



2023 annual report to the Community

Central Yorke School and Point Pearce Child Parent Centre

Central Yorke School number: 761

Point Pearce Child Parent Centre number: 1612

Partnership: Southern Yorke



School principal:

Finn Galindo

Finn Galindo

Date of endorsement:

04/04/2024



Context Statement

Central Yorke School caters for students from R-12. At the time of this report, the enrolment in 2023 is 176. Central Yorke School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 37% Aboriginal students, 15% students with disabilities, 28% students with English as an additional language or dialect (EALD) funded background, 7% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

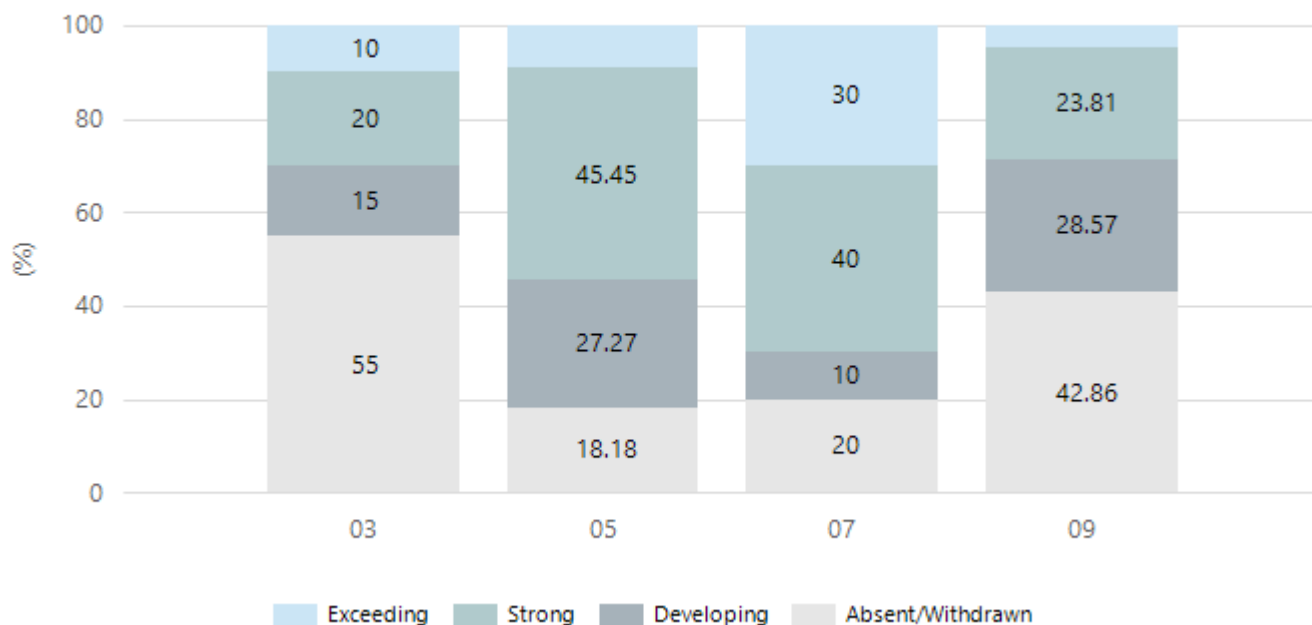
Information about Central Yorke Early Learning Centre is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

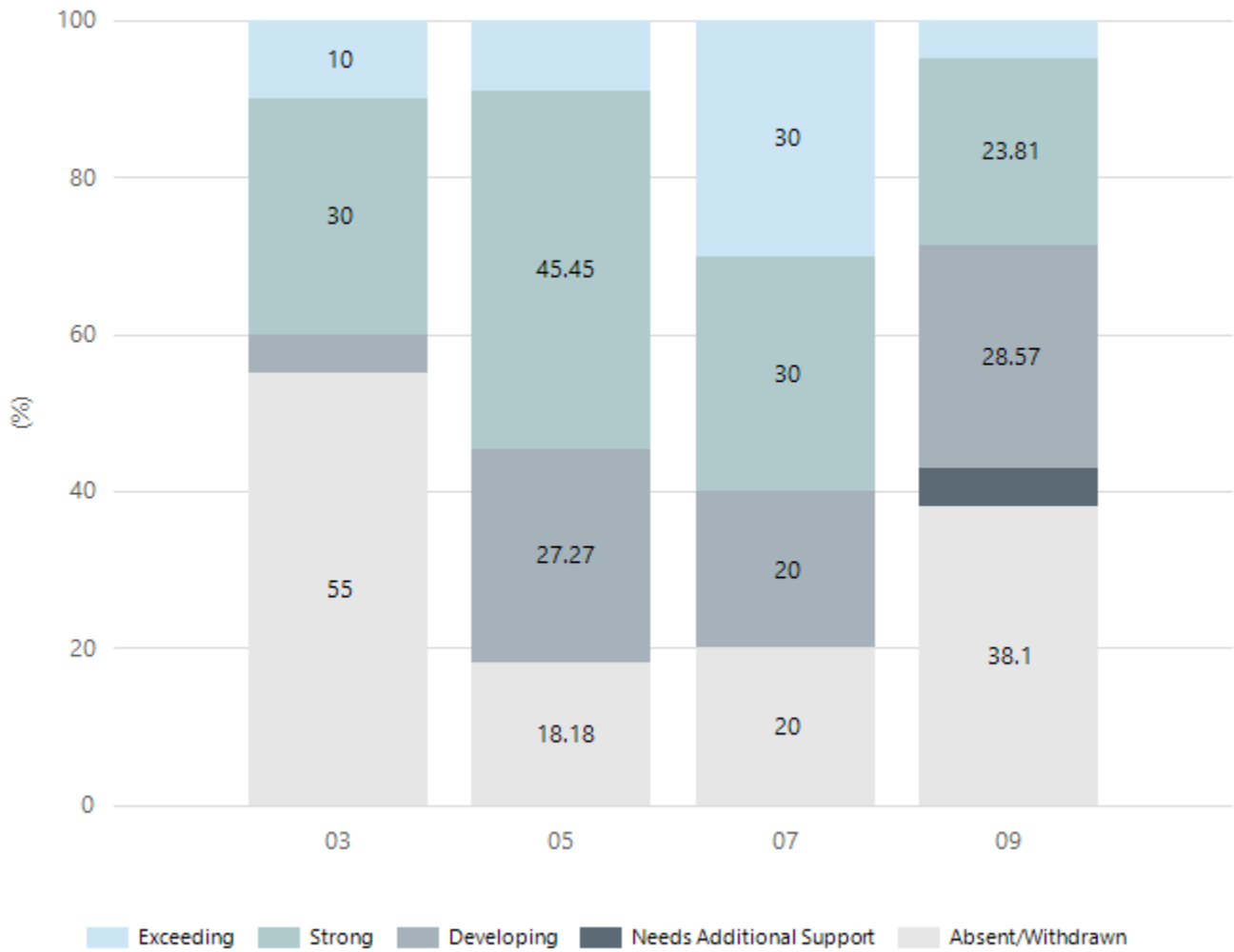
Numeracy



Year Level	03	05	07	09
Exceeding	2	1	3	1
Strong	4	5	4	5
Developing	3	3	1	6
Absent/Withdrawn	11	2	2	9
Total	20	11	10	21

