Keith Area School

2022 annual report to the community

Keith Area School Number: 757

Partnership: Tatiara

	Signature
School principal:	Mr Russell Wotton
Governing council chair:	Mr Aaron Woods
Date of endorsement:	**21 February 2023**

Government of South Australia

Department for Education

Context and highlights

2022 started with a continuation of compulsory masks, social distancing and for many, periods of isolation and quarantine. There is no doubt that such disruptions had a negative impact on student learning. There were also a number of staffing changes throughout 2022. At the conclusion of Term 1, Tobias O'Connor was seconded to work in a regional Principal Consultant job – before taking on the principalship of Bordertown Primary School in Terms 3 and 4. This had a substantial impact on Keith Area School, with teachers and leaders stepping up to take on new and different responsibilities. Despite the turbulence, staff and students showed an incredible amount of resilience. For those in new positions, the school community were exceptionally supportive, giving space and advice as required to support the smooth running of the school.

While there were a number of challenges, there were even more highlights. These included:
- The completion of building works in the primary intervention space and student wellbeing office.
- The successful return of the Royal Adelaide Show, where KAS picked up a number of ribbons
- A number of sporting success stories, especially for Mr. Blake and the basketball teams
- The Kangaroo Island Camp for students in years 7&8, as well as other camps and excursions which had previously been postponed due to public health restrictions.
- The Student Representative Council did a wonderful job leading the Remembrance Day service which was attended by school and community members as well as invited guests including the Mayor, Graham Excell, and local RSL Chairperson, Laurence Oliver.
- National Ag Day, where students and staff dressed up as their agricultural industry idols and undertook a number of student-led 'farmer's challenge' activities to raise money for the Royal Flying Doctor's Service.

Moving into 2023 we have an opportunity to start a school year with more certainty than has been the case for a number of years. At Keith Area School, this will mean adjusting our Site Improvement Plan to ensure that we are taking all necessary steps to enhance student learning and improve student outcomes, especially in numeracy and reading.

Russell Wotton
Acting Principal

Governing council report

As we wrap up 2022, I take this opportunity to reflect on another successful year here at KAS. Although we had a staggered start and Covid still lingering around, the staff and students took it in their stride and got on with life as we know it.

This year saw the school with again, some great facility upgrades with the new Learning Hub and Wellbeing rooms. As a Governing Council we are always trying to keep the school as modern and up to date with new and improved facilities so our children can have the best chance furthering and excelling at their education.

This year also saw a change at the top with our principal, Tobias O'Connor, asked to step away and further his education and career which saw our deputy, Russell Wotton, step up and I commend him for taking the reins. As you all could imagine, they are not easy shoes to fill.

As I finish my second term as a council member and chairman, I wish to thank all of my fellow members for your time and commitment and passion for Keith Area School and the students, staff and community we represent. In my opinion, we make decisions that will best suit our school and the people in it. We make sure they have the best education and opportunities to be valuable members of society. Our sub-committee volunteers are in short supply but the people that turn up are valued and you don't go unnoticed. If anyone wants to become involved, please get in touch with the school and you will be pointed in the right direction.

I also wish to thank all the council members and staff that are moving, on all the best in the future.

Aaron Woods
Governing Council Chair

Quality improvement planning

Goal 1 – Numeracy
Challenge of Practice:
If we explicitly teach, model and provide opportunities to develop problem solving and reasoning skills, then we will see more confident and engaged mathematical learners.

Key Actions:
- All teachers continued to use the F-10 Numeracy Agreements.
- All teachers planned for and used a form of pre-assessment, for each unit, to inform planning and share strategies/resources with teams

- All teachers engaged in professional learning via Professional Learning Teams to develop consistency and further their understanding of High Impact Teaching Strategies and the implementation of the Curriculum Units Years 3-10.
- All teachers used Transforming Tasks resources to support rigorous task design.
- All teachers planned for and included the principles of a dialogic classroom within their lessons to help learners to reason, discuss, argue and explain.
- All teachers built capacity around their understanding of the developmental continuum and the need for manipulatives and other visual representations.
- All teachers found out what strategies students use when numeracy becomes challenging, then modelled and developed efficient strategies with the aid of student voice.

