governance responsibilities. We have faced the now familiar instances where we were on mute, our cameras were off and our internet dropping out.

Through all of the challenges that we as a School Community have faced, there are wins that should give us reason to be proud.

- Approval the Yondr pouches for implementation of the system in the 2022 School year
- The completion and opening of the Administration Buildings
- Witnessing the building and completion of the new Senior School buildings
- 3-year extension to Ceduna Children's Centre continuing to deliver OSHC services on site

I look forward to hearing of the continued improvement of the School Grounds and infrastructure of the Ceduna Area School. I hope all of the hard work of the School Community in sourcing funds to support our special needs students will come to fruition and we will be celebrating that achievement in the near future.

My experience has been a positive one all be it with some challenges. I must say I will be glad not to have to face "School Bus Runs" on the agenda anymore, but I also look forward to policy review to offer continued support to our isolated families.

As I will no longer have a student at the School it is with sadness and pride that I move on from the CAS Governing Council and the position of Chairperson.

I would encourage Parents and Caregivers that have a passion for the ongoing improvement of our School Community to think about joining the Governing Council. This is a unique opportunity to work with the School to stay informed of new and ongoing challenges, to seek insight as to why some of the tough decisions are made and to be able to offer your experience and passion to keep our School running at a high standard.

Michele Jacobsen

# Quality improvement planning

Site Improvement work continued to be a major focus in 2021. Resources and planning enabled the School to gain greater clarity about the work that needs to be done and how to go about it. The Curriculum Design Team structure that has been in place for a number of years in which Staff meet in year level cohorts to work together to track & monitor Students, unpack data, and work on curriculum knowledge and pedagogy continued. In addition to these meetings occurring 3 times a term an end of term R-12 Gallery Walk was added. This enabled Staff to review and discuss improvement work that occurs across the School. In practice this did lead to cross pollination and greater understanding of our reading focus. Feedback from the Gallery Walks indicated that Learning Intentions and Success Criteria were a crucial element that Staff needed to know more about and needed to be embedded in practice across the School. Subsequently, Ceduna Area School engaged Lynne Coote, from Corwin University, to deliver a full day of training for all Teachers. In our final Student Free Day of the year Staff contributed feedback that has enabled the development of a Whole School Agreement for the use and structure of Learning Intentions and Success Criteria which will be implemented in 2022.

Another focus of improvement work in 2021, was the development of Staff knowledge and skills to use the data we have available to track and monitor Students, and understand what our Students do and don't know, and therefore the teaching that is required to build Student learning. A Student Free Day was undertaken in which Staff practiced using data sources to map Students achievement data (PAT-R, NAPLAN, attendance, disability and Aboriginality). The data sets developed will be utilized in 2022 by Staff to understand where the Students they are teaching are at and guide further exploration of what teaching is required for individuals and groups of Students.

In 2021, Ceduna Area School continued to connect with the Education Departments training arm, Orbis. Building on the work that Staff did in Year 7-10, the Principal and Deputy completed the Instructional Leadership course and 3 Staff completed the Years 3-6 Literacy course. The academic connections and projects undertaken in these courses has enabled CAS to ensure that improvement work is contemporary and based on best practice. In 2022, Staff from the Reception to year 2 section of the School will undertake the Literacy course for these year levels and the Primary and Secondary Assistant Principals will undertake the Instructional Leadership course.

A review of the work and results the School undertook and achieved has determined the following priorities for 2022;