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

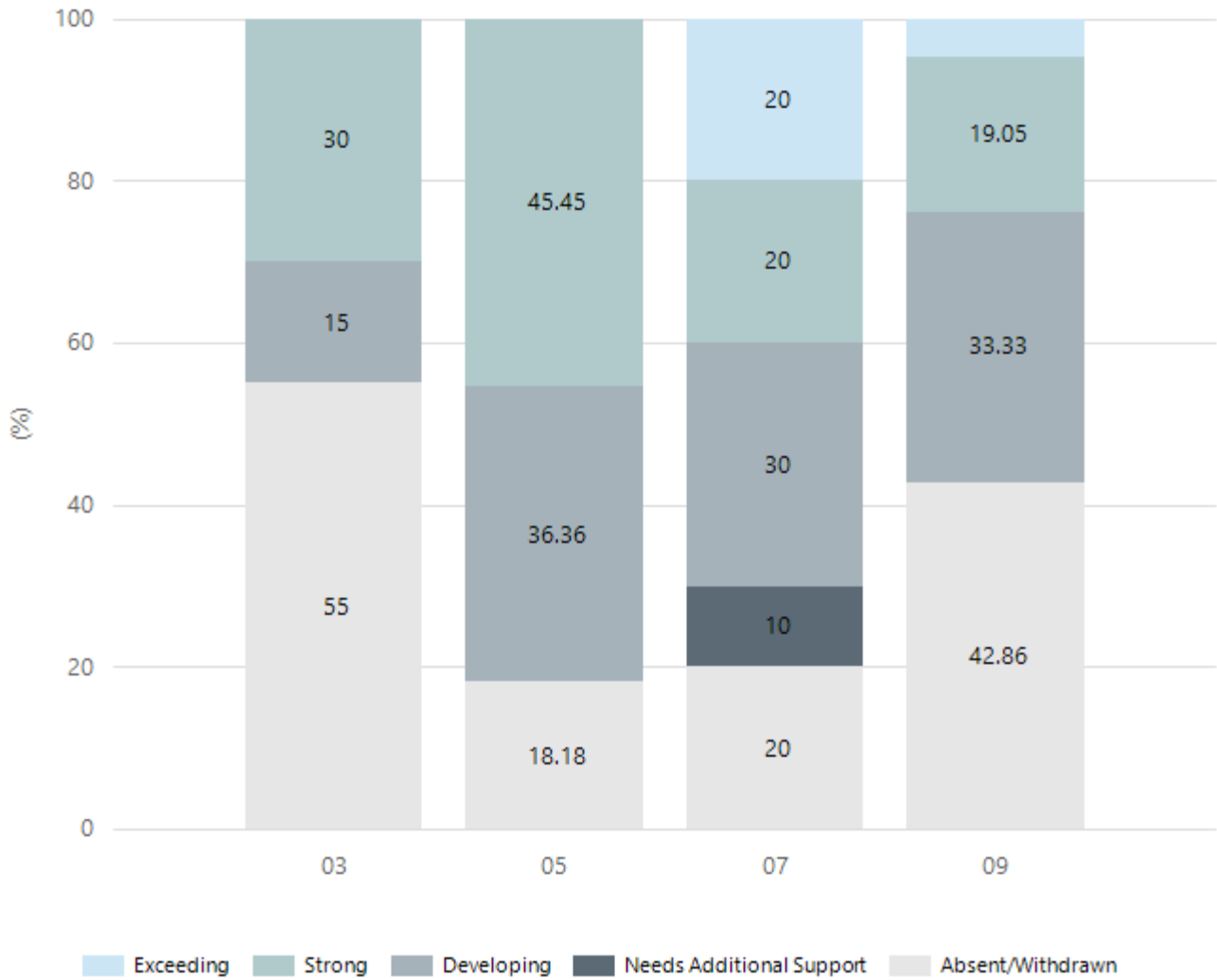
Reading



Year Level	03	05	07	09
Exceeding	2	1	3	1
Strong	6	5	3	5
Developing	1	3	2	6
Needs Additional Support				1
Absent/Withdrawn	11	2	2	8
Total	20	11	10	21

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

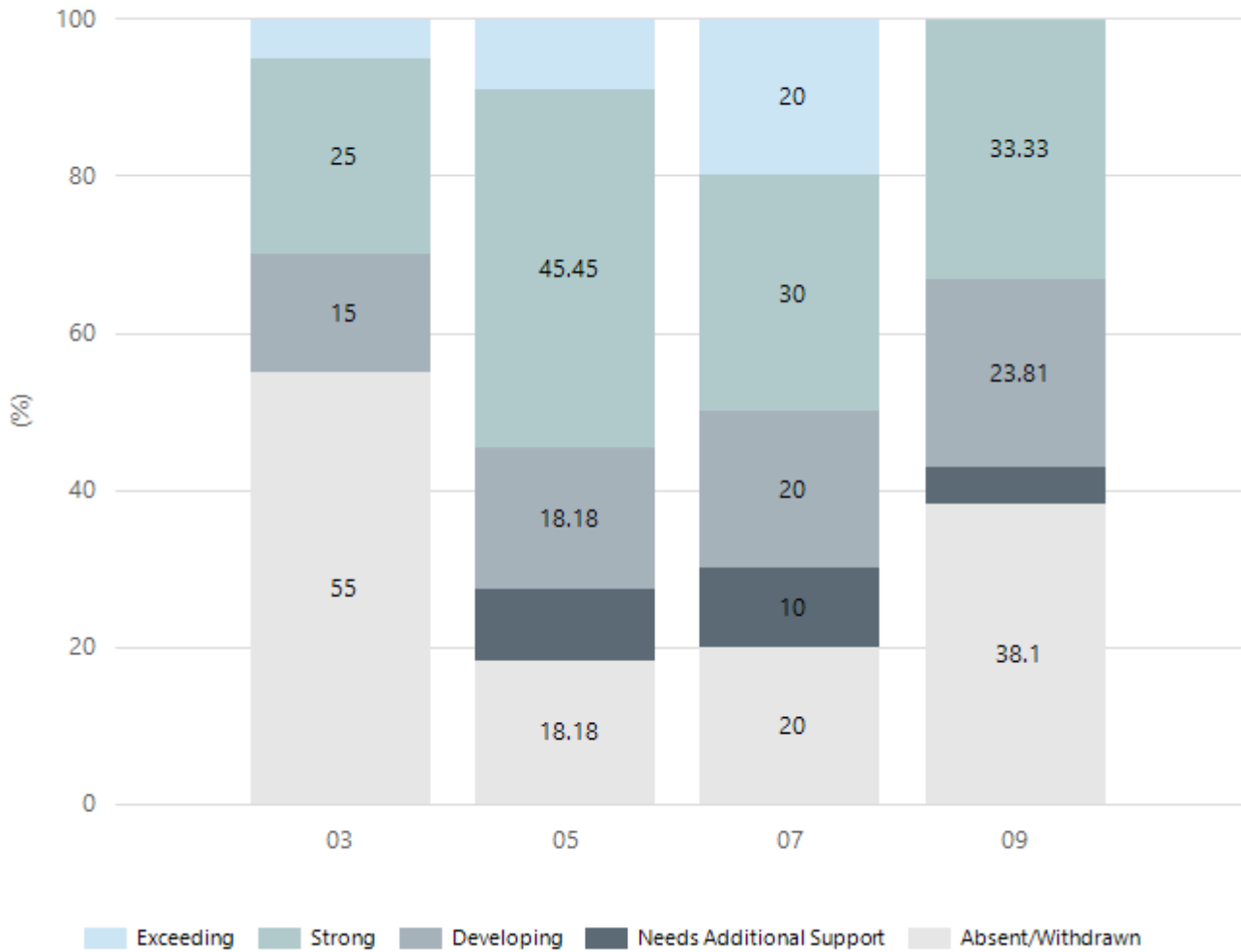
Writing



Year Level	03	05	07	09
Exceeding			2	1
Strong	6	5	2	4
Developing	3	4	3	7
Needs Additional Support			1	
Absent/Withdrawn	11	2	2	9
Total	20	11	10	21

