



Tintinara Area School Annual Report 2015

“Together Achieve Success”

At Tintinara Area School we:

Take **R**isks
Aim for **E**xcellence
Provide **S**upport
Give **P**ermission
Include **E**veryone
Collaborate
Succeed **T**ogether



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1. CONTEXT

School Name:	Tintinara Area School	School Number:	0438
Principal:	Stuart Kitto	Partnership	Coorong Mallee

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 2015 there have been significant numbers of families moving into our area, and this has seen a steady increase in enrolments, particularly during terms 1 and 2. This creates some challenges for 2016 as we seek to build appropriate class structures, and will result in some of our classes – particularly in the early years – being larger than in previous years. All classes are still significantly smaller than the South Australian average, and this is expected to continue for the foreseeable future.

During 2014 the school community engaged in a comprehensive Strategic Planning exercise, and the outcome of this has seen the Governing Council agree 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

This year has been the usual busy school year with swimming and athletic carnivals, various excursions, camps and performances plus the Adelaide show, and all on top of students' ongoing academic studies.

The school, especially the students, should be proud of their achievements in 2015. Their behavior and the way they present when out and about has been excellent. They have been great ambassadors for Tintinara. I would like to thank the parents and staff who have volunteered their time to the running of the governing council and its sub committees.

We have seen more building renovations completed, with a new Ag facility built, new sports storage at the stadium, and a major home economics room upgrade.

I wish any students, staff or parents moving on from TAS the very best in the future and thank them for their contribution to the Tintinara Area School. With special mention to Stuart Kitto for 5 years and Chris Gregory 8 years service. I hope you all will look back fondly on your time spent here.

In 2015 we made the decision to move the AGM to November, with the plan to have the Governing Council in place for the start of the new school year. I wish the new Governing Council team along with the new principal and staff all the best for 2016. TAS is a school we can all be proud of.

Regards,
Jed Keller
Chairperson TAS Governing Council 2015

3. 2015 HIGHLIGHTS

- Year 10 Hospitality class worked with the Preschool on Healthy Eating
- Year 3/4 class designed their own computer games, demonstrating lots of enthusiasm and lots of interest in working in their own time
- Year 1/2 class created videos which told a simple story
- Early Years Sub committee established which enabled a broad perspective and input from all early years learning stakeholders in our community
- The "Learning Journey" (where parents were invited into classrooms for the specific purpose of sharing student learning) was used to share student successes and activities with parents throughout the Junior School
- R/1 class held a Pizza Day where the students prepared pizzas for their families. This involved a range of literacy, numeracy and oral language skills
- Youth Worker brought a focus on communication between the school and families
- Year 7/8 studied Energy Transformations through working with the Tintinara Men's Shed to restore a go-kart
- Students catered for a range of community events, including 3 lunches for the Senior Citizens,
- Students were involved in ANZAC Day Commemoration events
- Drama students (and others) were involved in a partnership to bring Mary Poppins to Tintinara
- Students were involved in leading Remembrance Day Memorial Ceremony
- Strong focus on helping students learn how they learn, and how failing at something can be used to identify areas for improvement.
- Integrated Learning class brought multiple teachers together for planning and delivering an enterprise focussed multi year level curriculum focussed on developing student innovation and enterprise.
- Staff continued to meet with colleagues from across the Coorong Mallee Partnership for professional learning opportunities
- Students becoming more comfortable with challenges and the unknown
- Students continued to accept more responsibility for their learning
- Ongoing adoption of the Multi Language Literacy Approach, where the study of the German language is used to develop understanding of English
- Multicultural night
- High quality presentations by students
- Regular shared connections with elderly citizens

- Cross age learning with senior students preparing healthy meals for Preschool,
- Year 1/2 students taught 5/6 students how to create eBooks on iPads, who then shared their books with the year 3/4 students.
- Outstanding results in the Royal Adelaide Show – Our Steer team animals won Champion Export Steer on Hook, Grand Champion Steer on Hook, three other 1st places, a 2nd, a 5th and two 6th placings, with our student handlers also achieved a 1st placing and two 4th Placings. Our Goat team received two 3rd places, two 4th places and two 6th places and our Sheep team won 3rd in Most Valuable Fleece.
- Continued strong links with outside agencies
- Regional Support Services led staff training in working with Students with Disabilities
- 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
- Outstanding growth in spelling, particularly in the 5/6 class, with average growth within the class between February and November being 22 months.
- Students successfully organizing and completing some challenging Outdoor Ed journeys
- Broad range of sporting opportunities accessed by our students.
- Junior Primary excursion to the Urrbrae Wetlands.
- Community engagement and efforts to complete the upgrade of the preschool playground
- Preschool Active Learning Environment was rated by Peer Preschool Directors using the Respect, Reflect, Relate framework as 4.45/5

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 work of our Literacy, Numeracy, Science and Wellbeing Working Groups brought a stronger focus on our student achievement data at a teacher practice level, although different groups engaged with data in different ways. We anticipate that the adoption of Markit (an online data warehouse and analysis tool) will make the collecting and sharing of relevant data simpler, more timely and more effective

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 through ongoing collaboration and the sharing of what people are doing steps have been taken in a positive direction.

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. Play is the Way is a priority for our Partnership in 2016 and will be the focus of collaborative professional learning early next year.

