



Lucindale Area School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Lucindale Area School Number: 749

Partnership: Tatiara - Wrattobully

Name of School Principal:

Adrian Maywald

Name of Governing Council Chair:

Georgie McKay

Date of Endorsement:

20th of April 2017

School Context and Highlights

As a school and community we can reflect upon the 2016 school year with great pride and happiness. Over the past 4 years we have seen the school move from strength to strength, leaving no stone unturned in the pursuit of personal, school and community success.

As you read the Annual Report, I ask you to think about what really matters? We give thanks to our families, our volunteers, our cleaners, our bus drivers, our music teachers, our school staff, our governing council and its sub committees, our local businesses, our community groups (in particular Lucindale Lions) and our many sponsors without whose support we would not have achieved our exceptional results.

Shelby Ferguson (School Co-Captain for 2017) said 'Titles don't matter, it is about your actions and being the best you can be, every day'.

There is no such thing as perfection but simply learning journeys where we can aim to be the best we can be at any given moment! For 2016 we celebrate the individual successes and the accumulation of many personal bests by our award winners and those around them who have made it all possible. We also celebrate the collective wisdom and camaraderie that is shared between our community that embodies 'School and Community Working Together'.

Some combined successes have included:

*Interschool Athletics 1st place.

*Multiple arts awards across the South East and region (Thank you Art Club).

*In NAPLAN our students have achieved above like schools averages and demonstrated growth in all year levels and tests bar 1 out of 24.

*More than 70% of our teaching staff nominated for awards and one state finalist for a Lifetime award.

* Multiple redevelopment and upgrades across the school including Toilets and Hall.

*Significant movement forward with ICT infrastructure and resources (iPads, laptops, computers, white boards and having the NBN installed at the Boarding House.

*SACE Merit Awards for individual students and SACE marking that was in-line with moderation results.

*A school staff who are committed to being the best they can be and challenge students to be their best.

* Effective mentoring, line management structures and Performance and Development processes.

Thank you for what has been a wonderful 2016 school year and I look forward to continuing this journey in 2017 with a clear focus on what really matters:

'Are you being the best you can be each day and lifting others around you to be their personal best?'

Adrian Maywald

Principal

Governing Council Report

In 2016, the Lucindale Area School Governing Council has maintained its focus on continuous improvement and ensuring the ongoing pursuit of excellence for our school. The Finance Committee has provided continued governance to ensure the prudent financial management of school projects and the whole school budget.

The Marketing and Promotions Committee has overseen the upgrade of the front garden and entrance to the school grounds, and after many months has successfully launched a new look school website, and continues to provide an informative and fun Facebook page for the school community to enjoy and participate in.

The Uniform Committee was incorporated into the Marketing & Promotions Committee earlier this year and the core focus of 2016 has been to provide a new set of athletics singlets, which after extensive community consultation, will be introduced in time for the summer athletics season in Term 1 of 2017.

The school's Farm Committee has continued to promote community linkages and ensure that the school's Agricultural Program is at the forefront of current agricultural practices. This translates into success in the show arena and we congratulate all involved in the many show successes of this year. The Ag program in the younger years is providing unique learning opportunities, but it is also teaching students the benefits of home-grown produce and healthy eating choices.

The Boarding House has continued to provide a "home away from home" and we thank Daniel Ryan for his energy in making this environment so welcoming.

In 2016, the Bus Committee has focused on evacuation drills, creating desirable bus behavior, ensuring that all bus routes have parent representation and late last year were lucky enough to receive a visit from our local Policeman, who helped to instill in students the importance of bus safety.

The Naracoorte Bus has been overwhelmingly successful and is at capacity. The growth in interest in Lucindale Area School means that we are currently investigating options for obtaining a larger bus to service the community in 2017.

The Canteen Committee has worked hard this year and has focused on invigorating the wonderful facility that the school community is able to enjoy five days a week. Fundraising efforts have been noteworthy and have included a film night, red food days and the Halloween fund raiser.