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

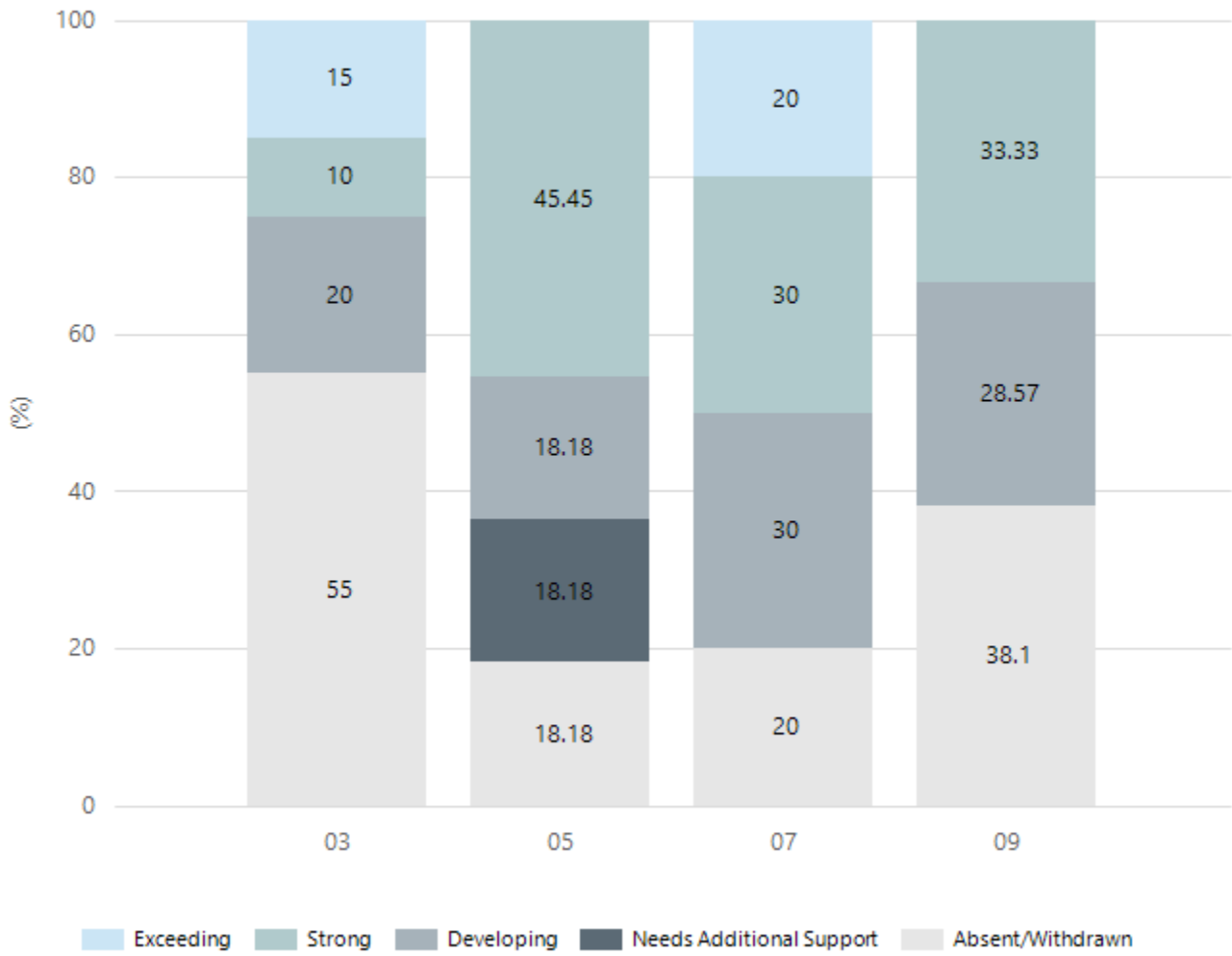
Grammar



Year Level	03	05	07	09
Exceeding	1	1	2	
Strong	5	5	3	7
Developing	3	2	2	5
Needs Additional Support		1	1	1
Absent/Withdrawn	11	2	2	8
Total	20	11	10	21

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling

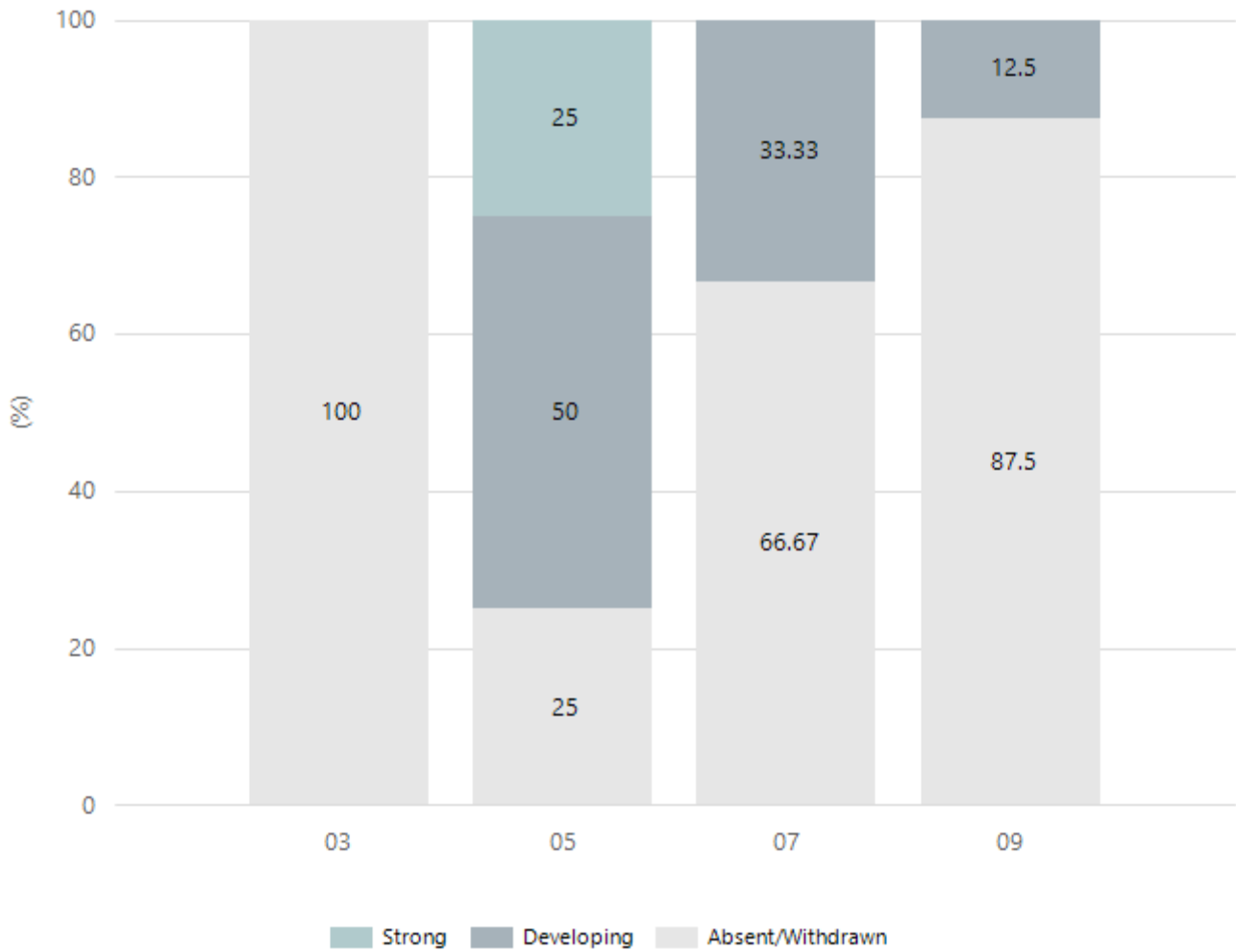


Year Level	03	05	07	09
Exceeding	3		2	
Strong	2	5	3	7
Developing	4	2	3	6
Needs Additional Support		2		
Absent/Withdrawn	11	2	2	8
Total	20	11	10	21

