

AT WUDINNA AREA SCHOOL WE VALUE

RESPECT

Responsibility

HONESTY

Wudinna Area School

2021 annual report to the community

Wudinna Area School Number: 0765

Partnership: Central Eyre 1

Signature

School principal:

Mr Peter Loades

Governing council chair:

Megan Lister

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

We are a rural Area School catering for students from Reception to Year 12. We have 205 students, 21 teachers, 10 SSO's and 3 GSE. Our Index of Disadvantage is six. Many students travel into Wudinna from outlying properties and can spend an hour on the bus before arriving at school.

2021 has been a year with lots of powerful learning going on across the school and at home. It has been very rewarding to witness the resilience and strength of students, staff and community members whilst we were in the middle of a very stressful time for the entire nation.

Students continued to demonstrate the key values of our school of Respect, Honesty and Responsibility. The key ingredient of our school is that students are safe, happy, and successful in their learning.

Great people get great results! Our school staff worked really hard especially with Google Classrooms and their efforts to continually strive to make the learning interesting, challenging, and relevant. Our Professional Learning Teams (PLC's) worked hard to track student growth and inform themselves with the data collected so we can determine the learning needs for students. An interesting curriculum creates student engagement, self-engaged learners and limits the need for behaviour management. School staff worked very hard on ensuring that we are creating engagement throughout the curriculum to cater for a diverse range of interests.

The Student Representative Council have once again done a great job in representing the student body and learning about the processes of governance.

The Governing Council and Ag Steering Committee members also worked tirelessly to improve our school. They provide the school with valuable advice and raise issues of concern. Community representation is crucial for our school to function. It helps to shape the vision for the future of the school and it is a means to communicate with the community.

Ned Loades

Principal

Governing council report

2021 what can we say, it has been another year of challenges for everyone, COVID-19 has definitely changed the landscape for us all, and what is the new normal? I don't think things will ever be back to BC (before COVID).

In saying that the school, students, staff, volunteers and parents have stepped up and taken these challenges head on and forged on and excelled in what they are doing. I think we have had a highly successful year.

We celebrated 75 years of the Wudinna Area School, with a day past scholars/teachers and SSO's meeting current students. The Year 3/4 class did a brilliant job of showing the visitors and old scholars around and explaining about the various aspects of the school and the classrooms. The displays of old uniforms and photos among other things was excellent. All the students showed what an amazing school we have and what a great bunch of students they are. Many of the old scholars and teachers expressed how impressed with the school they were. Thank you to Esther Brands and her committee on organising the 75th and thank you to Parents and Friends for providing lunch and memorabilia.

Our students are representing the school and the district with immense pride and enthusiasm, which is reflected in the comments we are receiving from the different events they are attending. We are excelling academically which is showing the students results. Being able to attend different events this year and get out and about has been great. Students being able to attend camps was something that was enjoyed by all involved.

A successful swimming carnival and Sports Day were gain held this year. The students enjoying the days immensely; thank you to all the staff and volunteers who helped.

We have new school sporting uniforms that the students are able to wear at interschool events, and they look very impressive.

There has been a lot of work going on around the school site and buildings, recladding, painting and gardens just to name a few.

One of the new additions is a new shed and cattle yards at the Ag block. The Ag Programme is gaining a lot of momentum. The Adelaide Show was once again cancelled, but we were still able to compete in person for led wether, and a virtual and carcass competition in led steer, gaining a best fleece ribbon in Zone 4 with the wool. We have had four calves born at school this year with the school Speckle Park Stud and the students have had an enjoyable time working with them. We also took two of the school speckles to the Wudinna Show and people loved them. The cropping programme is coming along nicely with a huge student input. Thank you to the Ag Steering Committee and all who have volunteered to help out.