4.1 Junior Primary and Early Years Scheme Funding

In 2015 TAS received \$17,822 in Junior Primary and Early Years Scheme funding. This helped us to maintain small class sizes in the Junior Primary years and provide additional targeted student support.

4.2 Better Schools Funding

In 2015 TAS received \$2,903 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.

- 27 students across 4 year levels completed tests in 5 areas, for a total of 152 completed test papers
- 100% of students meet or exceeded the National Minimum Standard in all tests sat
- Students met or exceeded the South Australian Standard of Educational Achievement in 142 of the 152 tests sat.

The school's greatest areas of strength are Reading, and Grammar and Punctuation, and while our numeracy achievement meets the standard expected, we are not satisfied with the level of growth demonstrated and believe that this is something which needs greater attention at a school level.

Student Proficiency Bands

The South Australian Standard of Education Achievement is

Year 3: Band 3 and above.

Year 5: Band 5 and above

Year 7: Band 6 and above

Year 9: Band 7 and above

Figure 1: Year 3 Proficiency Bands by Aspect

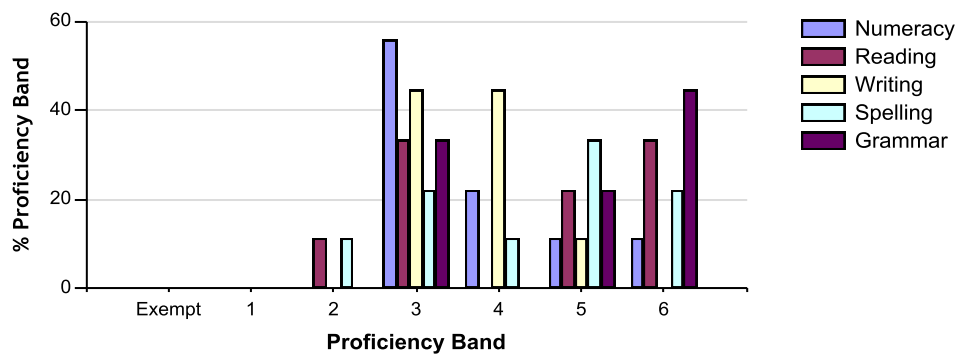


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy				55.6	22.2	11.1	11.1
Reading			11.1	33.3		22.2	33.3
Writing				44.4	44.4	11.1	
Spelling			11.1	22.2	11.1	33.3	22.2
Grammar				33.3		22.2	44.4

As you can see, students fell below the target in only 2 bands

Figure 2: Year 5 Proficiency Bands by Aspect

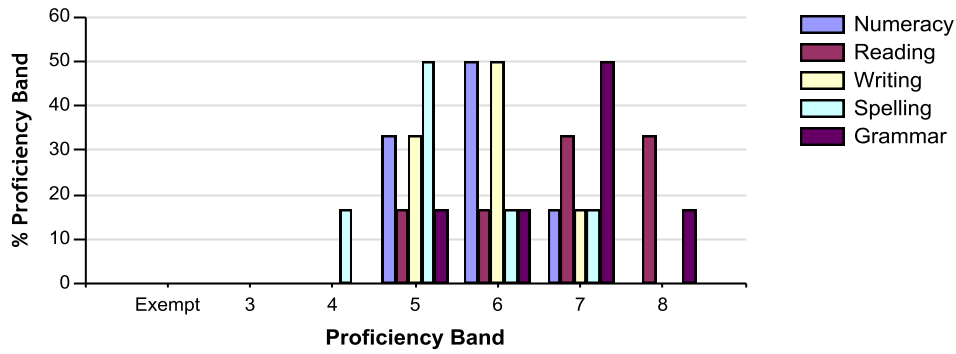


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy				33.3	50.0	16.7	
Reading				16.7	16.7	33.3	33.3
Writing				33.3	50.0	16.7	
Spelling			16.7	50.0	16.7	16.7	
Grammar				16.7	16.7	50.0	16.7

Figure 3: Year 7 Proficiency Bands by Aspect

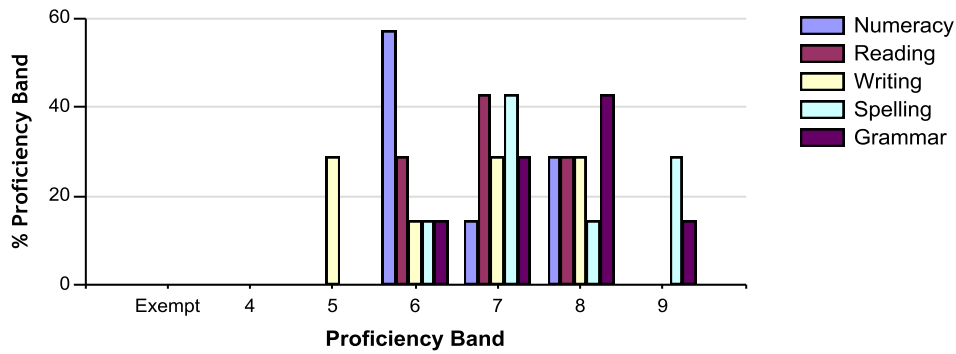


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy				57.1	14.3	28.6	
Reading				28.6	42.9	28.6	
Writing			28.6	14.3	28.6	28.6	
Spelling				14.3	42.9	14.3	28.6
Grammar				14.3	28.6	42.9	14.3