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

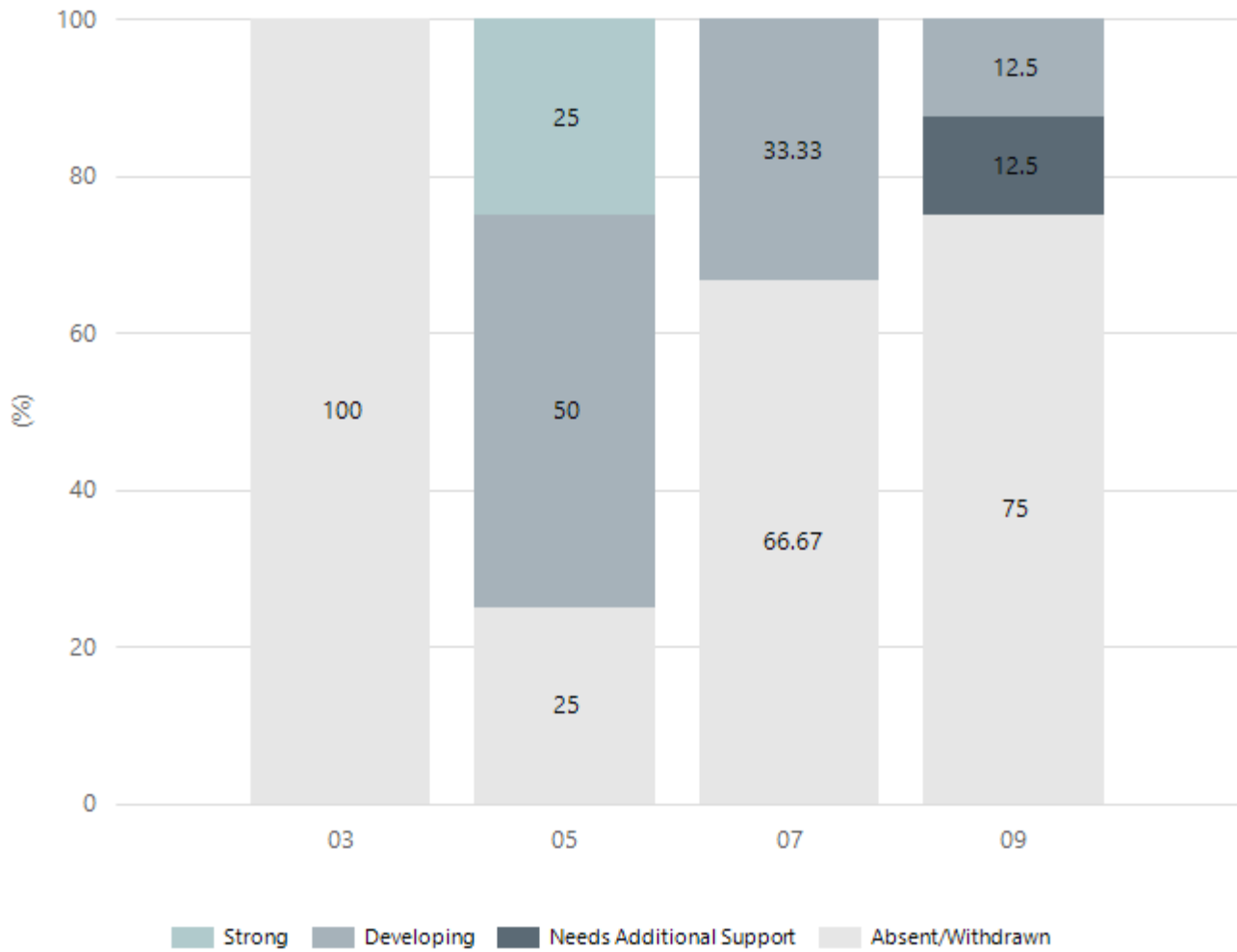
Numeracy



Year Level	03	05	07	09
Strong		1		
Developing		2	1	1
Absent/Withdrawn	7	1	2	7
Total	7	4	3	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