The Community Library is thriving under the leadership of Kerrie McRae. There a

Improvement Planning and Outcomes

From our 2016 Agreed School Action Plan and our 3 year Overview we have progressed and achieved the following:

- * Implemented a range of Play is the Way strategies in the yard and classroom around goal setting and problem solving language.
- * All staff have attended training and gained line management support around assessment, programming and differentiation of curriculum.
- * Developed a culture of student partnership with staff and community in learning.
- * Maintained Staff Learning Team focuses on Literacy, Numeracy and Wellbeing/Accountability.
- * Successful Deadline and Performance and Development policies.
- * Multiple learning area improvements including Hall refurbishment with Parquetry floors, upgraded Netball, Basketball goals and other sporting structures.
- * Replacement of student toilets to a high standard that exceeds departmental guidelines and a front of school upgrade.
- * Completing Administration Computer replacements and new student laptops/iPads along with 4 additional Electronic White Boards.
- * Started tracking student effort and grades each semester.
- * Improved in all Naplan tests areas and ages bar one.
- * Coordinated and planned Partnership development, student free days, finances and actively participated in Executive and multiple Consultation groups.
- * Developing individual goal setting for students and continued mentoring and after school study for student support.
- * Had 2 staff trained in formal classroom observation training and continued to develop our performance development processes for improved outcomes for staff and students.
- * Introduced staff to PAT data and undertook further training to support our learners.
- * Maintained a consistent focus for all staff and students on gaining best efforts each day.
- * Workplace Health and Safety Audits to maintain and improve our safe work environments for students, staff and volunteers.
- * Staff participated in Quick Smart Maths Training and Shine SA accreditation to gain improved practices around Child Protection Curriculum and the Health Curriculum.
- * Establishment and regular review of common agreed goals by all classes.
- * Improved recognition and ownership of site plan to our Step 9 teachers.
- * More than 70% of Lucindale Teaching Staff were nominated for awards and further recognition.
- * Staff immersed in more professional readings and discussions around what really makes a difference for improved learning outcomes.
- * All teaching staff aligned their performance to the Professional Standards for Teaching with line management review and staff training being based around identified areas.
- * Trial of One Plans for students to align to new student support practices.

Where to next: We will now focus upon updating our 3 Year Plan and school leadership profile to best meet the needs of our students and staff for the next 3-5 years. We will continue to focus on the core development of all staff and what we believe truly makes a difference in supporting our students to achieve personal bests each day. We will continue to upgrade our school facilities including the Pool, playground, learning areas and maintain our focus on IT facilities.

Most importantly we will continue to build capacity in our whole staff to ensure future sustainability of our programs and ownership of responsibilities to ensure students and staff have every possibility of success within our school and the wider community.

Thank you all for a wonderful 2016!