Quality improvement planning

Wudinna Area School has a continuous cycle for improvement. All staff evaluate relevant data to drive academic performance, this then informs our teaching and learning. We focused on teaching/learning, using data, professional development, and community involvement. Staff agreement about strategies, agreed outcomes, and use of data to inform our teaching is embedded in our Site Improvement Plan (SIP). The evaluation of our data demonstrated that students are predominantly performing in the middle bands of achievement. We have students who are achieving in the higher bands that we need to keep those students there and bring up those who have not achieved at that level. We have a small number who have not achieved the SEA who will have Individual Learning Plans (ILPs). Our goal is to move more students into the higher bands and keep them there. The data that we use informed the teachers about the areas that they needed to develop including:

- Ensure our Professional Learning Communities PLC's are working together
- Targeted Training and development for teaching staff and staff to train and develop others to build capacity
- Data informed us of where students are at with their learning needs
- Revision of our Numeracy Plan
- Revision of our Literacy Plan
- Ensure learning is engaging challenging and connected
- Students are achieving growth
- Improve the use of technology in the classrooms
- Community involvement in the school especially our Ag steering committee

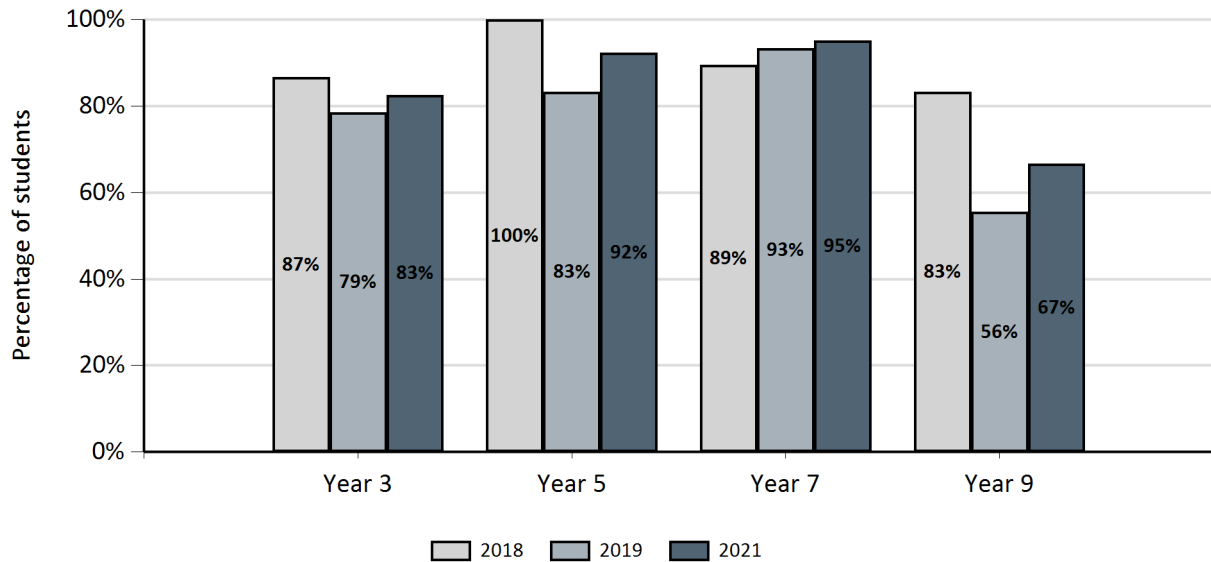
As part of our numeracy improvement strategy we used Quicksmart Maths to help students develop automaticity with number, this has helped students develop mathematical confidence. Automaticity allows students to focus on the problem posed and how to reach an answer rather than just focusing on the numbers. We are also using Too Smart which is very similar to QuickSmart. TooSmart is being used with the younger students. Student results in testing demonstrated that students' results were high but many were having trouble with the questions that require higher order problem solving skills and multiple curriculum areas of knowledge. Staff have been working on creating engaging challenging curriculum to keep students engaged with their learning and to have high expectations of student achievement. Some of the methods have included student feedback, instructional rounds, STEM activities and sharing programming with PLC's. We have the Quick Smart Literacy program for students that have not achieved at the age appropriate level against out PAT data. This program runs in conjunction with Intiallit, Multilit, and Macqlit for the students in different age groups to ensure that students are supported in their learning.