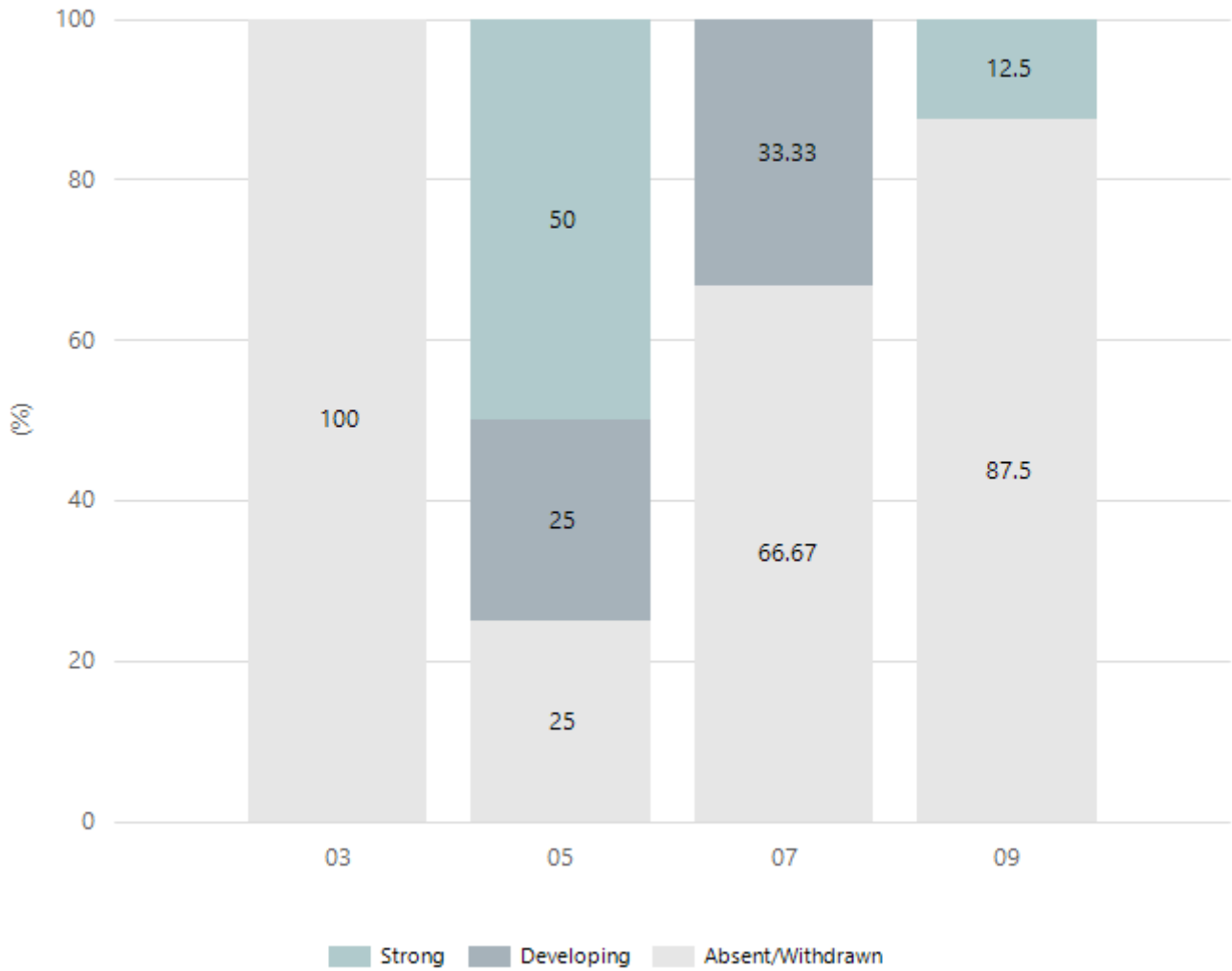
Reading



Year Level	03	05	07	09
Strong		1		
Developing		2	1	1
Needs Additional Support				1
Absent/Withdrawn	7	1	2	6
Total	7	4	3	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

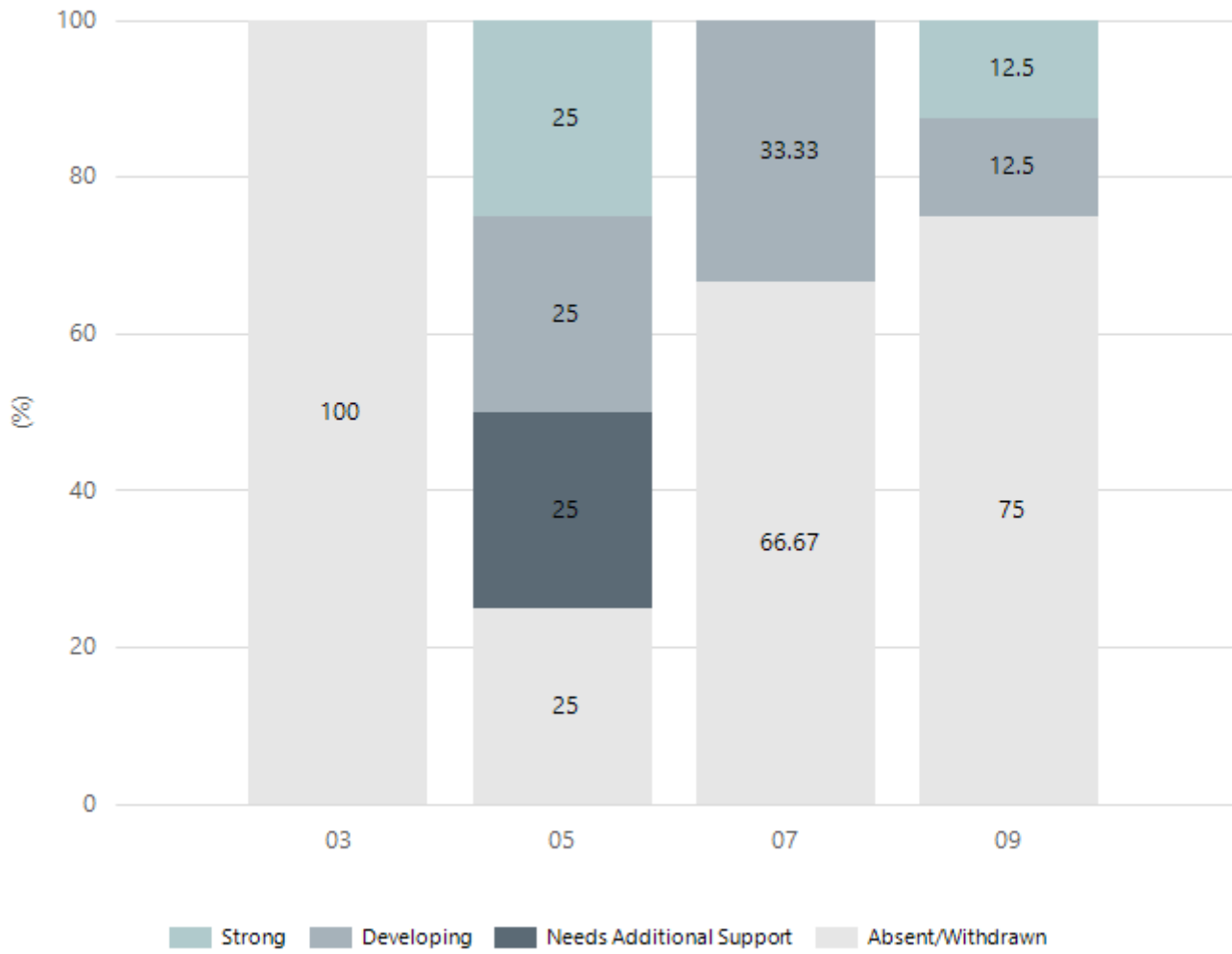
Writing



Year Level	03	05	07	09
Strong		2		1
Developing		1	1	
Absent/Withdrawn	7	1	2	7
Total	7	4	3	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