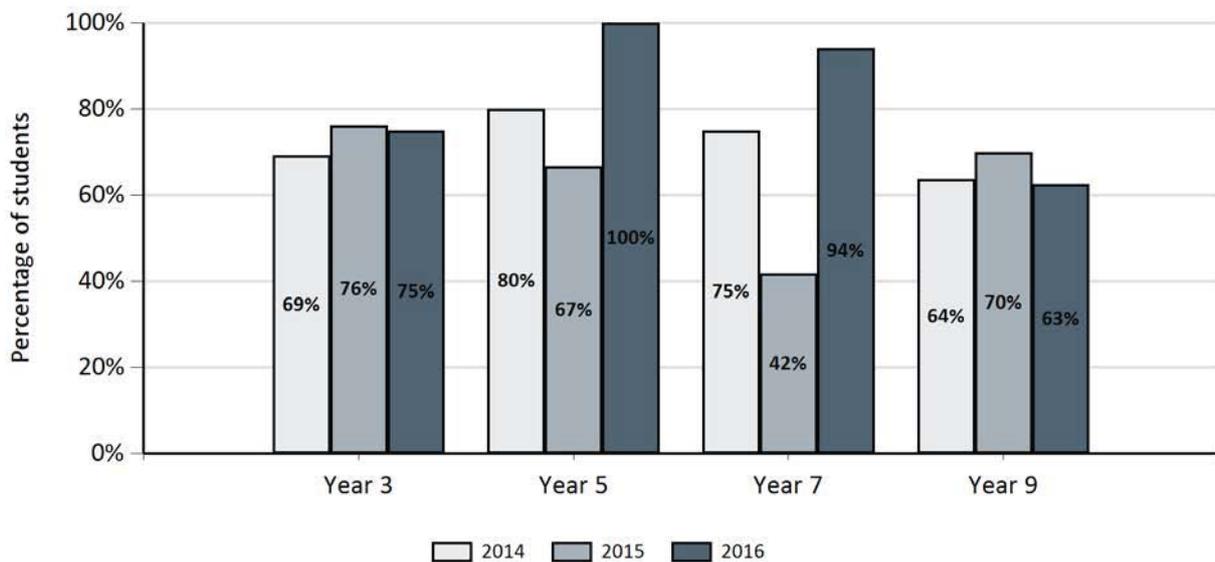


Performance Summary

NAPLAN Proficiency

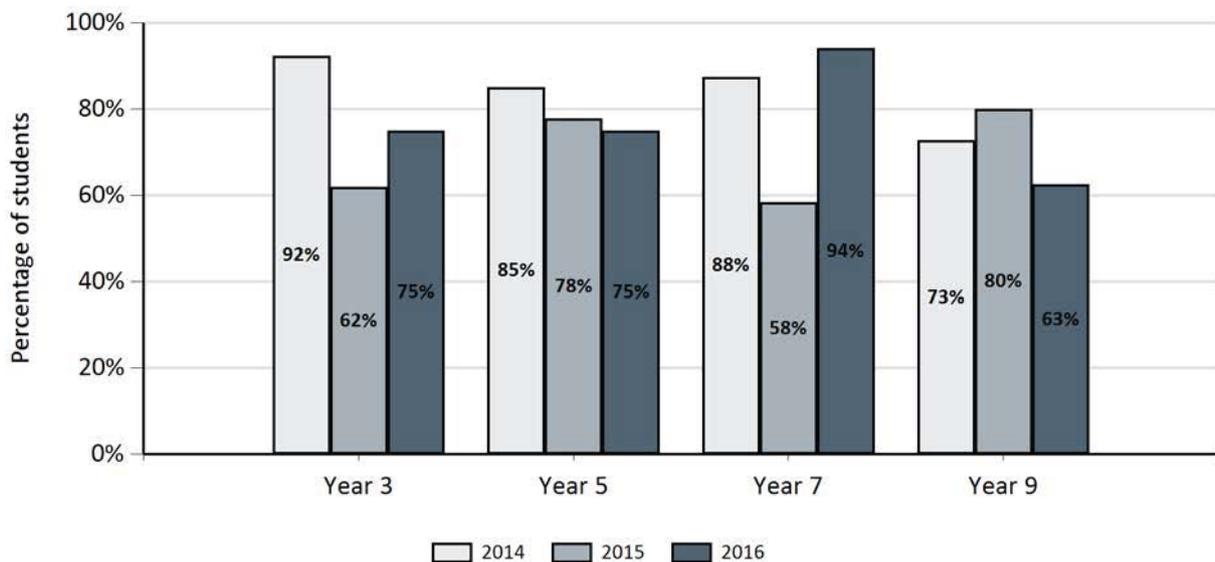
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	8%	13%	0%	25%
Middle progress group	75%	50%	20%	50%
Upper progress group	17%	38%	80%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	17%	19%	20%	25%
Middle progress group	67%	63%	80%	50%
Upper progress group	17%	19%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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%.