Figure 4: Year 9 Proficiency Bands by Aspect

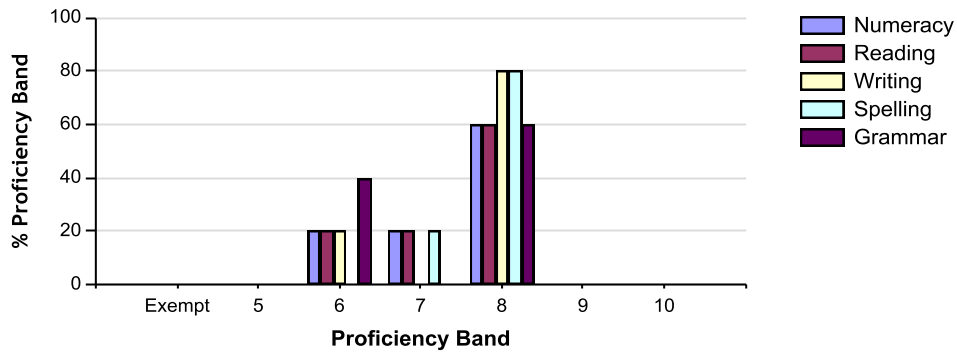


Table 4: Year 9 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 9						
	Exempt	5	6	7	8	9	10
Numeracy			20.0	20.0	60.0		
Reading			20.0	20.0	60.0		
Writing			20.0		80.0		
Spelling				20.0	80.0		
Grammar			40.0		60.0		

This data demonstrates that the vast majority of students are reaching the South Australian Standard of Educational Achievement. Given the small numbers of students in each group we are talking about one or two students who are falling just below the state target. All students are exceeding the national minimum standard.

Student Mean Scores

Figure 5: Year 3 Mean Scores

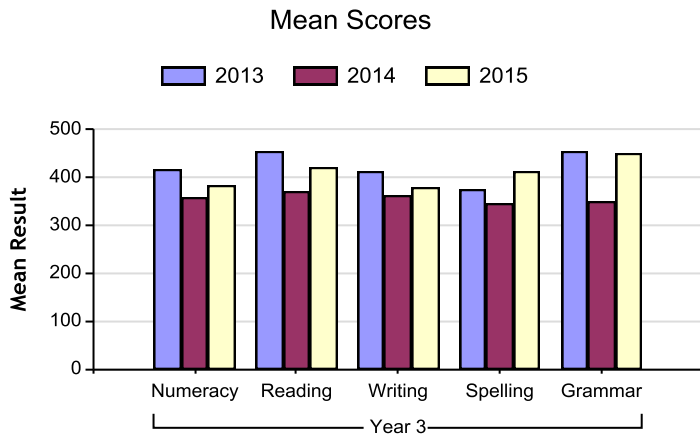


Table 5: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	415.7	359.2	383.6
Reading	455.5	369.0	422.2
Writing	413.2	364.6	380.5
Spelling	376.4	344.7	414.5
Grammar	454.6	349.6	449.3

Figure 6: Year 5 Mean Scores

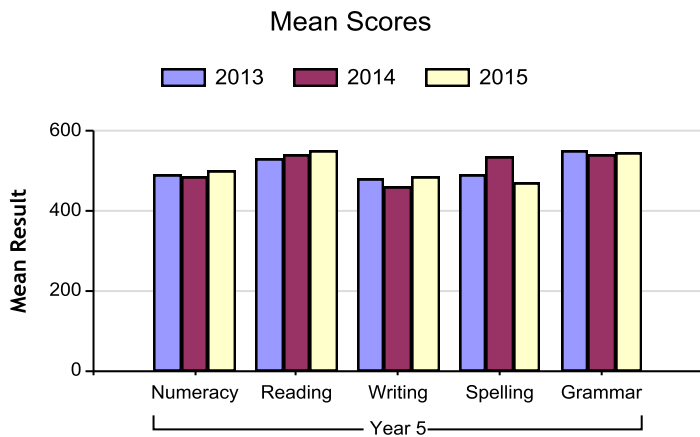


Table 6: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	489.6	486.4	500.7
Reading	530.2	539.0	548.9
Writing	482.0	461.9	484.2
Spelling	491.3	537.1	469.8
Grammar	548.3	538.2	545.2

Figure 7: Year 7 Mean Scores

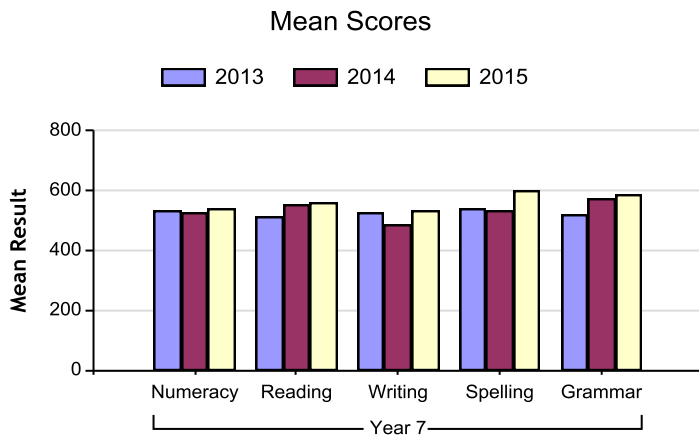


Table 7: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	530.5	524.0	537.2
Reading	515.7	556.8	558.2
Writing	525.0	484.5	535.5
Spelling	542.7	530.7	602.7
Grammar	518.4	574.1	584.0

