



Oodnadatta Aboriginal School

2022 annual report to the community

Oodnadatta Aboriginal School Number: 324

Partnership: Far North

Signature

School principal:

Ms Linda Ritchie

Governing council chair:

Rosanne Woodforde

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Oodnadatta Aboriginal School is in Oodnadatta located near the western edge of the Simpson Desert in the far north of South Australia. It is situated 200km northeast of Coober Pedy. It is approximately 1118 km by road from Adelaide with flights available to and from Adelaide and Coober Pedy three times a week. The small Oodnadatta community consists of approximately 100 people and there is access to a general store, roadhouse, post office and hotel. The school operates in partnership with the community catering for Preschool to Year 12 students. It is a very well-resourced school with an impressive array of amenities including an attractive swimming complex and a large gymnasium.

Current enrolments include 19 students from EALD backgrounds, and 1 student verified as a student with a disability. There is a degree of transience as families travel in and out of the community to access services as required, however there is a cohort of students who have remained in the school over many years.

The start to this school year was very challenging with flooding resulting in the principal and teachers being flown in to begin the school year on time. The employment of teachers to fill positions was also a challenging process, and we were very grateful to have relief teachers willing to come to support. Fortunately, a new teacher joined the team in second term, and another returned in term 3. We also welcomed a business manager who supports all staff members and students.

Highlights throughout the year included pool lifeguard training and First Aid for community members and secondary students. It is wonderful to have two local lifeguards to open the pool during holiday breaks and keep all in attendance safe while cooling off. Senior students participated in a drug and alcohol workshop and an excursion to Adelaide while primary students enjoyed a sleep over at school. We were very fortunate and welcomed university students to join us in term 4 to complete their teaching practicums at our school. Students enjoyed having new staff to interact with and learn from. It was also great to have them attend the senior camp with staff and students. We hope to attract another cohort of student teachers next year to promote how great it is to live and teach in this community.

A most enjoyable time was had by all in our whole school basketball match and end of year Christmas celebrations and awards.

Governing council report

We had a productive year at the school with several major works to support teaching and student learning. What has in the past presented as an ongoing problem with technology in the school has now been addressed, with rewiring of the whole school and ongoing support from our regional IT support person. New Phonack sound systems to promote hearing were also ordered to be installed early next year. A decision was made to introduce a Breakfast program in the mornings to ensure each student started the day with a meal to support their concentration and learning in the classroom. It is also an opportunity for students to develop the routine of having breakfast and socializing before beginning their daily learning. We continue to promote healthy food choices to promote the idea that healthy foods contribute to healthy minds.

As the chairperson of our school, I enjoyed the opportunity to engage with other family members and I encourage other family members to join the school governing council and have a voice in school decisions that focus on the school budget, building works and most importantly events, activities, and student learning outcomes. Meetings are held twice a term, for approximately one hour, where we sit and discuss school matters over morning tea. Please consider joining the Governing Council and have a say in the school that is an important part of our community.

Unfortunately, John, our school principal had to take leave for personal reasons at the end of 2022 and we thank Delia Farlam for stepping into the principal position alongside of her teaching role, to keep the school up and running for the final four weeks of the school year.

I would like to wish everyone a wonderful break over the school holidays and look forward to seeing you all back in 2023.

Quality improvement planning

The collection and deep analysis of site data supported the ongoing evaluation of key actions and progress made towards achieving our improvement goals and targets for 2022. Our action to lift reading achievement included the introduction of Read Write Inc as our synthetic Phonics Program. Early assessment of all students R-7 who participated in the assessment, demonstrated that all students were below or well below the standard expected in the achievement of phonics.

In 2022 there were no Year 1 students participating in the Phonics Screening Check and Running record data also demonstrated students were well below the standard of educational achievement for their year levels. This promoted the urgent need to provide whole school intervention in individual tutoring, to lift the tail and improve student achievement in phonics and accelerate improvement in reading.