Monitoring occurred by:
- Reviewing student work samples (summative and formative)
- Talking to and listening to students talk about their work, thinking and learning
- Observing students use a range of strategies independently
- Talking to students about their learning and next steps (goals) •
- Noting mathematical language use during class, peer or 1:1 discussions
- 5-9 disposition and engagement survey results reviewed, discussed and next steps planned by teachers

Goal 2 - Writing
Challenge of Practice:
If we provide intentional and planned daily opportunities for the explicit teaching of the disciplines of writing and the features of different texts, then students will create more sophisticated writing.

Key Action:
- All teachers continued to use the F-10 Literacy Agreements.
- All teachers engaged in professional learning via Professional Learning Teams to develop consistency and further their understanding of High Impact Teaching Strategies and the implementation of the Curriculum Units Years 3-10.
- All teachers used Transforming Tasks resources to support rigorous task design.
- Through formative assessment, teachers provided feedback that moves students forward and have strategies that enabled students' goal setting and maintained high expectations.
- All teachers F-10 provided daily writing opportunities to teach the disciplines of writing and the features of different texts.
- All teachers continued to develop Tier 2 and 3 vocabulary use across all subject areas.

Monitoring occurred by:
- Reviewing student work samples (summative and formative)
- Talking to and listening to students talk about their work, thinking and learning
- Observing students using a range of strategies independently
- Talking to students about their learning and next steps (goals)
- Reviewing levels of complexity of vocabulary (tier 2 and 3) in writing
- Reviewing frequency and effectiveness of formative assessment

Goal 3 - Reading
Challenge of Practice:
If we intentionally plan for and use high impact teaching strategies such as Dialogic Talk, Close Reading, Reciprocal teaching, and BDA, then students will demonstrate an improvement in comprehension of texts.

Key Actions:
- All teachers continued to use the F-10 Literacy Agreements.
- All teachers engaged in professional learning via Professional Learning Teams to develop consistency and further their understanding of High Impact Teaching Strategies and the implementation of the Curriculum Units Years 3-10.
- All teachers will implement and embed close reading and Before, During and After (BDA).
- All teachers (Years 3-6, 7-9 English) will implement and embed Reciprocal teaching.
- All teachers will plan for and include the principles of a dialogic classroom within their lessons to help learners to comprehend a range of texts, with a particular focus on inference.
- All teachers will use Transforming Tasks resources to support rigorous task design.
- All teachers will track and monitor their students' progress.

Monitoring occurred by:
- Reviewing student responses to texts (summative and formative) provided in written or oral form
- Talking to and listening to students talk about what they have read or viewed, their thinking, and learning
- Observing students using a range of comprehension strategies
- Talking to students about their learning and next steps (goals)
- Reviewing frequency and effectiveness of formative assessment