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

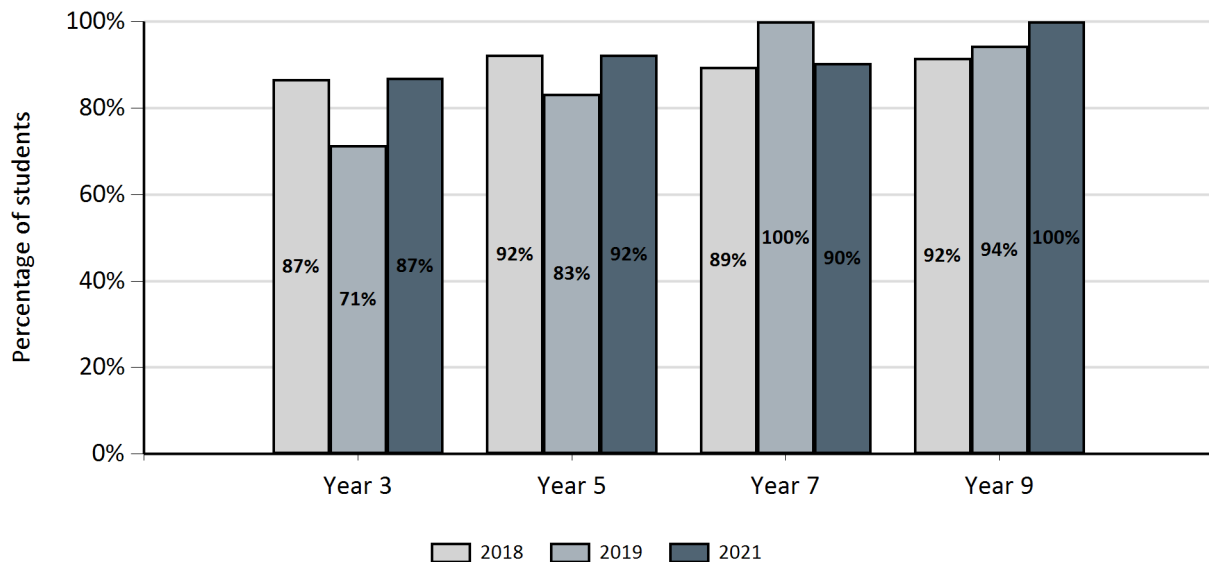


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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)
Upper progress group	31%	43%	*	34%
Middle progress group	54%	52%	50%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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)
Upper progress group	36%	62%	*	34%
Middle progress group	48%	33%	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	23	23	12	7	52%	30%
Year 3 2019-2021 Average	25.5	25.5	12.5	7.0	49%	27%
Year 5 2021	26	26	12	4	46%	15%
Year 5 2019-2021 Average	25.0	25.0	10.0	3.5	40%	14%
Year 7 2021	21	21	5	8	24%	38%
Year 7 2019-2021 Average	18.0	18.0	3.5	6.5	19%	36%
Year 9 2021	12	12	1	2	8%	17%
Year 9 2019-2021 Average	15.0	15.0	2.5	3.0	17%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

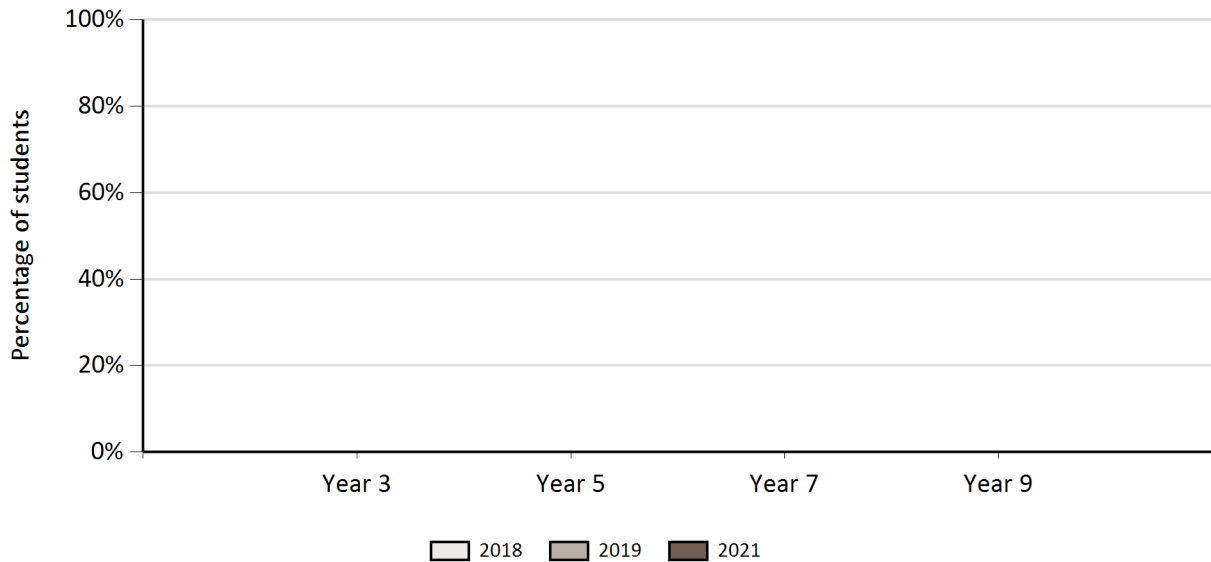
[^]includes absent and withdrawn students.