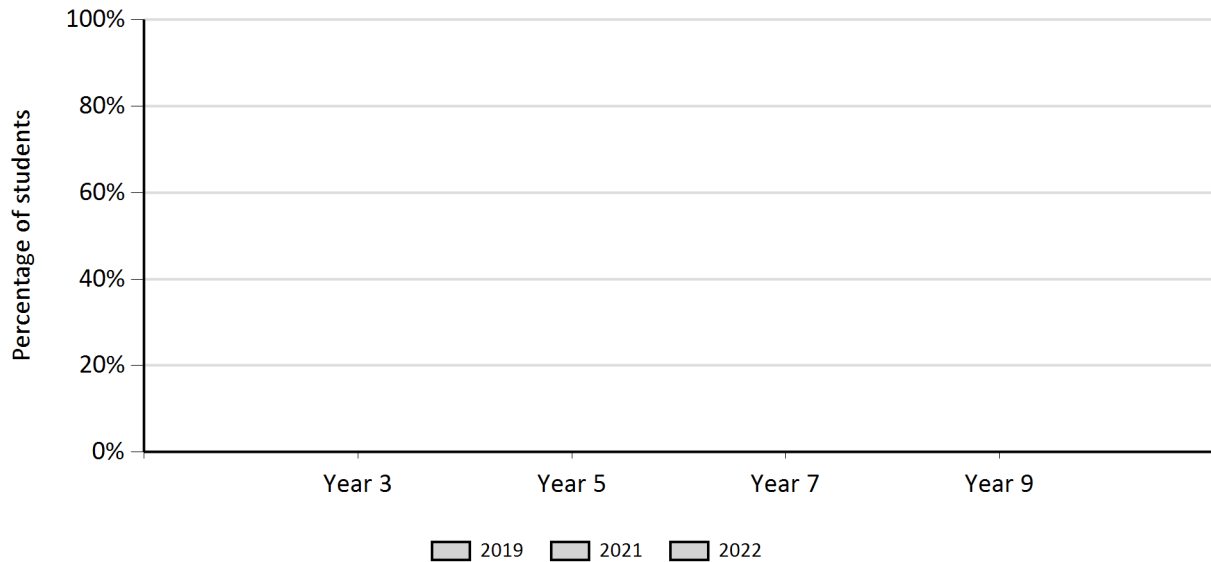
Improvement in achievement for students will be further developed through the directions we received from our External On-Track School Review to develop whole-school approaches that embed consistency and congruence in effective pedagogical practices, curriculum coherence (including scope and sequence) and authentic student influence.