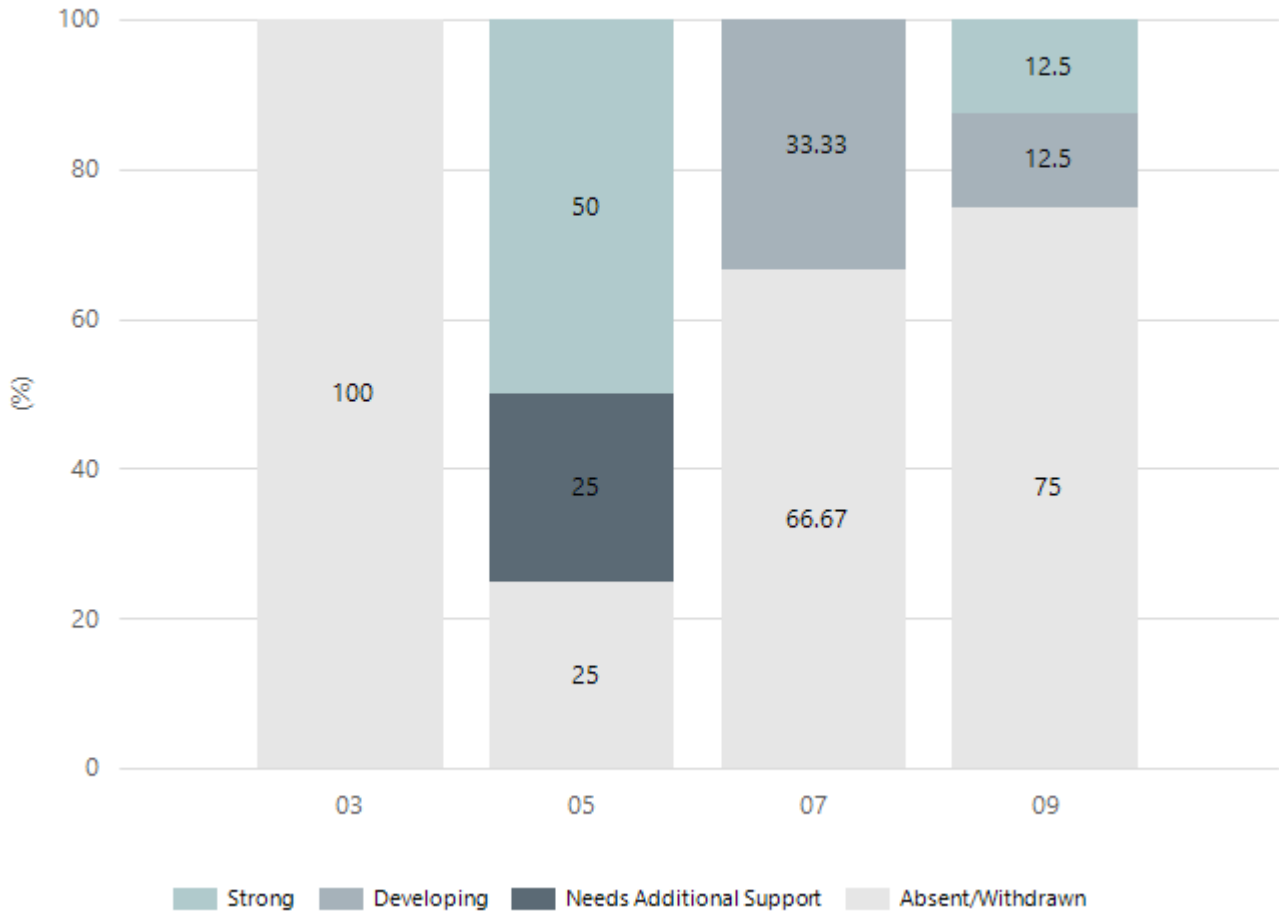
Grammar



Year Level	03	05	07	09
Strong		1		1
Developing		1	1	1
Needs Additional Support		1		
Absent/Withdrawn	7	1	2	6
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Spelling



Year Level	03	05	07	09
Strong		2		1
Developing			1	1
Needs Additional Support		1		
Absent/Withdrawn	7	1	2	6
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Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

South Australian Certificate of Education - SACE

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

2020	2021	2022	2023
93%	98%	100%	

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+			3%	
A	5%	9%	6%	
A-	9%	14%	15%	
B+	17%	13%	15%	
B	19%	18%	13%	
B-	7%	16%	14%	
C+	12%	11%	13%	
C	19%	14%	18%	
C-	5%	4%	3%	
D+	7%	2%		

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2020	2021	2022	2023
100%	92%	100%	

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training			
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification			

Data Source: School supplied data

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	93.7%	83.6%	80%	63.3%
2021 centre	85.5%	71.4%	77.3%	86.9%
2022 centre	14.3%	81.7%	52%	34.3%
2023 centre	83.3%	80%	60%	73.8%
2020 state	89.1%	81.8%	84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled.

Note: Term 2 2020 data may not be available for all preschools.

School Attendance

Year Level	2021	2022	2023
Reception	83.9%	83.8%	85.2%
Year 01	83.2%	83.8%	89.5%
Year 02	85.3%	86.6%	77.7%
Year 03	89.3%	78.3%	86.6%
Year 04	91.7%	83.6%	81.3%
Year 05	78.8%	80.7%	79.3%
Year 06	83.8%	81.1%	85.8%
Year 07	82.0%	78.5%	88.6%
Year 08	84.6%	76.9%	68.7%
Year 09	80.5%	68.7%	71.4%
Year 10	83.1%	76.9%	73.4%
Year 11	81.2%	71.3%	72.9%
Year 12	89.3%	84.0%	86.9%
Total	83.7%	79.2%	80.2%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

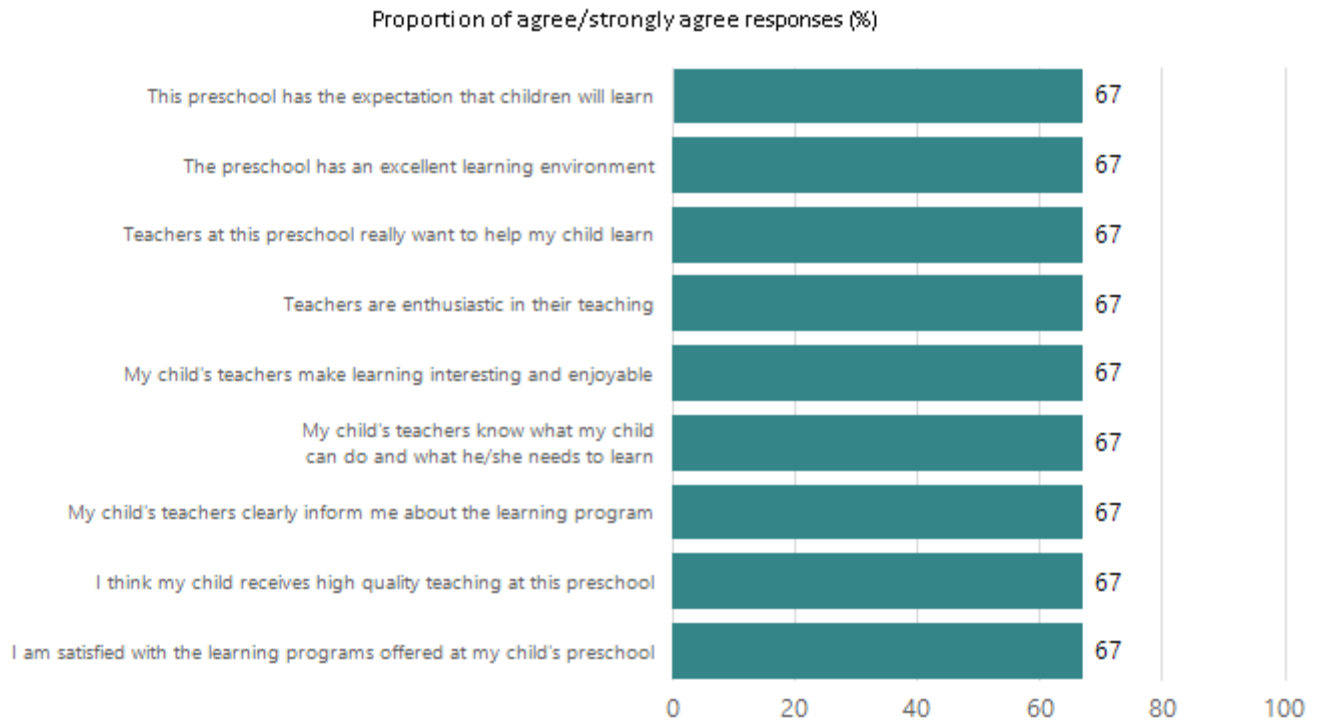
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