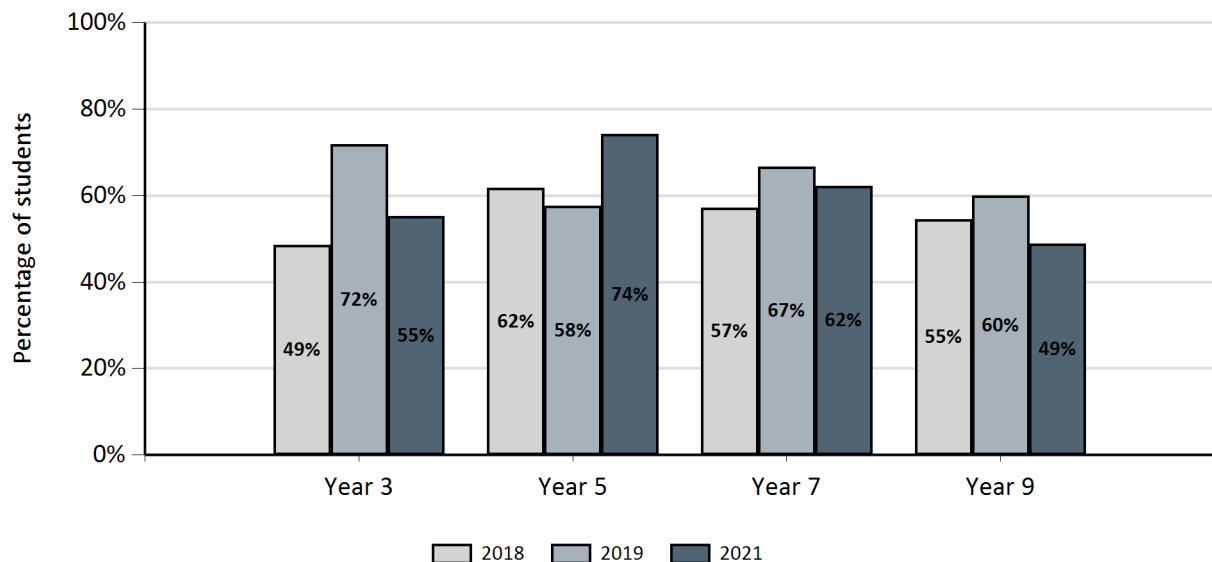
- build Teacher curriculum and pedagogy knowledge (the learning core)
- use of data to inform teaching and track & monitor Students
- use of DfE curriculum units

# 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



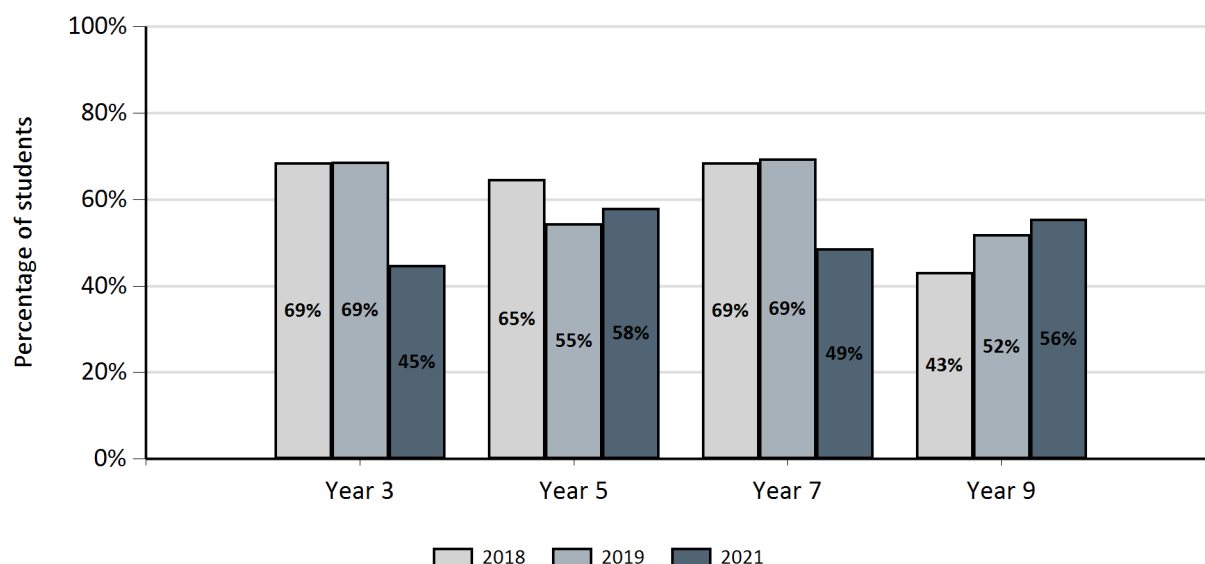
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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  | 29%      | *        | 38%      | 34%             |
| Middle progress group | 50%      | 70%      | 53%      | 48%             |
| Lower progress group  | 21%      | *        | *        | 18%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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  | 25%      | 33%      | 32%      | 34%             |
| Middle progress group | 54%      | 37%      | 58%      | 48%             |
| Lower progress group  | *        | 30%      | *        | 18%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|--------------------------|---|----------|--|----------|--|----------|
|                          | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2021              | 29  | 29       | 6  | 3        | 21%  | 10%      |
| Year 3 2019-2021 Average | 30.5  | 30.5     | 7.5  | 4.0      | 25%  | 13%      |
| Year 5 2021              | 31  | 31       | 6  | 1        | 19%  | 3%       |
| Year 5 2019-2021 Average | 32.0  | 32.0     | 5.5  | 1.5      | 17%  | 5%       |
| Year 7 2021              | 37  | 37       | 2  | 6        | 5%   | 16%      |
| Year 7 2019-2021 Average | 36.5  | 36.5     | 1.0  | 4.0      | 3%   | 11%      |
| Year 9 2021              | 45  | 45       | 1  | 3        | 2%   | 7%       |
| Year 9 2019-2021 Average | 35.0  | 35.0     | 1.0  | 2.5      | 3%   | 7%       |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