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

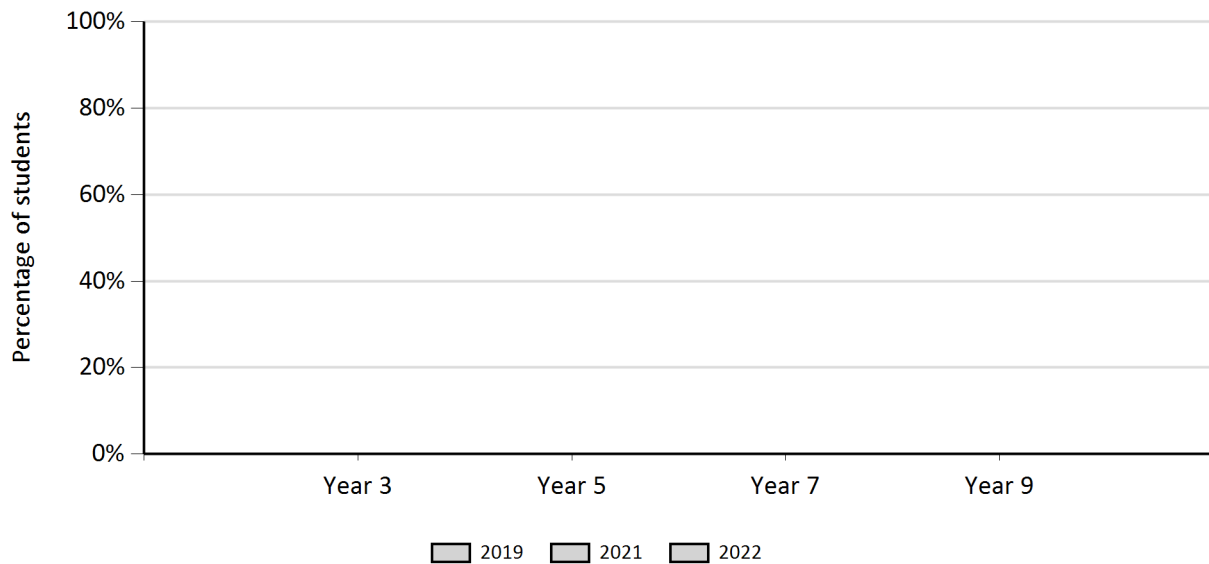


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

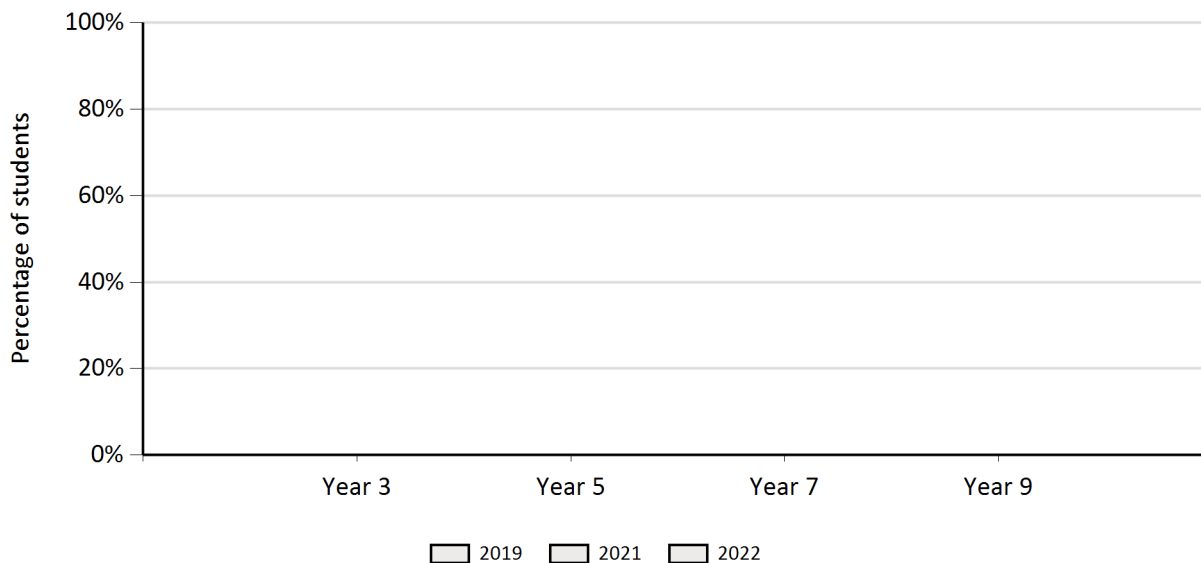
[^]includes absent and withdrawn students.