*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



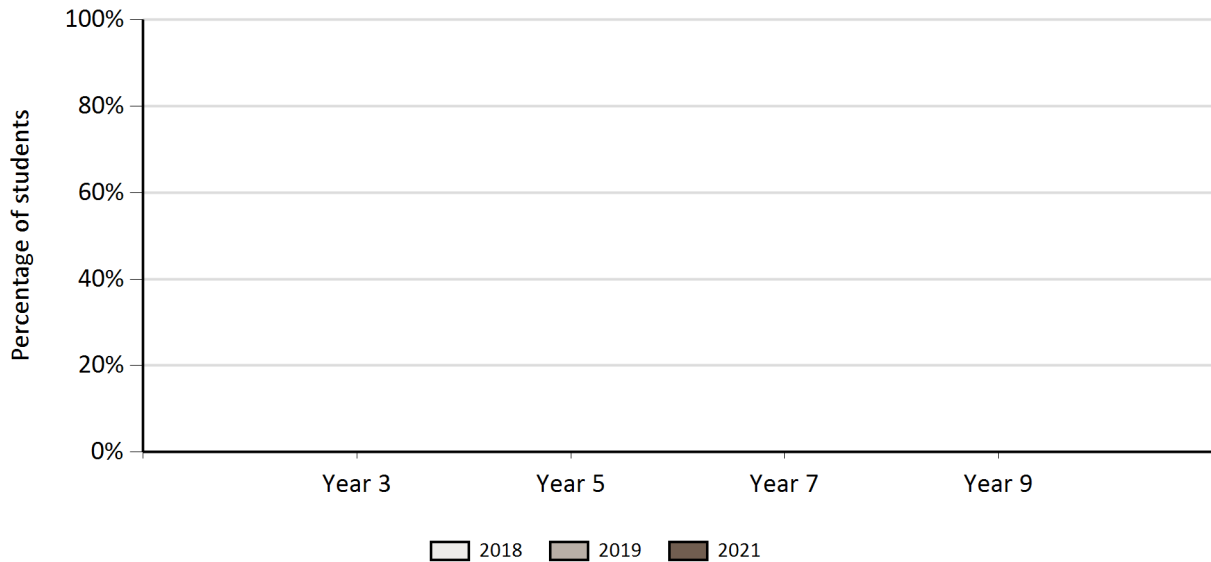
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression State (average)

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression State (average)

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

That assessment and reporting schedule is applied to capture all Aboriginal learner progress, and directly informs literacy and numeracy improvement planning.

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

All students demonstrated academic progress.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
100%	100%	100%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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	2018	2019	2020	2021
A+	*	*	*	0%
A	*	*	*	0%

A-	*	*	*	0%
B+	*	*	*	0%
B	*	*	*	0%
B-	*	*	*	0%
C+	*	*	*	0%
C	*	*	*	0%
C-	*	*	*	0%
D+	*	*	*	0%
D	*	*	*	0%
D-	*	*	*	0%
E+	*	*	*	0%
E	*	*	*	0%
E-	*	*	*	0%
N	*	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
*	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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	14%	0%	0%	20%
Percentage of year 12 students undertaking vocational training or trade training	14%	0%	33%	40%

2021
0%
0%

School performance comment

We have strong academic performance at Wudinna Area School. We identified our targets for 2021 based on these students' results and cross-referencing (triangulation) these results with our PAT data. Our emphasis is on improving the number of students who are moving into the higher bands. We have also identified the need to retain students in the higher bands once they achieve a higher band level. We are also focused on ensuring all students are continually improving their academic results demonstrated by growth not just achievement. We have very few students who did not achieve the SEA, these students all have an Individual Learning Plan (ILP) to ensure that they achieve the SEA. We need to maintain the work and growth that the school has made in Numeracy and improve our Literacy (reading) due to the large numbers of students in the middle bands for progress. We have included this in our Site Improvement Plan. Training and development focused on not only working with students in the lower bands of achievement but also included how to extend those that are in the middle and upper bands.