Figure 8: Year 9 Mean Scores

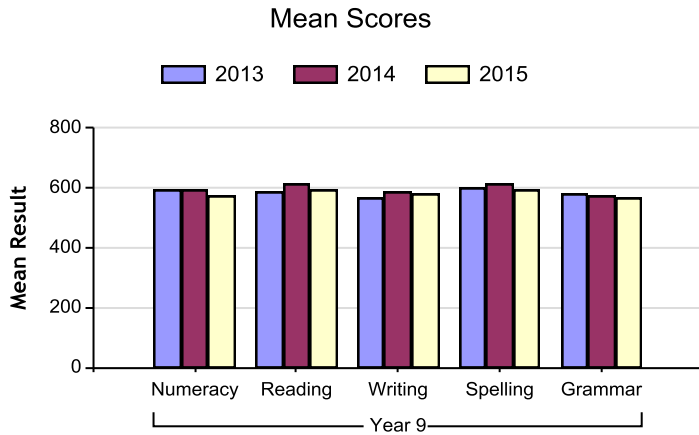


Table 8: Year 9 Mean Scores

Mean Scores by Test Aspect	Year 9		
	2013	2014	2015
Numeracy	592.5	595.9	572.3
Reading	588.2	610.7	591.0
Writing	567.8	585.2	582.7
Spelling	598.7	613.5	595.0
Grammar	577.4	575.4	568.9

Table 9: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	33.3%
	Middle 50%	33.3%
	Upper 25%	33.3%
Reading	Lower 25%	16.7%
	Middle 50%	33.3%
	Upper 25%	50%

Table 10: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	33.3%
	Middle 50%	66.7%
	Upper 25%	
Reading	Lower 25%	66.7%
	Middle 50%	16.7%
	Upper 25%	16.7%

Table 11: Year 7-9 Growth

Growth by Test Aspect	Year 7-9	
	Progress Group	Site
Numeracy	Lower 25%	40%
	Middle 50%	60%
	Upper 25%	
Reading	Lower 25%	
	Middle 50%	40%
	Upper 25%	60%

5.2 Senior Secondary

Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification

100% of year 12 students have completed the requirements of SACE. Each of our students entered their desired path for future learning.

6. STUDENT DATA

6.1 Attendance

Figure 12: Attendance by Year Level

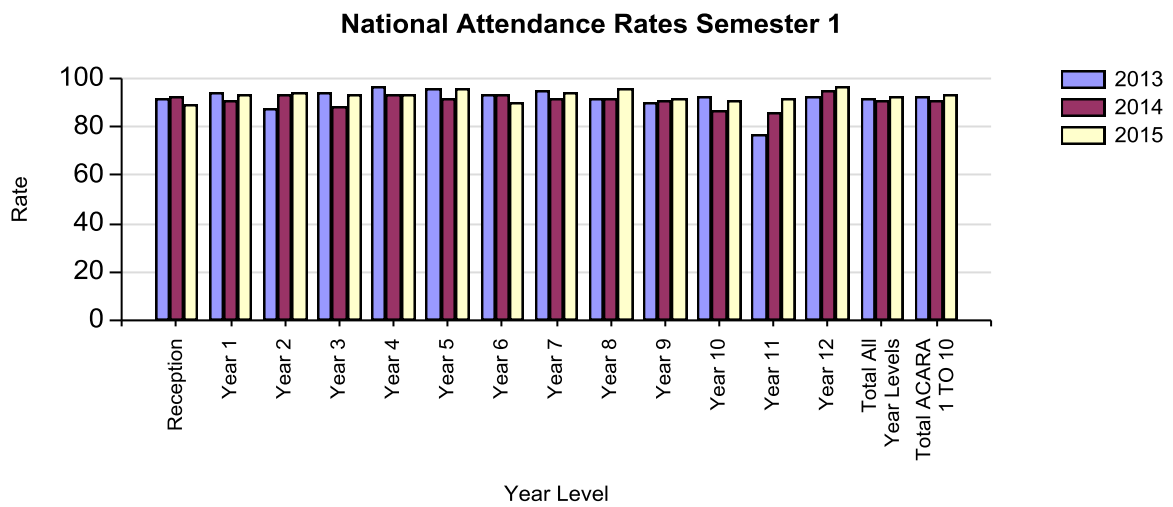


Table 12: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.9	92.2	88.9
Year 1	94.0	90.9	93.8
Year 2	87.4	93.0	93.9
Year 3	94.4	88.8	93.2
Year 4	96.6	93.6	93.1
Year 5	95.7	91.6	95.9
Year 6	93.4	93.6	90.1
Year 7	95.0	91.9	94.2
Year 8	92.1	91.4	96.1
Year 9	90.5	90.7	91.7
Year 10	92.4	86.4	90.8
Year 11	76.9	85.7	92.1