*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



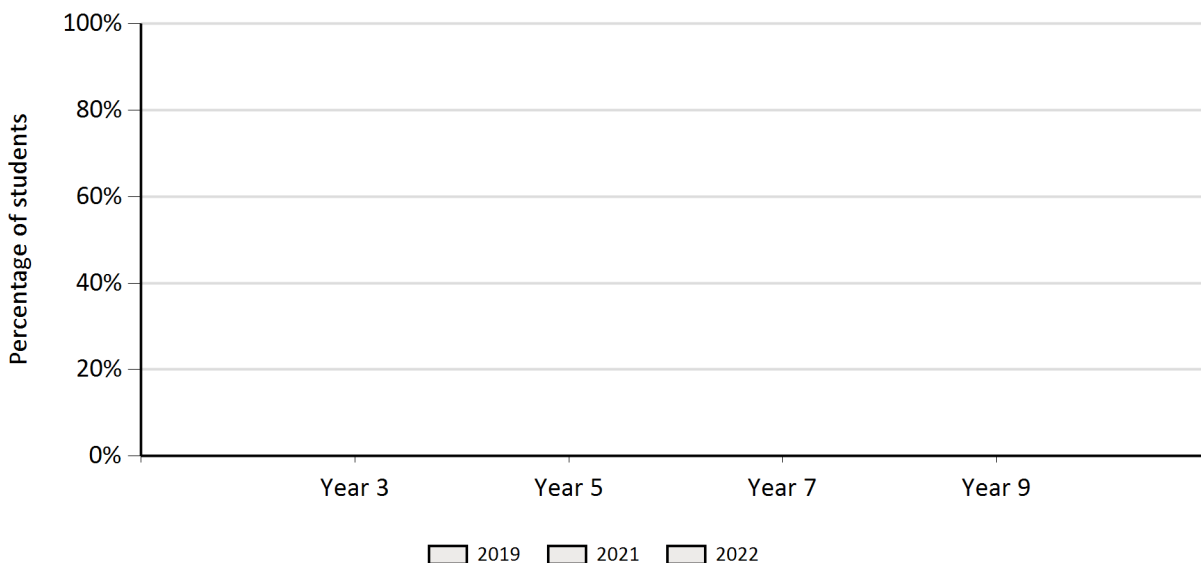
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

Aboriginal student data supported staff in creating their professional development plans and the ongoing evaluation of key actions and progress made towards achieving our improvement goals and targets in literacy for 2022. Teaching staff aligned their PDP goals to the Site Improvement goal to improve reading and identified targets and actions along with professional learning to improve their reading pedagogy. A high impact action to include students engaging in a cycle of using their reading data to actively determine individual literacy goals was a key goal that successfully engaged students in reflecting on their progress towards achieving their goals and planning next steps to promote progress. Teaching staff will continue to work collaboratively together to discuss oral language development using the literacy progressions to ensure they successfully assess and intentionally design high impact teaching strategies to improve oral language, vocabulary, listening and interacting to ensure student improvement in reading for Aboriginal students.

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

Due to small numbers of students enrolled in the school, individual achievement cannot be published for privacy reasons. The focus on improving oral language and vocabulary has had an impact as demonstrated in the analysis of site data.

South Australian Certificate of Education - SACE

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

Data Source: SACE Schools Data reports, extracted February 2022

*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

Data Source: SACE Schools Data reports, extracted February 2022

*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

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2017	2018	2020
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	1%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	0%	#Error	#Error	0%

School performance comment

Due to very small numbers of students attending the school, it is difficult to draw reliable conclusions about changes in performance from year to year.

A small percentage of students achieved just below the standard of Education in the level of PAT R testing they participated in.

2021	2022
0%	0%
0%	0%

Attendance

Year level	2019	2020	2021	2022
Reception	54.6%	64.0%	48.1%	63.2%
Year 1	N/A	60.6%	74.5%	46.5%
Year 2	73.9%	N/A	N/A	64.0%
Year 3	N/A	76.8%	100.0%	N/A
Year 4	78.3%	N/A	76.5%	13.8%
Year 5	92.4%	81.5%	N/A	66.2%
Year 6	76.2%	90.3%	90.3%	N/A
Year 7	87.3%	N/A	92.7%	48.0%
Year 8	79.4%	82.6%	82.7%	67.1%
Year 9	N/A	26.5%	59.2%	12.9%
Year 10	61.8%	77.8%	92.9%	42.0%
Year 11	94.9%	N/A	N/A	37.0%
Year 12	N/A	57.5%	100.0%	N/A
Total	75.2%	67.7%	82.3%	55.7%

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

Attendance comment

Attendance and transience continue to be a significant challenge and barrier to student learning and achievement. While there was an improvement in the percentage of habitual non-attenders from 20% in 2021 to only 5% in 2022, there was a significant and concerning increase in the number of chronic non-attenders in 2022 from 33% in 2021 to 86% this year.

The high level of transience in and out of the community contributes to the level of non-attendance.

Behaviour support comment

Behaviour at the school does not present as challenging with very limited incidents of violence and bullying. Students interact positively with one another and staff to promote an environment that is safe and conducive to learning.