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 2016	16	16	5	5	31%	31%
Year 3 2014-16 Average	16.7	16.7	7.0	4.3	42%	26%
Year 5 2016	12	12	5	4	42%	33%
Year 5 2014-16 Average	13.7	13.7	4.7	3.0	34%	22%
Year 7 2016	17	17	7	6	41%	35%
Year 7 2014-16 Average	12.3	12.3	3.3	2.7	27%	22%
Year 9 2016	8	8	4	2	50%	25%
Year 9 2014-16 Average	9.7	9.7	2.3	2.0	24%	21%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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).

2014	2015	2016
90%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	2.5%
A	0%	0%	5%
A-	3%	0%	2.5%
B+	10%	15%	12.5%
B	16%	22%	10%
B-	10%	22%	25%
C+	19%	22%	17.5%
C	13%	10%	25%
C-	19%	10%	0%
D+	3%	0%	0%
D	3%	0%	0%
D-	3%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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 that year.

2014	2015	2016
83%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	42%	37.5%	22%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	100%	100%

School Performance Comment

Year 12 Results 2016:

Out of the cohort of 9 students, 100% completed and gained their SACE, this was achieved using a variety of different strategies such as conversion of subjects into Community Studies B, exit assessments to gain 10 credits for subjects that had a minimum of 50% completed over the year and utilising VET certificate 3 competencies to make up SACE stage 2 Credits.

Out of the 9 students who completed, 8 gained an Australian Tertiary admissions rank (ATAR). The highest ATAR was 84.5, with another in the 70s and the rest in the 50s. The 3 that applied to go onto further education gained entrance into the courses they enrolled in.

In the Stage 1 and 2 compulsory subjects the results were: Stage 1 English saw all students gain a C grade or higher in 20 credits of either English or Essential English. In Mathematics, either General or Essential, all students gained the required C grade or higher the same result occurred in the Personal Learning Plan. The Research Project had all students who submitted work pass the course and had three student results in the A range from an A+ to A-.

This has the flow on effect that all of 2017's Year 12 cohort have the opportunity to achieve their SACE provided they pass at least 60 credits at Stage 2. For the most part the moderation results were very pleasing with only a small number of Stage 2 subjects having their results changed through moderation, which has been reviewed in line management processes and clarification forums to ensure continual improvement.

Overall a very pleasing progression for our school which has seen improvement in results and teaching practices to provide opportunity for learning success over the last 4 years. Congratulations to all of our senior students in 2016 and thank you to the families and staff who have supported our students in achieving great results.

Attendance

Year level	2014	2015	2016
Reception	94.1%	89.7%	89.7%
Year 01	89.7%	94.9%	89.3%
Year 02	93.5%	91.6%	93.6%
Year 03	93.9%	93.4%	93.5%
Year 04	94.8%	92.0%	94.7%
Year 05	91.6%	93.1%	92.4%
Year 06	91.0%	90.0%	96.0%
Year 07	95.7%	91.8%	91.3%
Year 08	93.6%	93.4%	91.9%
Year 09	93.2%	92.6%	93.1%
Year 10	90.5%	92.2%	96.0%
Year 11	91.9%	91.3%	94.4%
Year 12	82.5%	88.8%	87.6%
Total	92.5%	92.1%	92.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

In 2016 Lucindale Area School has implemented its attendance policy effectively in ensuring prompt follow up of unexplained absences and working closely with families to be proactive about planned absences for holidays, sporting commitments and other reasons. While we have not achieved the State target of 95% we have maintained a 0% of unexplained absences and open communication and learning support with our student planned absences to minimize disruption to each student's learning. We will continue to work with families to promote and actively encourage regular attendance and engagement.

Behaviour Management Comment

2016 has been another great year for Lucindale School and Community with very proactive approaches to maintaining class and learning engagement from all staff and students. This has included Play is the Way language and practices being implemented across the Primary, staff professional development around differentiation of the curriculum for student needs and active engagement of student voice in the curriculum. While we have few students who push the limits we work closely with families and students to individually target their greatest needs to gain improved outcomes. With 3 student suspension for the year in 2016, this is still far higher than we would like but it leaves our suspension rate at less than 1% which is pleasing.