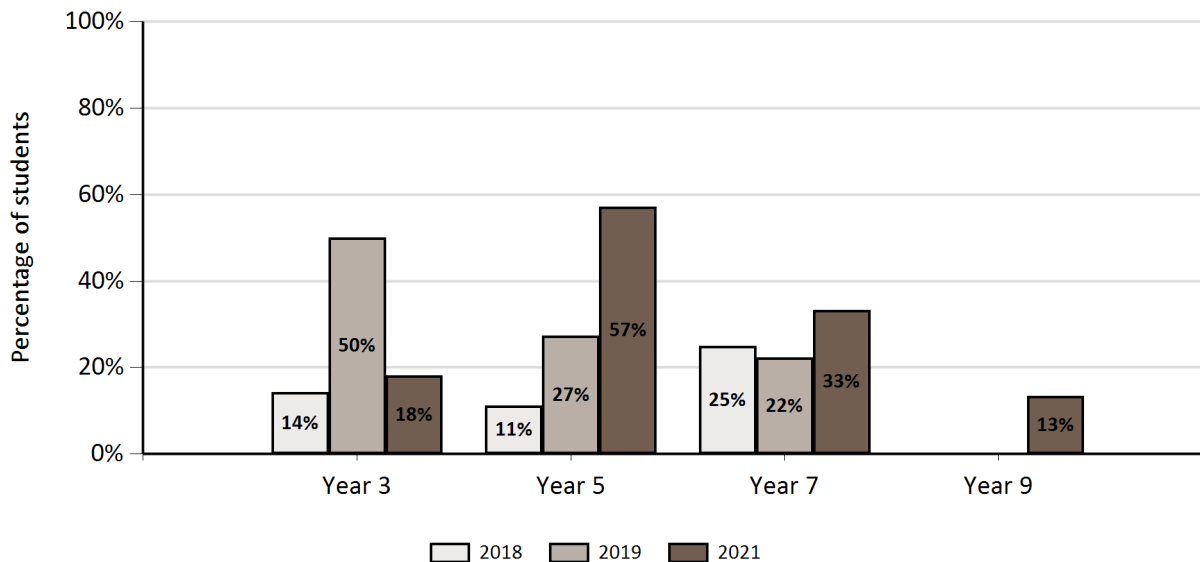
<sup>^</sup>includes absent and withdrawn students.