The low levels of motivation displayed by students resulting in minor interruptions to teaching and learning is an area of challenge and continues to be addressed at both an individual and whole school level, to support student achievement.

Parent opinion survey summary

There was a small percentage of family members who participated in the Parent Survey in 2022. Responses in all areas compared to 2021 results show a significant improvement in positive family member opinions. Family opinion indicates that the school has a positive school culture with 100% of family members strongly agreeing that relationships between teachers and students is built on mutual respect. Family members also strongly agree that they value education and that it is important, students are encouraged, and the school is equipped to plan pathways. While many family member opinions agree that they are encouraged to support student learning at home, only 33% agreed that they supported student learning in the home.

We continue to have a low number of family members participating in the Parent Survey. This may possibly be due to the platform used to collect this information. As a school we will continue to focus on providing support for our family members to engage in providing feedback to the school to continue building and maintaining positive and productive partnerships with families. In 2023 we will be focusing on engaging with families. We will engage the school SSO staff to conduct home visits to support parents' participation in the survey.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	14.3%
NT - LEFT SA FOR NT	2	28.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	57.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

We follow the processes as expected by the department to ensure we are and remain compliant with Relevant History Screening to maintain a high level of safety for all our students. Our school administration officer remains in contact with all staff members and volunteers regarding their screening status and is pro-active in ensuring they are responding to the emailed reminders they receive. All staff are encouraged to respond to reminders and to lodge their application for history screening 6 months prior to the due date to ensure continuity to their role.

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	11
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	0.0	6.0	0.8	3.0
Persons	0	6	1	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,360,560
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$0
Other	\$76,910

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

2022 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 2022 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	Additional support is provided in classrooms to promote good decision making and engagement in learning activities designed for individual student needs to promote achievement.	Decrease in disruptive behavior and improved outcomes in learning for targeted students is beginning to surface.
	Improved outcomes for students with an additional language or dialect	Funding is used to support smaller classes in the school. This increases teacher instruction for all students in the classroom.	Student oral language and vocabulary continues to improve and promote positive literacy outcomes.
	Inclusive Education Support Program	Continued implementation of Read Write Inc this year has focused on individual student achievement through rigorous assessment, small group teaching and learning/individual tutoring according to student need. Explicit program to support student speech/language development.	Students are beginning to make phonetic progress, especially in the foundation years.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Additional release time for teachers to develop and monitor One Plans for students with disabilities, Aboriginal students and students under the guardianship of the minister. Support staff provided in classrooms to support learning in all learning areas. Secondary students are engaging in pathway development and beginning work on their PLP. Plans while others investigate VET pathways.	Intervention is helping to close gaps and extend student learning in literacy. Our site data demonstrated a small but positive shift in student achievement. Teachers are confidently designing SMARTAR goals to target student learning and achievement.
Program funding for all students	Australian Curriculum	Teachers were released to collaboratively plan with one another using the curriculum. Student Free Days were used for staff to engage in ongoing Read Write Inc and alignment to the English Curriculum and Scope and Sequence. Teachers trialed the English teaching units. Secondary students engaged in VET activities to begin developing career pathways.	Junior Primary, Primary and Secondary teaching staff are accessing the Scope and Sequence documents to track and monitor student progress to promote achievement in English. Secondary students are beginning to develop career portfolios and discussion and steps to undertake traineeships.
	Aboriginal languages programs Initiatives	Teachers and students are engaging in cultural learning with the elders in the local community to promote use of first languages.	Aboriginal students were exposed to local language groups culture and language.
	Better schools funding	Funding was used to support smaller class sizes and to supplement School Service Officers to support during English and Mathematics lessons. This supported teachers to be able to work with students with the greatest need.	Gradual achievement is being made by early year students in literacy and numeracy.

Other discretionary funding	Specialist school reporting (as required)	Funding supported the recruitment of Support staff to support quality implementation of literacy based learning for individual and small groups of students to progress their learning in early literacy with a focus in oral language, Vocabulary, Phonological Awareness and Phonics.	Significant progress was achieved for early years student.
	Improved outcomes for gifted students	N/A	N/A