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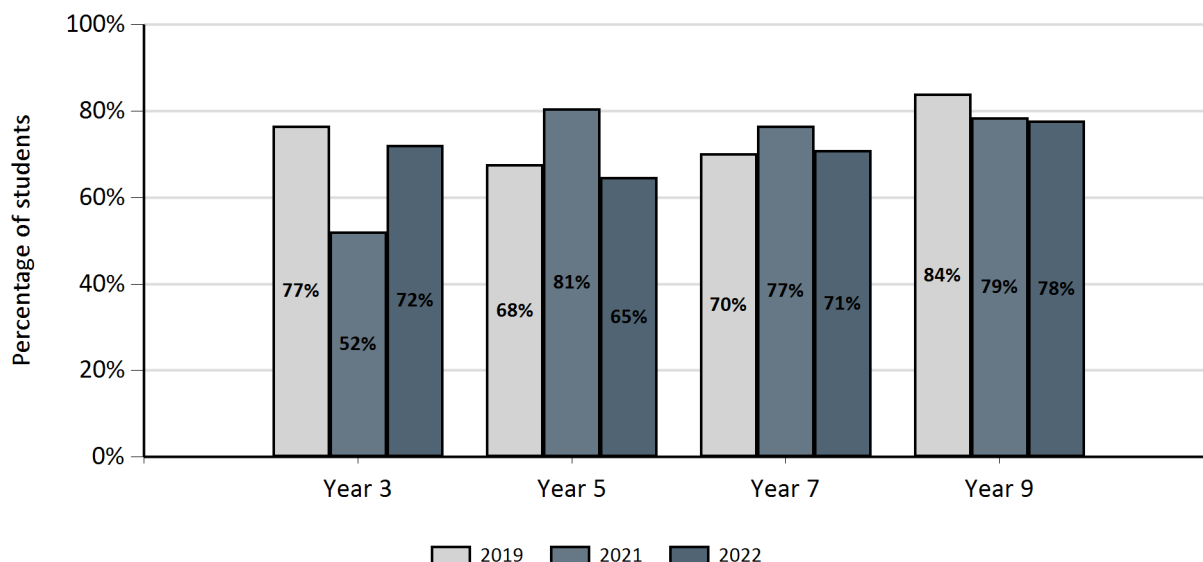
Reading
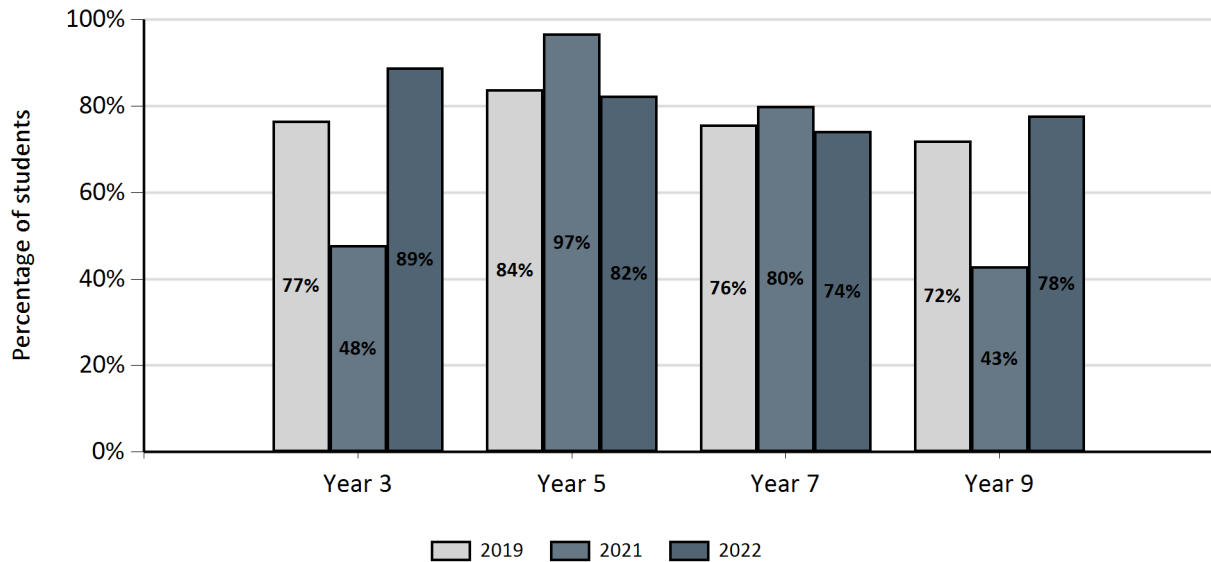
*NOTE: No NAPLAN testing was conducted in 2020.