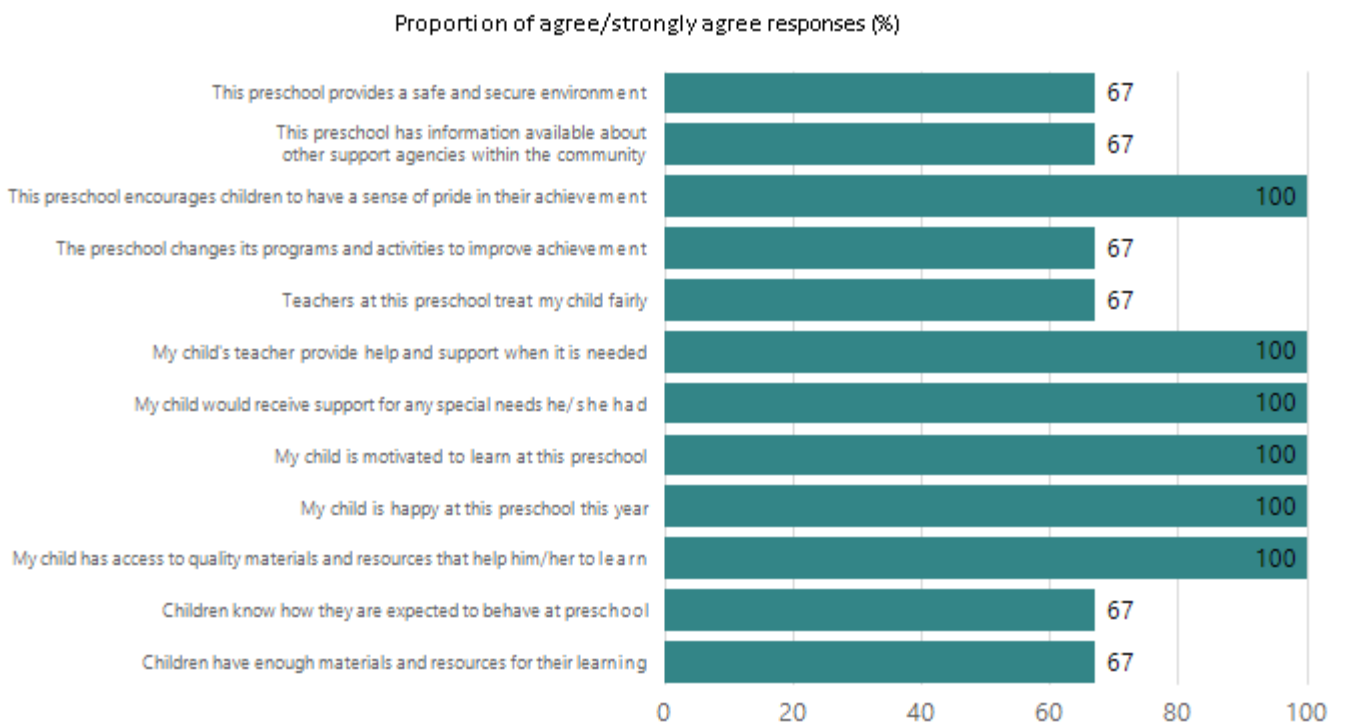
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

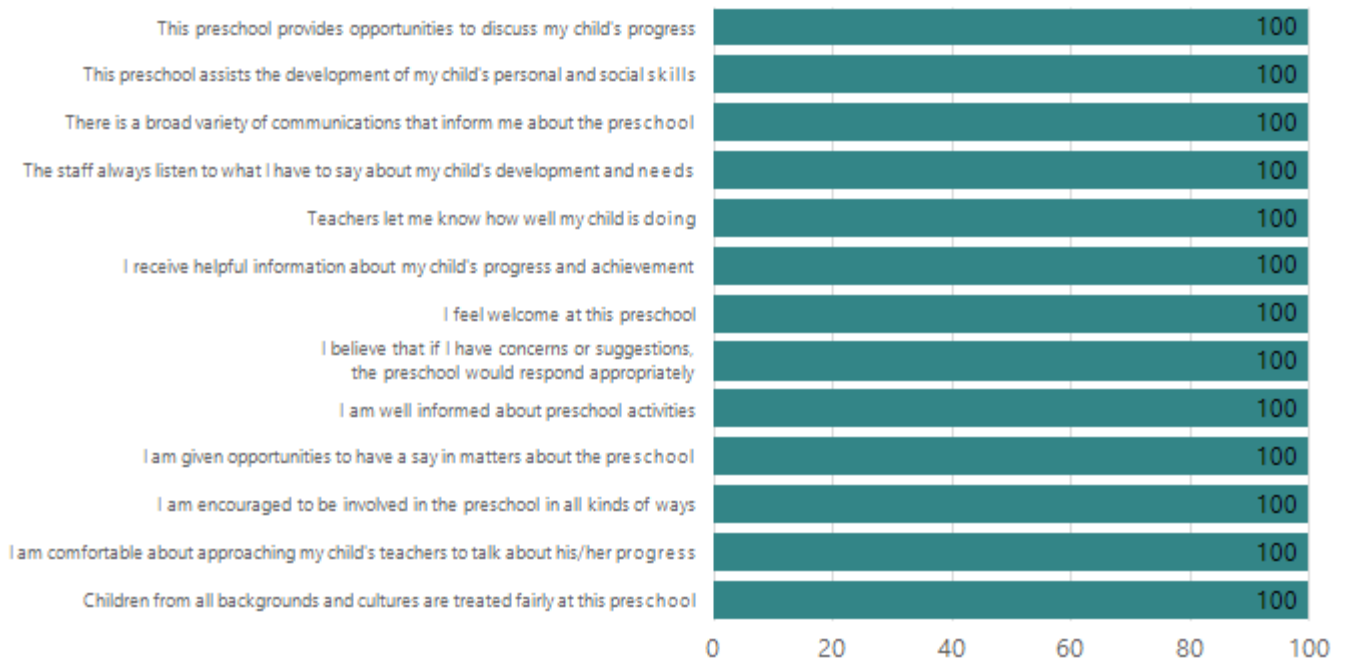
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

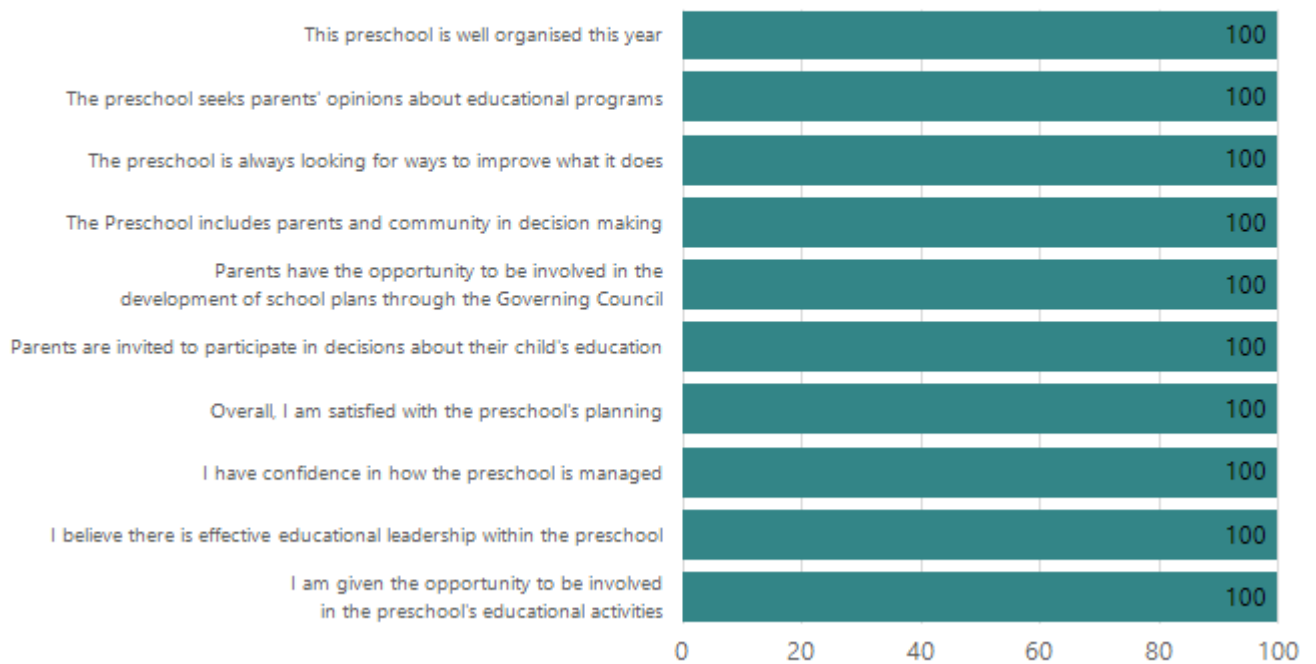
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