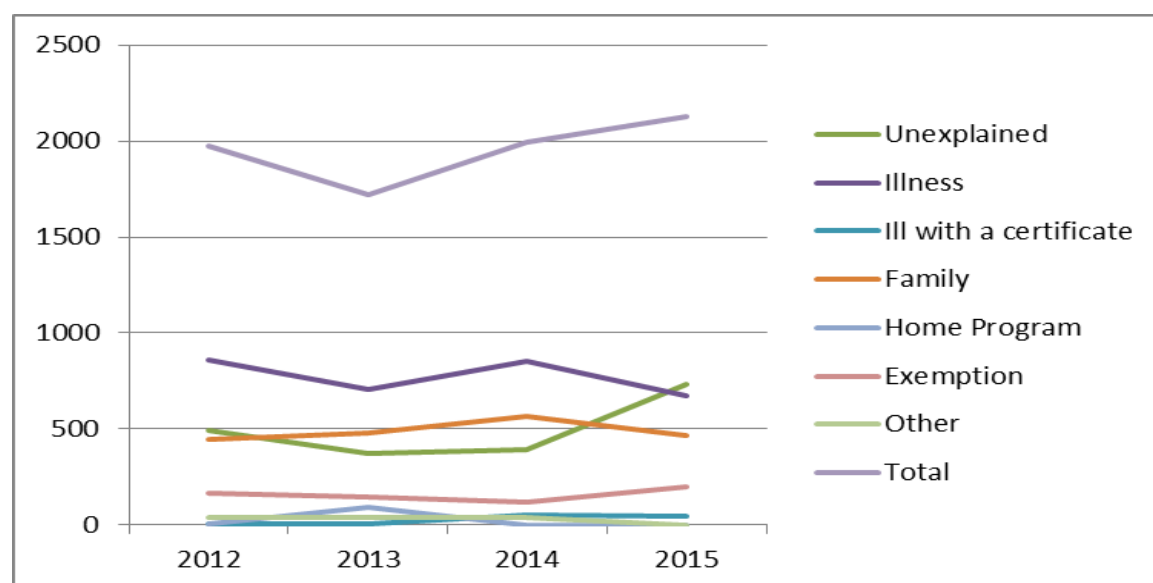
Year 12	92.8	95.3	96.5
Total All Year Levels	92.0	91.2	92.9
Total ACARA 1 TO 10	92.7	91.2	93.2

Table 6.1a: Attendance by Year Level

Table 6.1b: Absences Totalled by Reason

Absence by Reason	Days Absence			
	2012	2013	2014	2015
Unexplained	491	371	390.5	736
Illness	860	707	850.5	675
Ill with a certificate	5.5	6	54	46
Family	447	478	566.5	467
Home Program	3	95	0	0
Exemption	162.5	144	119	196
Other	40.5	41.5	36	0
Total	1974.5	1720.5	1991.5	2124

Chart 6.1b: Absences Totalled by Reason



Looking at the top two lines of chart 6.1b 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 4 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. The significant spike in the number of unexplained absences is related to the timing of this report, as staff, parents and students are still providing explanations for these absences. The increase in total absences is also related to an increase in the total enrolments in the school.