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 03 2022	18	18	4	5	22%	28%
Year 03 2021-2022 Average	20.5	20.5	3.5	5.0	17%	24%
Year 05 2022	34	34	8	3	24%	9%
Year 05 2021-2022 Average	32.5	32.5	7.5	3.5	23%	11%
Year 07 2022	31	31	3	6	10%	19%
Year 07 2021-2022 Average	30.5	30.5	7.0	7.0	23%	23%
Year 09 2022	27	27	3	2	11%	7%
Year 09 2021-2022 Average	27.5	27.5	3.0	3.5	11%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

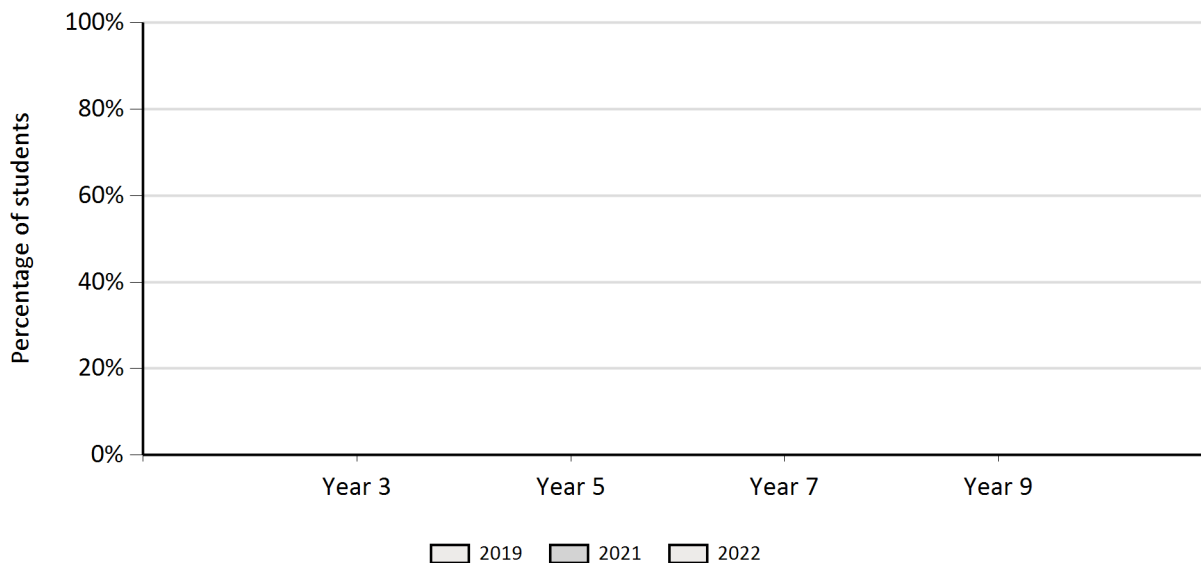Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

Numeracy

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.

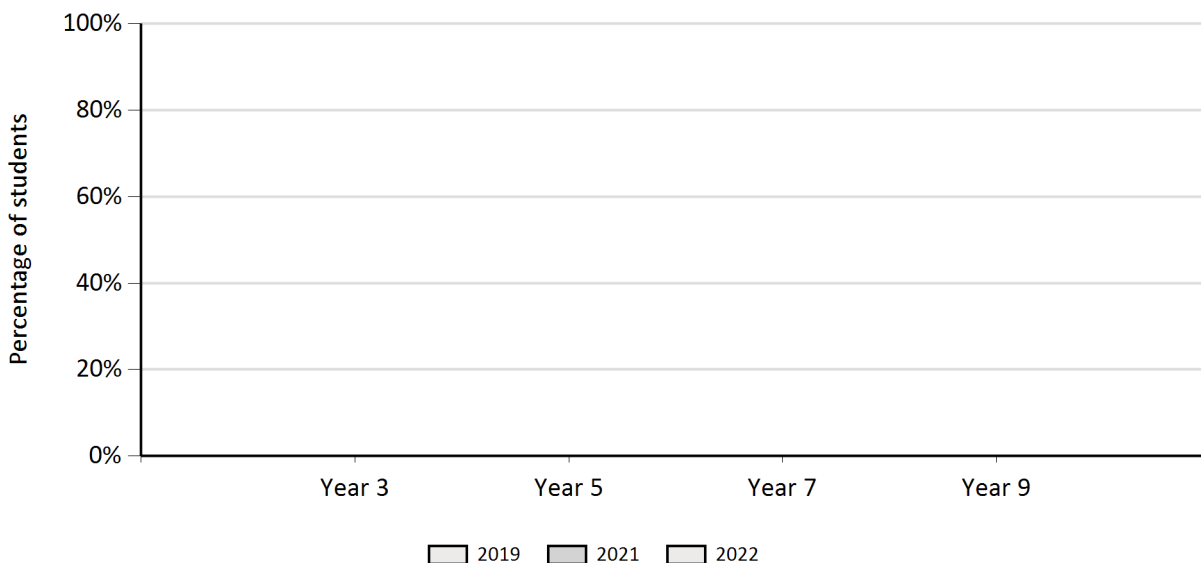|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 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: Quality Teaching