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

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

## NAPLAN proficiency - Aboriginal learners

### Reading



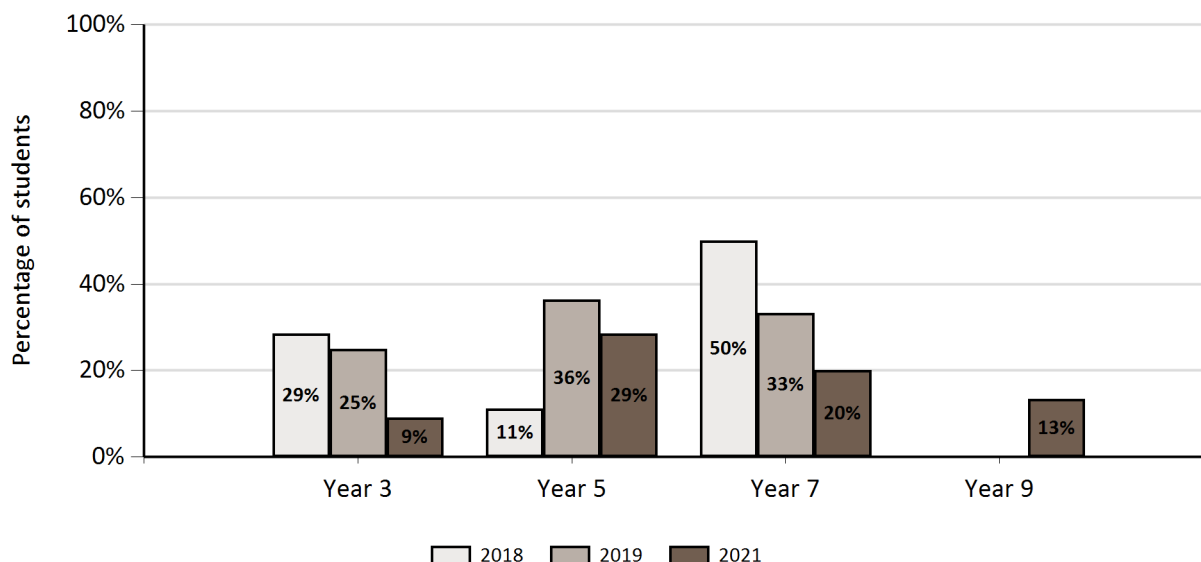
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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  | *        | *        | *        | 28%             |
| Middle progress group | *        | 58%      | *        | 47%             |
| Lower progress group  | *        | *        | *        | 24%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

### Numeracy

| NAPLAN progression    | Year 3-5 | Year 5-7 | Year 7-9 | State (average) |
|-----------------------|----------|----------|----------|-----------------|
| Upper progress group  | *        | *        | *        | 28%             |
| Middle progress group | *        | *        | *        | 48%             |
| Lower progress group  | *        | *        | *        | 24%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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%.

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|--------------------------|---|----------|--|----------|--|----------|
|                          | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2021              | 11  | 11       | 0  | 0        | 0%   | 0%       |
| Year 3 2019-2021 Average | 9.5   | 9.5      | 0.5  | 0.0      | 5%   | 0%       |
| Year 5 2021              | 7   | 7        | 0  | 0        | 0%   | 0%       |
| Year 5 2019-2021 Average | 9.0   | 9.0      | 0.5  | 0.0      | 6%   | 0%       |
| Year 7 2021              | 15  | 15       | 0  | 1        | 0%   | 7%       |
| Year 7 2019-2021 Average | 12.0  | 12.0     | 0.0  | 0.5      | 0%   | 4%       |
| Year 9 2021              | 15  | 15       | 0  | 0        | 0%   | 0%       |
| Year 9 2019-2021 Average | 8.5   | 8.5      | 0.0  | 0.0      | 0%   | 0%       |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2021, CAS worked closely with the Remote Schools Attendance Scheme (RSAS) to connect with Families and support Aboriginal Students to attend. For some Families this was successful. The introduction of a Clontarf Academy for Aboriginal boys in years 5 to 12 is planned for 2022. It is predicted that attendance and engagement and therefore results will improve for this cohort of Students. The SASSTA and SASSTA Connect programmes continued to be successful vehicles for Ceduna Area School to engage Students and support their learning. To support Teachers to implement Aboriginal Perspectives in the curriculum, training was delivered and the decision was made to ensure that Aboriginal Education, including perspectives and tracking and monitoring, will be a key component of the Curriculum Design Team work, not a separate training event. Unfortunately, due to COVID-19 Aboriginal Parent meetings did not occur in 2021, but for the first time in a number of years the School did have a full complement of ACEO's and this is envisaged to continue in 2022.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Aboriginal Student enrolment rose again at Ceduna Area School in 2021 (2018 25.86% to 2021 36.79%). The enrolments were spread across Reception to Year 12. Tracking and monitoring Student achievement was a major focus for the School for all students, but did enable a spotlight to occur on our Aboriginal Students. As a result, we continued to see Aboriginal Students achieve their SACE (5 out of 6, the one student who did not, left South Australian, late in semester two and was therefore not able to stay connected with Staff to complete their SACE). Similarly, the number of all Students, including Aboriginal Students, who achieved the standard in the Phonics Screening Check continued to rise. NAPLAN and PAT-R results indicate that we still do have a gap in achievement between Aboriginal and non-Aboriginal Students. Attendance data does indicate that our Aboriginal Students do not attend at the same rate as non-Aboriginal.