Client Opinion Summary

With our first on-line survey complete in 2016 we also completed a paper version for correlation and established that both surveys returned similar results. In future we will review the timing of our surveys and work on increasing the number of responses as between our paper surveys and electronic surveys we have only gained around 15% of our community/parent opinions.

Lucindale Area School has continued to focus on Wellbeing during 2016. A Deadline Policy that was developed in 2015 was implemented across Years 8-12 to assist students in meeting deadlines and taking accountability for their own learning. In 2017 there are plans to extend this policy to upper primary students in a modified format. The Wellbeing and Accountability learning team looked at goal setting and student tracking across R-12. The Child Protection Curriculum was also implemented and Primary and Secondary Shine training in Relationships and Sexual Health was offered to our staff and the district during the July school holidays at our site. The Play is the Way program was delivered to R-9 students and articles about the activities were included in the school's newsletter. Lunch time programs were offered to students by the Wellbeing Coordinator and the PSW throughout the year and a structured Pastoral Care program was implemented during class time for students from Years 6-10. Responding to Abuse and Neglect Training was conducted for all volunteers within our site every term as well as making sure all volunteers had current police checks.

Our Parent Opinion Surveys highlighted that the majority of our families are exceptionally happy with the service and support they receive. The commitment of all staff to do their best to meet the needs of our students was a stand out and something we should all be proud of.

In growth areas for us to focus are continually finding ways for all families to express their voice/opinion and in growing leadership capacity across all of our staff.

We thank everyone that took the time to respond to our surveys and have ensured this data was considered in setting both our 2017 Site Action Plan and our 3 year directions.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	11.4%
Other	0	NA
Seeking Employment	4	11.4%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	20.0%
Transfer to SA Govt School	9	25.7%
Unknown	11	31.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers at our school are supported to complete a DECD relevant history screening and we actively encourage all volunteers to also undertake our training we provide once a term on Responding to Abuse and Neglect. Lucindale Area School is very lucky to have a large number of volunteers who assist us with many of our programs and committees. This allows us to continue our focus on 'School and Community Working Together'.

Teacher Qualifications 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	27
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	13.3	0.0	7.6
Persons	0	15	0	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$71,200.00
Grants: Commonwealth	\$9,140.92
Parent Contributions	\$91,661.36
Fund Raising	\$27,129.25
Other	n/a

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	N/A
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Individual SSO support time for use in class by identified Students with Disabilities was used to improve outcomes as identified in their individual OnePlans.	All students achieved satisfactorily against their modified goals in OnePlans.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Students with Learning Difficulties were identified and targeted for small group/1-1 SSO support in MultiLit, Reading Intervention and Numeracy support.	Completion of MultiLit by 6 students, Reading Intervention participation by 5 students, Numeracy Intervention completed by 4 students.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funding supported staff training and development and curriculum development across the school in several areas including Digital Technologies, Mathematics, Languages, Geography, Civics & Citizenship, Economics & Business, Health and Physical Education. All staff planning and programming with appropriate differentiation using all subjects from the Australian Curriculum. Participation in assessment task moderation by all staff.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Students who did not qualify for funding under other programs for additional support were identified for small group/1-1 intervention time from SSOs for behaviour support and learning needs.	Completion VET competencies, reduction of behaviour incidences.
	Specialist School Reporting (as required)	Our Support funding for our Agriculture Program and Boarding Program continue to allow us subsidise the cost of our Boarding Facilities and provide an in depth and broad Agricultural program and facilities.	Successful completion of Agriculture courses by all students.
Primary School Counsellor (if applicable)	Improved Outcomes for Gifted Students	N/A	N/A
		2016 sees our School top up the funding to provide support not just Reception to Year 7 but across Reception to Year 12.	All outcomes achieved from Site Plan.