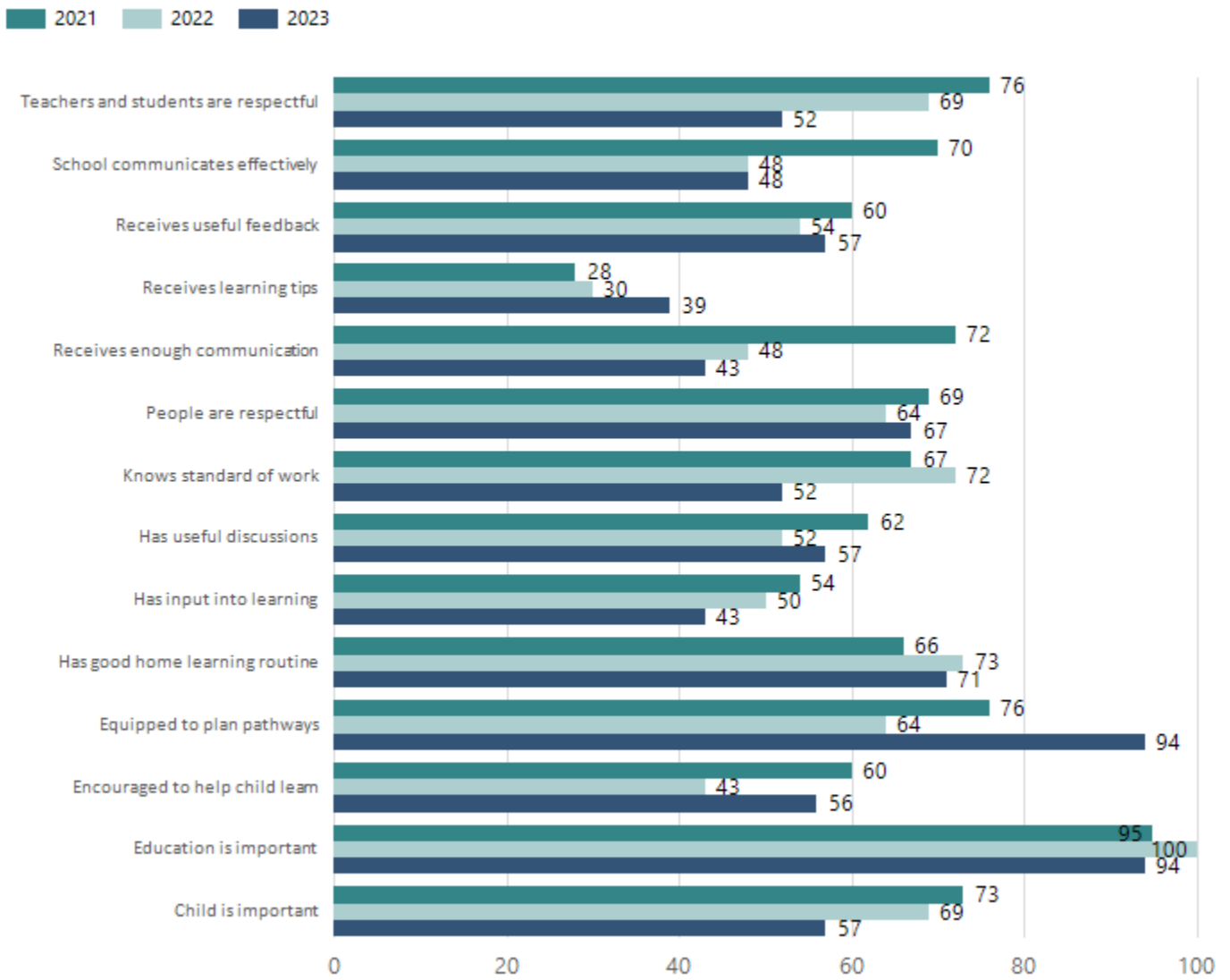
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0761 - Central Yorke School	22.7%	70.0%	38.5%
Unknown	20.0%		14.3%
9103 - Maitland Lutheran School	59.1%	23.3%	50.0%
9999 - Unknown	80.0%	100.0%	85.7%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	18	50.0%
PE - PAID EMPLOYMENT IN SA	2	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	36.0%
U - UNKNOWN	2	6.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	19
Postgraduate Qualifications	14

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	30.6	3.9	19.1
Persons	0.0	35.0	6.0	29.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	5984315.41
Grants: Commonwealth	423722.11
Parent Contributions	846000.91
Fund Raising	6413.50
Other	423722.11

Data Source: School supplied data.

Governing Council Report

Once again, the Central Yorke Community has had quite a tumultuous year, particularly with regards to leadership.

We began the year under the Principalship of Mrs Sharon Illingworth, unexpectedly early in term 2, Mrs Illingworth returned to Adelaide for family reasons. During term 3 we welcomed Mrs Beth Hector to the school, returning from her role as Principal of Moonta Area School to act as our Principal. It was during this term that the recruitment process for our new leader was fully under way. I participated in the panel on behalf of the broader school community along with our deputy principal, Mr Finn Galindo. Mr Rob Jefferies

was successful in winning this position. Unfortunately, the stars did not align as planned and Mr Jefferies was unable to join us full time in term 4, but we commend Mr Galindo for acting in the role and thank MR Dean Angus fir his mentorship in leadership in term 4.

We welcome Mr Jefferies and his family to the Central Yorke Community and wish him well for his tenure at the helm.

I commend the staff for their dedication to our school, particularly under the changing leadership last year. I believe we have an excellent staff who care greatly for our Community and often go above and beyond.

I would also like to acknowledge the efforts of Michelle Batey who has done a fabulous job in putting her own spin on and turning the canteen around. Well done and thank you Michelle.

Last year was also tumultuous for our governing council, as we lost several members as they chose an alternative school for their children. We completed the year undermanned. I would like to thank all members for their contribution to governing council, your input and volunteer efforts are appreciated.

It is also disappointing that our parents and friends committee has folded, and I would also like to thank those members that supported this committee over the years, and in particular, in recent times the effort and time Mel Dickie has freely given on top of the excellent job she has done as secretary of Governing council.

Last year we supported Anna Allen and the early learning centre to relaunch Playgroup in the ELC and I see this as being an important advertisement for our school and would be happy again facilitate in this being made a priority. Engaging young families and showing them what our school has to offer is imperative in trying to regrow our beautiful school. Also imperative is engaging the families, not just having children dropped to kindy, with no buy in from the families.

I would really like to thank Ange Everleigh for again helping me to cook the barbecue at Christmas on the green- we will be professionals this year.

I wish to thank you all for your contribution to Central Yorke School through your role on governing council, we welcome your honest input, feedback and time to help Central Yorke be the great school we know it is.

Janine Burrows,

Chairperson

Central Yorke Governing Council