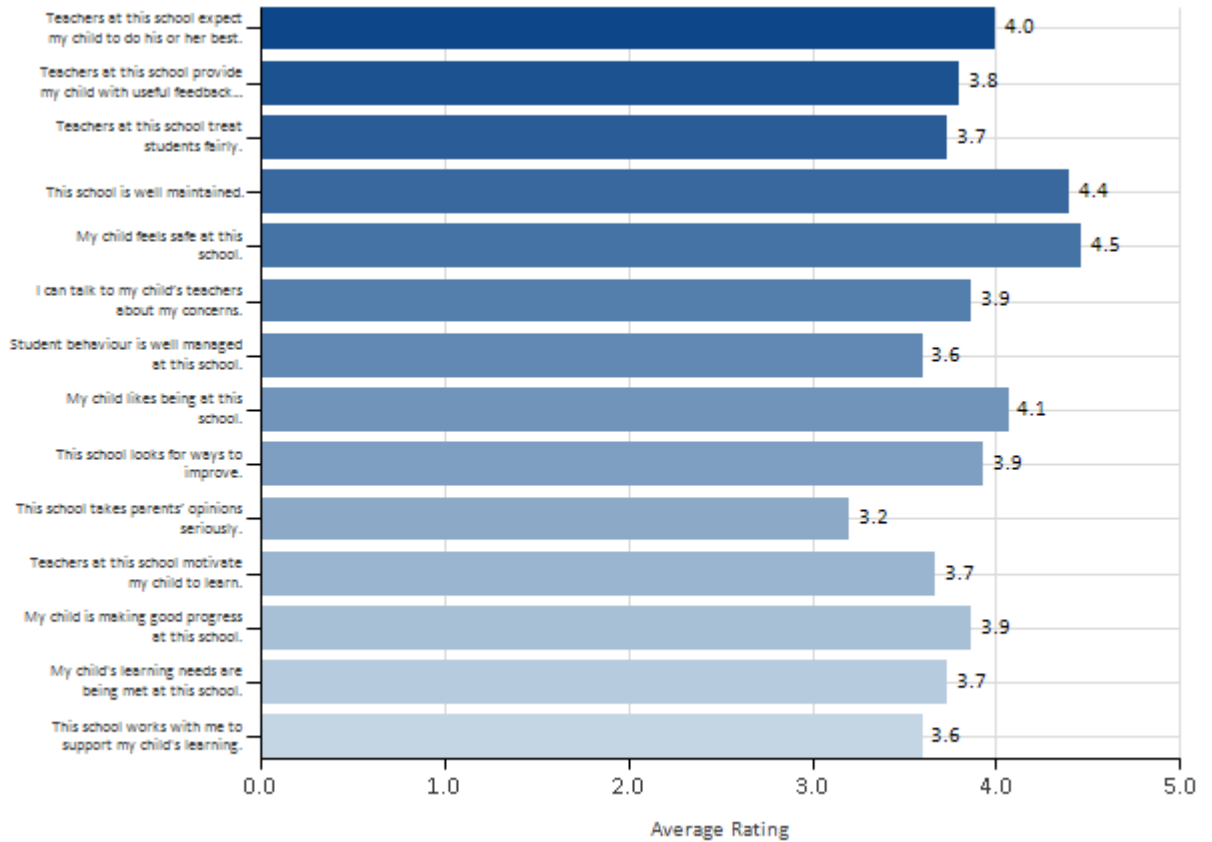
6.2 Destination

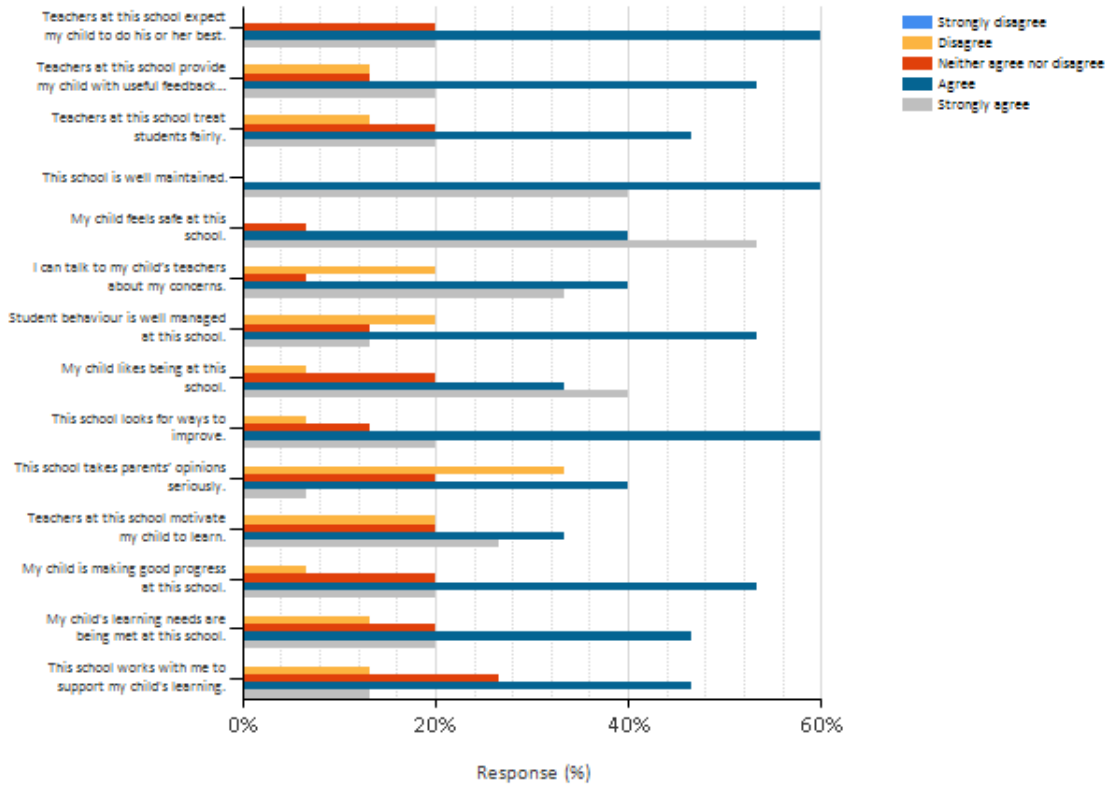
Table 6.2a: Intended Destination

Leave Reason	2015			
	School		Index	DECD
	No	%	%	%
Employment			3.5%	2.9%
Interstate/Overseas	3	30%	10.5%	9.5%
Other			0.5%	1.4%
Seeking Employment			4.1%	3.8%
Tertiary/TAFE/Training			4.0%	3.6%
Transfer to Non-Govt Schl	1	10%	9.8%	9.8%
Transfer to SA Govt Schl	6	60%	46.0%	48.8%
Unknown			21.6%	20.3%