# South Australian Certificate of Education - SACE

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

| 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|
| 95%  | 100% | 96%  | 100% |

Data Source: SACE Schools Data reports, extracted February 2021

\*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 | 2018 | 2019 | 2020 | 2021 |
|-------|------|------|------|------|
| A+    | 1%   | 0%   | 2%   | 0%   |
| A     | 7%   | 3%   | 10%  | 3%   |
| A-    | 11%  | 8%   | 10%  | 7%   |
| B+    | 12%  | 17%  | 15%  | 0%   |
| B     | 16%  | 19%  | 15%  | 9%   |
| B-    | 15%  | 8%   | 13%  | 14%  |
| C+    | 15%  | 20%  | 10%  | 0%   |
| C     | 14%  | 19%  | 16%  | 14%  |
| C-    | 4%   | 7%   | 4%   | 12%  |
| D+    | 2%   | 0%   | 1%   | 0%   |
| D     | 2%   | 0%   | 2%   | 1%   |
| D-    | 1%   | 0%   | 1%   | 0%   |
| E+    | 0%   | 0%   | 0%   | 0%   |
| E     | 0%   | 0%   | 0%   | 0%   |
| E-    | 0%   | 0%   | 0%   | 0%   |
| N     | 0%   | 0%   | 0%   | 0%   |

Data Source: SACE Schools Data reports, extracted February 2021

\*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

| 2018 | 2019 | 2020 | 2021 |
|------|------|------|------|
| 96%  | 100% | 100% | 100% |

Data Source: SACE Schools Data reports, extracted February 2021

\*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 | 26%  | 22%  | 19%  | 21%  |
| Percentage of year 12 students undertaking vocational training or trade training               | 1%   | 1%   | 1%   | 1%   |

|      |
|------|
| 2021 |
| 12%  |
| 60%  |

# School performance comment

## Phonics Screening Check

Student achievement results continued to rise in the Year 1 Phonics Screening Check. The teaching of phonics and tracking and monitoring of Students was and will continue to be a major focus for Staff. The 2021 result was outstanding and above the target set in the 2021 Site Improvement Plan

Demonstrated expected achievement Demonstrated below expected achievement Absent

2019 11 (39%) 16 (57%) 1 (4%)

2020 17 (68%) 5 (20%) 3 (12%)

2021 17 (81%) 4 (19%) 0 (0%)

## NAPLAN Targets and Student Achievement Results

### Targets for 2021

Yr 3 75% achieve SEA in NAPLAN (23/30 including 7/9 ATSI)

Yr 3 25% achieve HB in NAPLAN (8/30 including 2/9 ATSI)

Yr 5 75% achieve SEA in NAPLAN (23/30 including 5/6 ATSI)

Yr 5 30% achieve HB in NAPLAN (9/30 including 2/6 ATSI)

Yr 7 65% achieve SEA in NAPLAN (25/39 including 10/15 ATSI)

Yr 7 15% achieve HB in NAPLAN (6/39 including 2/15 ATSI)