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

> Introduction of the Aboriginal Learner Profile for all Aboriginal students ensured curriculum and learning needs are being met. Through the Spotlight on Aboriginal Learners, teachers and leaders discussed the learning journey for their Aboriginal students, highlighting the struggles, achievements and next steps.

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

> When analysing data at all levels of the school, Aboriginal learners were identified and discussed individually, to ensure all learning needs are identified.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	100%	97%	100%

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	2019	2020	2021	2022
A	9%	10%	9%	7%
A-	13%	18%	7%	13%
B+	11%	10%	17%	20%
B	11%	22%	22%	13%
B-	15%	8%	14%	22%
C+	20%	10%	10%	13%
C	17%	20%	10%	11%
C-	4%	2%	7%	0%
D	0%	0%	1%	0%
D-	0%	0%	1%	0%

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

2019	2020	2021	2022
99%	99%	94%	92%

Data Source: SACE Schools Data reports, extracted February 2022
*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	100%	100%	100%	92%
Percentage of year 12 students undertaking vocational training or trade training	56%	56%	55%	42%

2021	2022
89%	100%
44%	17%

School performance comment

NAPLAN:
Year 3 – significant increases in the number of students demonstrating expected or high achievement in numeracy & reading.
Year 5 – students achieved above the historical average for reading and below the historical average for numeracy.
Year 7 – students achieved at the historical average for reading and slightly below the historical average for numeracy.
Year 9 – significant increases in the number of students demonstrating expected or high achievement in numeracy & reading.
Aboriginal Students – significant increases in achievement for Aboriginal students in both numeracy and reading.

PHONICS:
68.2% of Year 1 students demonstrated expected achievement, slightly below the historical average.

SACE:
It was great to see 100% SACE completion with all who sought university placement being accepted into their course of choice. A number of students completed their SACE through School Based Apprenticeships and are continuing their trade training in the Tatiara. This is a great outcome for our students and our region.

The highest ATAR achieved in 2022 was 83.00.

Attendance

Year level	2019	2020	2021	2022
Reception	90.3%	91.8%	85.6%	83.8%
Year 1	94.4%	91.2%	93.4%	86.6%
Year 2	94.4%	92.2%	90.2%	89.0%
Year 3	94.5%	93.8%	89.5%	86.6%
Year 4	93.3%	92.2%	92.1%	88.7%
Year 5	93.9%	92.7%	93.0%	87.7%
Year 6	91.6%	91.9%	92.9%	87.3%
Year 7	94.6%	94.0%	91.2%	85.8%
Year 8	91.3%	92.8%	91.0%	86.4%
Year 9	92.1%	93.3%	91.6%	84.0%
Year 10	91.5%	92.9%	90.5%	87.1%
Year 11	92.2%	90.8%	91.4%	86.1%
Year 12	94.2%	94.4%	95.6%	89.6%
Secondary Other	N/A	N/A	N/A	100.0%
Total	93.1%	92.6%	91.3%	86.8%

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

Attendance comment

Attendance at KAS is monitored closely by Home Group teachers and leaders. Non attendance is followed up in a range of ways including text messages (daily), notes home, phone calls, home visits and meetings. The impact of COVID-19 has meant 'typical' attendance patterns for many have been interrupted. Throughout the year students who are unwell (even mildly) have been asked to stay home. 2022 attendance as a result of COVID-19 is not typical and quite the exception to normal.