7. CLIENT OPINION

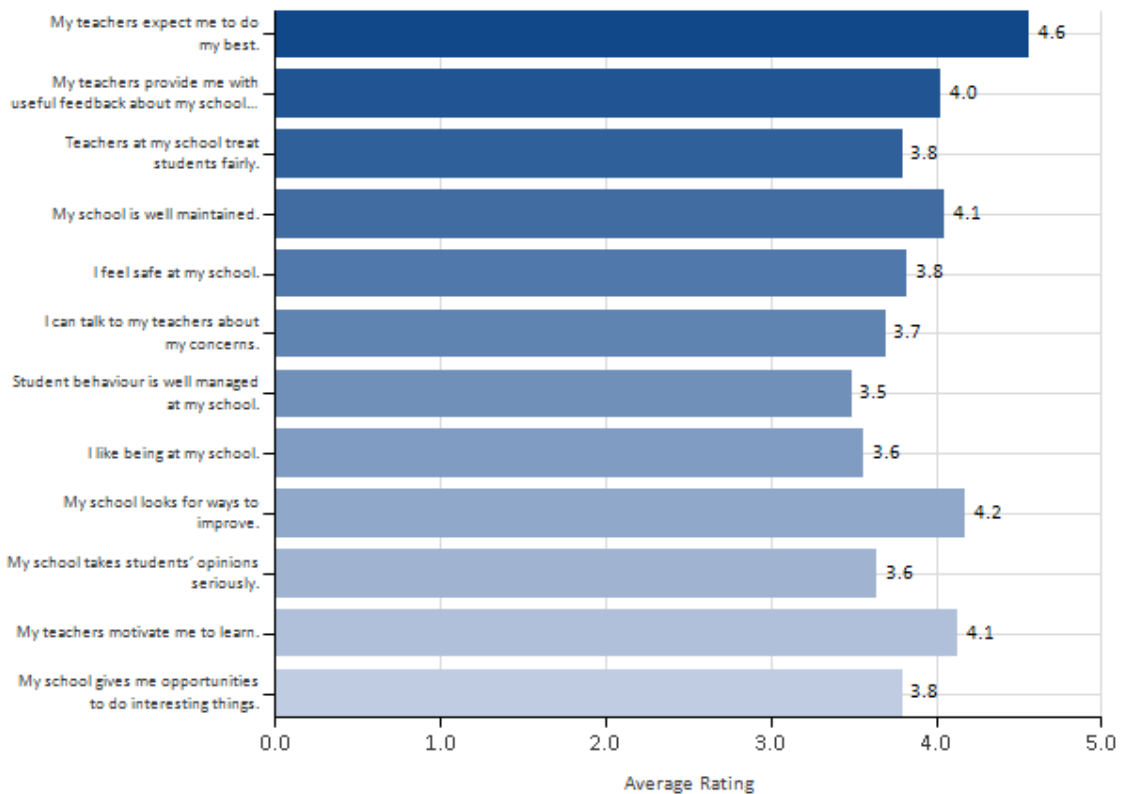
7.1 Parent Opinion

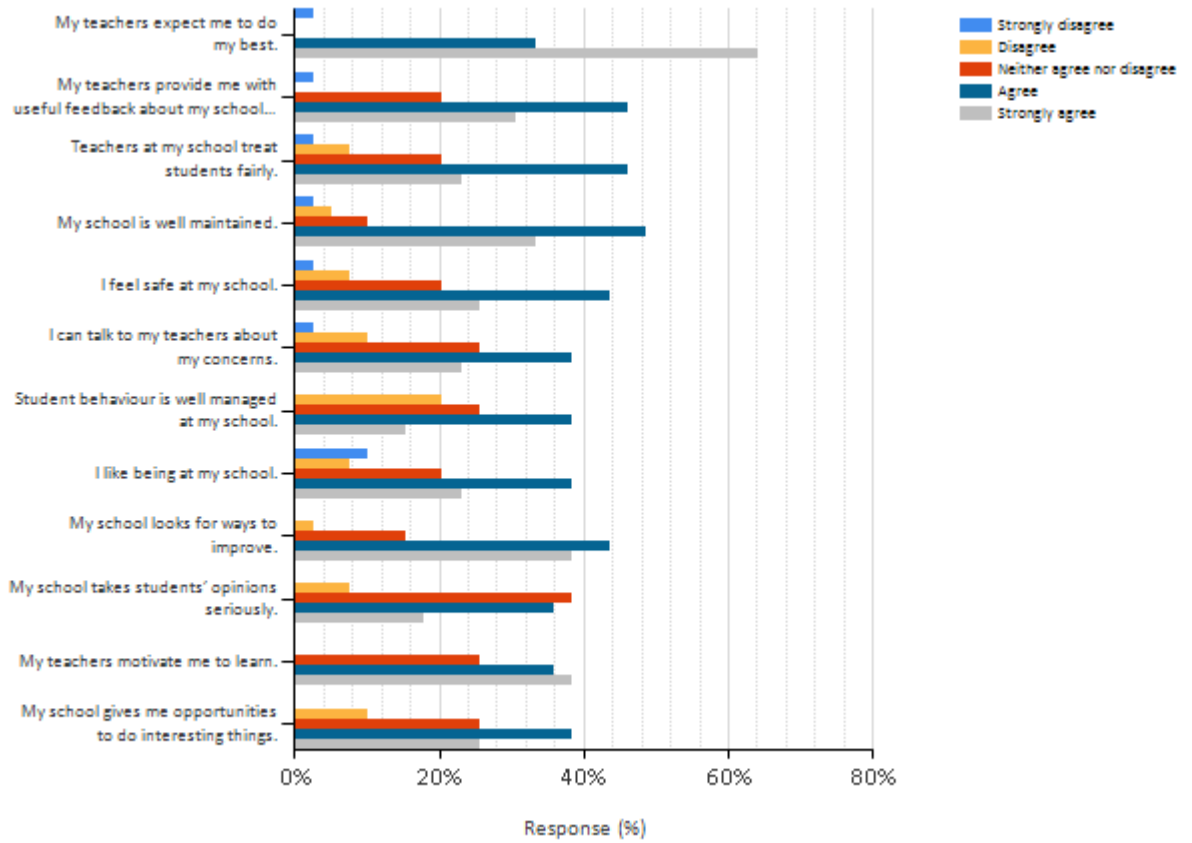




These charts are the result of Parent Opinion surveys completed by 15 Parents carried out during November 2015.

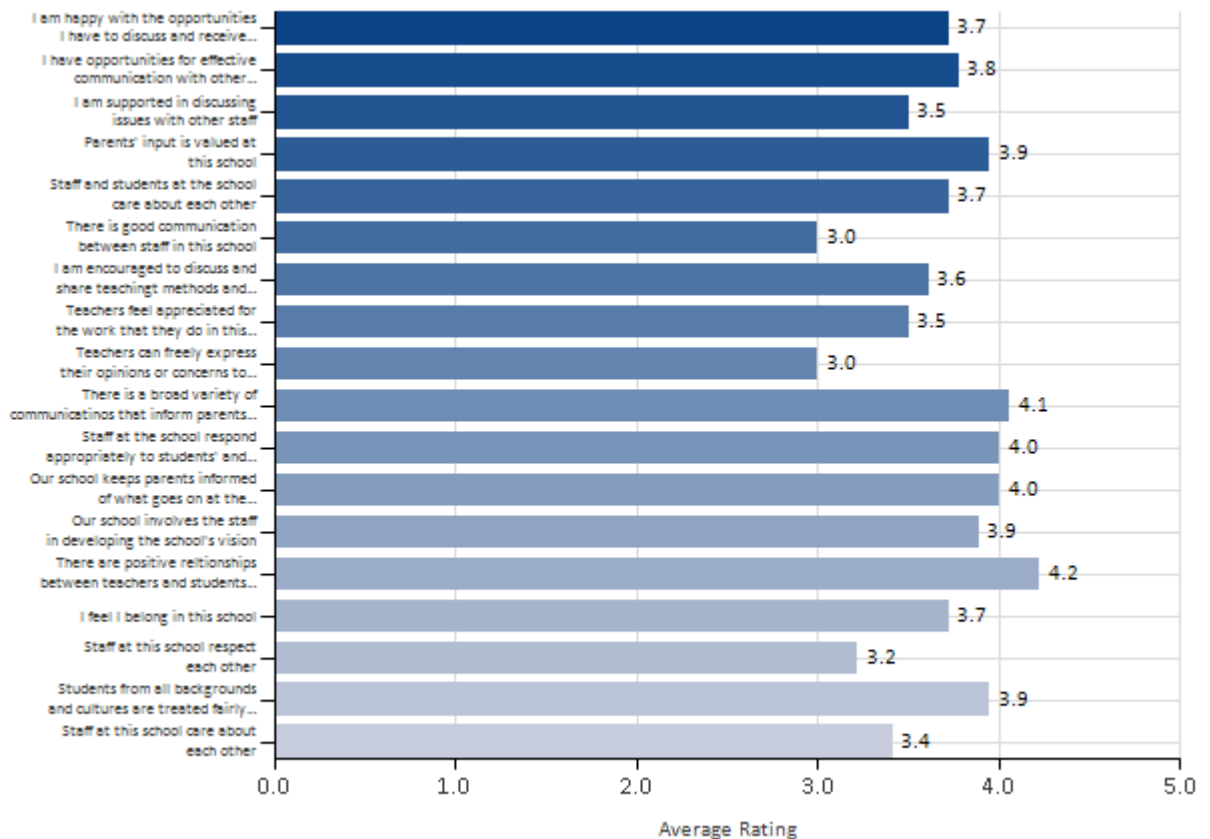
7.2 Student Opinion





This graph reflects a survey that was carried out at the end of November, 2015. All students from year five and above were invited to respond, with 39 making a submission. There are three clear “standout” strengths – on the whole students feel that teachers are approachable, encourage them to achieve and motivate them to learn. Overall responses were more positive than previous years.

7.3 Staff Opinion



This survey was carried out during November 2015. All staff were encouraged to participate, and responses were received from 17. It is clear that there is room for improvement in how staff communicate with each other and freedom of expression. The reduction in rating from previous years suggests this is an area requiring improvement from 2016.

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/>

8. ACCOUNTABILITY

8.1 Behaviour Management

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

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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	27
Post Graduate Qualifications	9

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	9.6	0	8.18
Persons	0	12	0	12

9. FINANCIAL STATEMENT

Income by Funding Source – to November 16, 2015

	Funding Source	Amount
1	Grants: State	\$1,788,937.21
2	Grants: Commonwealth	\$1,500
3	Parent Contributions	\$39,992.96
4	Other	\$64,192.62