Yr 9 75% achieve SEA in NAPLAN (29/38 including 8/10 ATSI)

Yr 9 10% achieve HB in NAPLAN (4/38 including 1/10 ATSI)

### Achievement for 2021

Yr 3 57% achieved SEA in NAPLAN (17/30 students including 2/11 ATSI)

Yr 3 20% achieved HB in NAPLAN (6/30 students including 0/11 ATSI)

Yr 5 72% achieved SEA in NAPLAN (23/32 students including 4/8 ATSI)

Yr 5 19% achieved HB in NAPLAN (6/32 students including 0/8 ATSI)

Yr 7 70% achieved SEA in NAPLAN (23/33 students including 5/11 ATSI)

Yr 7 6% achieved HB in NAPLAN (2/33 students including 0/11 ATSI)

Yr 9 51% achieved SEA in NAPLAN (22/43 students including 2/14 ATSI)

Yr 9 2% achieved HB in NAPLAN (1/43 students including 0/14 ATSI)

As can be seen in the above data, Ceduna Area School did not achieve the targets set for NAPLAN Achievement. A review conducted by Leadership and Staff has set the priority of analyzing Student data to understand what they do and do not know, and the teaching required to raise Student achievement, particularly those who are just below high band achievement.

# Attendance

| Year level      | 2018  | 2019  | 2020  | 2021  |
|-----------------|-------|-------|-------|-------|
| Reception       | 87.9% | 89.9% | 81.4% | 87.4% |
| Year 1          | 91.1% | 88.7% | 85.2% | 86.3% |
| Year 2          | 91.9% | 90.3% | 85.0% | 88.5% |
| Year 3          | 89.7% | 91.8% | 88.4% | 90.1% |
| Year 4          | 91.1% | 90.9% | 86.4% | 90.0% |
| Year 5          | 92.6% | 88.4% | 86.0% | 90.4% |
| Year 6          | 86.7% | 89.0% | 84.4% | 87.8% |
| Year 7          | 85.2% | 85.7% | 83.9% | 79.5% |
| Primary Other   | 68.8% | 79.7% | 63.0% | 67.5% |
| Year 8          | 83.7% | 82.3% | 75.1% | 80.3% |
| Year 9          | 85.2% | 79.9% | 80.0% | 65.9% |
| Year 10         | 78.4% | 77.5% | 70.9% | 63.8% |
| Year 11         | 77.5% | 72.6% | 68.5% | 66.6% |
| Year 12         | 83.2% | 81.0% | 79.1% | 72.3% |
| Secondary Other | 76.7% | 90.7% | N/A   | N/A   |
| Total           | 86.0% | 84.9% | 80.2% | 79.6% |

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

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

## Attendance comment

Attendance overall declined by less than one percent (2020 – 80.2% to 2021 – 79.6%). The Primary section of the School demonstrated a higher attendance rate than the Secondary section which normally occurs at Ceduna Area School. Years 9 to 12 demonstrated the greatest decline in attendance from previous years. The COVID-19 pandemic did impact attendance in 2021. Some Families and Students did take some time to return to face to face learning after periods of lockdown. The Remote Schools Attendance Scheme Staff worked closely with the School and Families to assist Students to attend. Due to the pandemic significant interagency work did occur to monitor vulnerable Students.

## Behaviour support comment

As a School, we have continued to build our understanding of Restorative Practices and ensure our policies and actions reflect the philosophy of the programme. In 2021 the School ensured that all practices relating to suspensions and exclusions were based on the Restorative Practices processes and key questions. For our Aboriginal Students the School liaised with the Remote Schools Attendance Scheme Staff to support Students and their Families. This led to stronger communication and connections for the Families. A Reception to Year 12 Pastoral Care programme, with a strong Restorative Practices lens is planned for implementation in 2022. In 2021, suspensions across the School continued a downward trend (44 in 2020 to 39 in 2021). Coupled with this decrease the trend continued for the number of Students suspended overall. Take homes continued the same downward trend as suspensions (2020 – 91 students, 2021 – 75 students). In contrast, our exclusion