Behaviour support comment

Our Behaviour Management Policy was reviewed in 2020 and behaviour issues and incidents have been monitored and reviewed by leaders and the Student Support Team throughout the year. Behaviour continues to be well managed by classroom teachers and leaders.

Parent opinion survey summary

72 parents responded to the 2022 Parent Engagement Survey.

2022 was a difficult year for the school and families to maintain the strong relationships we've enjoyed in the past. COVID restrictions have meant that for large portions of the year parents were restricted from volunteering and/or visiting and at times, coming onsite. This meant that communication via electronic means became the norm far more than we would have liked.

Despite these challenges, the vast majority of parents did not disagree with the following statements:
- People respect each other at school
- I feel like my child is important to the school
- The school communicates effectively with me
- Teachers and students respect each other at school
- I receive enough communication from the school
- I know what standard of work the school expect
- I have useful discussions with the school about my child's learning
- Teachers at the school provide my child with useful feedback
- The school provides an opportunity for me to have input about my child's learning
- The school encourages parents to help students to learn
- The school provides me with useful tips on how to help students learn at home.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	2	4.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	13.0%
NS - LEFT SA FOR NSW	4	8.7%
OV - LEFT SA FOR OVERSEAS	1	2.2%
PE - PAID EMPLOYMENT IN SA	11	23.9%
QL - LEFT SA FOR QLD	1	2.2%
SM - SEEKING EMPLOYMENT IN SA	1	2.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	26.1%
U - UNKNOWN	4	8.7%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	2.2%
VI - LEFT SA FOR VIC	2	4.3%
WA - LEFT SA FOR WA	1	2.2%

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

Keith Area School is compliant with the Department for Education Relevant History Screening process and policy which
relates to employees, volunteers, students and third party providers. Keith Area School employs an SSO to act as a volunteer liaison officer to ensure volunteer policy, screening, training and induction are appropriately managed.

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	34
Post Graduate Qualifications	12

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	22.3	0.4	12.1
Persons	0	26	1	18

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

Financial statement

Funding Source	Amount
Grants: State	$4,831,810
Grants: Commonwealth	$7,500
Parent Contributions	$180,779
Fund Raising	$22,067
Other	$0

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	- Support programs in place to support student engagement and retention. - Wellbeing teacher employed above entitlement and PCW support wellbeing programs. - SSOs employed to support social/emotion programs.	The target provision of Human Resources allowed teachers to enhance conditions for learning.
	Improved outcomes for students with an additional language or dialect	3 students received a small number of hours of 1:1 support by an SSO.	Support with vocabulary and English language.
	Inclusive Education Support Program	- Significant programs in place for a large number of students with disabilities. - Complexity is ever increasing. Staff attended PD to support students and working with students. Extra teaching staff employed to support.	OnePlans in place for all students with disabilities and targeted support.
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	- School owned bus is used where possible to reduce costs of transport for camps and excursions. - Visiting performer subsidy of $5 per student to promote access to the arts. - Substantial intervention programs in place to support students with numeracy, literacy and wellbeing staff above entitlement to support social/emotional needs. - Significant investment of funds and staff resources in place to support these interventions. - Students supported towards alternative pathways such as VET and school based apprenticeships which are proving more popular.	The school targets funding appropriately to achieve a range of outcomes per the RES note and local context.
Program funding for all students	Australian Curriculum	- Staff released to attend professional development sessions to build capacity with their programming and planning. - All staff involved in moderation, at KAS and throughout the region. - Staff trialing DfE units of work.	Targeted teaching, intervention (classed based and via our Intervention SSOs).
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Small grant funding used towards resources, teacher training and development and employment of SSO staff to run/support numerous intervention programs such as MiniLit, Maclit, TooSmart and SNMY.	School funds well in excess of the small grant provided to achieve outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Staff resources deployed to support upper band growth and students identified as high achievers in mathematics. Site improvement focus on high-bands.	Greater focus on differentiation to focus on students needing extending.