# Parent opinion survey summary

Key messages from the survey results were:

- Communication with parents can improve
- Parents would like greater input into their child's learning
- Parents would like more help from the School with their Child's learning
- Most Parents talk to their Child about what happens at School
- The See Saw app is valued and used by Parents in the primary section of the School

A review of our current reporting to Parents process undertaken with Governing Council indicated that Parent engagement was low. Parent attendance and engagement with Parent / Teacher interviews continued to decline in 2021. In order to strengthen and improve the data we provide to Parents a new process will be trialed across Reception to Year 12 in 2022. The process will focus on Staff providing parents with "traffic lights" for all subjects every 5 weeks. Reporting increases under this process as does the opportunity for Parents to connect with Teachers regarding their Student process. The emphasis on written reports decreases under the proposal.

## Intended destination

| Leave Reason   | Number | %     |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA                  | 11     | 20.0% |
| NT - LEFT SA FOR NT                                  | 4      | 7.3%  |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL             | 6      | 10.9% |
| U - UNKNOWN  | 26     | 47.3% |
| VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE) | 1      | 1.8%  |
| VI - LEFT SA FOR VIC                                 | 2      | 3.6%  |
| WA - LEFT SA FOR WA                                  | 5      | 9.1%  |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Ceduna Area School ensures that all staff and volunteers have a current WWCC. All potential employees are required to have an authority to work from the Department before completing TRT or SSO work. During Covid volunteers in the School have not been encouraged but we ensure that they all have a current WWCC before commencing work in the School. Our Canteen is outsourced and we ensure all those staff working in the building also have the relevant screenings.



# 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 | 71                       |
| Post Graduate Qualifications | 15                       |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 | 1.0            | 42.3           | 2.0                | 17.4           |
| Persons               | 1              | 46             | 2                  | 24             |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

| Funding Source       | Amount      |
|----------------------|-------------|
| Grants: State        | \$7,594,750 |
| Grants: Commonwealth | \$0         |
| Parent Contributions | \$123,404   |
| Fund Raising         | \$0         |
| Other                | \$3,840     |

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

## 2021 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 2021 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  | In 2021 Ceduna Area School allocated two Student Well Being Leaders (R-6 and 7-12). Both positions supported students with their overall wellbeing leading to greater engagement, achievement and attendance.   | Overall suspension rate was down and attendance increased for some students.  |
|  | Improved outcomes for students with an additional language or dialect  | Intervention programmes and classroom SSO's were allocated to ensure identified students were supported.  | Student growth was noted in intervention programmes. 5/6 students achieved SACE.  |
|  | Inclusive Education Support Program  | All funds the School received for IESP were directed to supporting students with the needs identified through their One Plan. For the majority of students this entailed SSO support.   | CAS Support Services to improve the quality of IESP's for students.   |
| Targeted funding for groups of students  | <p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | Subsidy for camps & excursions. Employment of 3 full time ACEO's and 2 Aboriginal Education Co-ordinators. Targetted support and intervention through APAS and other funding sources e.g. Maclit, Initial Lit and MultiLit. Additional release time was funded for co-ordinators across the site. | <p>80% of students in year 1 achieved SEA in Phonics Screening Check.</p> <p>Attendance and engagement was noted for some students.</p> <p>5/6 ATSI students achieved their SACE.</p> |
| Program funding for all students         | Australian Curriculum  | Staff were released to work on curriculum development, particularly the new DfE Curriculum Units. Teaching and Learning Co-ordinators received additional release time to support staff.  | A to E Grades tracked and monitored. DfE Curriculum Units trialled by staff.  |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | Aboriginal Education Co-ordinators worked with staff to ensure that Aboriginal Perspectives were included in Teaching and Learning programmes. Training occurred for all Teachers.  | Aboriginal perspectives were a major focus for training and curriculum developme  |
|  | Better schools funding   | Additional staffing to reduce class sizes and support students.   | Increased engagement and achievement for some students.   |
|  | Specialist school reporting (as required)  | N/A   | N/A   |
|  | Improved outcomes for gifted students  | N/A   | N/A   |