To meet our site improvement targets, we continued the work with PLCs to extend the work done in 2020. We used a case management method of looking at the results that different students were achieving within classes, and then working on what we need to do to drive their improvement class by class. Staff also undertook observations to enabling the sharing and observation of high quality pedagogy. Our plan to improve literacy includes the following strategies:

- Explicit teaching, Brightpath, Seven Steps to Writing Success, Guided reading, Cars and stars, Leveled readers, Initialit, Multilit, Macqlit, Tactical Teaching: Reading, targeted intervention, Quicksmart Literacy, vocabulary activities (oral literacy skills and public speaking opportunities).

Our data is very cohort driven because of the small numbers across the year levels. Making use of data sets for individual students is a necessity to ensure we are meeting individual needs. Trend data demonstrates that writing, comprehension, and vocab skills are areas that we will need to work on to move students into the higher bands.

Attendance

Year level	2018	2019	2020	2021
Reception	89.7%	91.2%	87.9%	89.3%
Year 1	91.5%	90.6%	88.3%	89.7%
Year 2	92.8%	91.3%	88.5%	89.5%
Year 3	92.6%	92.9%	91.0%	88.9%
Year 4	91.8%	92.8%	86.3%	90.6%
Year 5	93.3%	93.4%	93.8%	92.7%
Year 6	93.3%	93.2%	92.7%	90.3%
Year 7	94.2%	93.2%	92.8%	91.3%
Year 8	90.5%	91.5%	92.7%	89.8%
Year 9	93.5%	91.2%	91.6%	87.8%
Year 10	93.3%	93.2%	89.9%	93.1%
Year 11	83.9%	89.4%	93.0%	90.3%
Year 12	86.8%	90.7%	95.0%	95.5%
Total	91.9%	92.1%	90.3%	90.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our attendance has consistently been around the 91% mark for a long time. The distance required to attend medical and other appointments increases absence rates in many rural schools including ours. We have very few unexplained attendance issues as parents communicate to the school about absences and exemptions. COVID-19 has affected the amount of students that have stayed home due to having cold like symptoms however, we are continually striving to improve our attendance rate to a consistent 95%. To attain this 95% we ensure that we have processes in place to track non-attendance. Including:

- Communication with parents about non-attendance via phone calls and notes home
- Regular articles about the importance of attendance at school for student achievement
- Following up on absences

Behaviour support comment

2021 has been a great year we had very few Student Behavior Management (SBM) issues. Most incidents have been extremely low level and resulted in withdrawal from class.

Parent opinion survey summary

The parent opinion survey demonstrates a positive opinion of Wudinna Area School from our community. The survey demonstrates that we have continued to have the support of the majority of respondents across all areas. Communication and activities are important for our community. The survey demonstrated that the majority of respondents either agree or strongly agree with the majority of questions within the survey. The keys point from the parent satisfaction survey include:

- Respect: demonstrated that students and staff respect each other
- Communication is valued from the school
- Effectiveness of the communication to meet the needs of parents
- High expectations of student behavior and work
- The need to create a means for parents to have input about their child's learning needs

Community perception of our school is crucial to forming the basis for a good education. Our school endeavors to develop the relationships with families and community members, which reinforce a good education. Having a large proportion of our community involved in different aspects of the school helps to inform parents about what is going on at school and that we value their involvement. COVID-19 limited the number of activities and the normal format of how we interacted with parents. We moved to an online format in order to meet the COVID-19 requirements. A return to activities will help to get our school community back into the school reinforcing our strong relationships with the community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	55.6%
PE - PAID EMPLOYMENT IN SA	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	5.6%
U - UNKNOWN	6	33.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

At Wudinna Area School we comply with the requirements that all staff and volunteers have a clearance to work with children which states: To work with children and young people in SA government educational sites and services, you must have a current Working With Children Check (WWCC).

The check must be updated every 5 years. Some volunteers also need a current WWCC. Current, valid child-related employment screening checks done by DHS/DCSI will be recognized as a WWCC until they expire.

If an employee has a student WWCC, it is valid until it expires. Before expiry, the employee must have a general WWCC in place. Employees are encouraged to apply for their new WWCC 6 months before their current child-related employment screening expires.

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	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	19.3	0.4	8.2
Persons	0	21	1	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,308,185
Grants: Commonwealth	\$2,900
Parent Contributions	\$94,618
Fund Raising	\$12,056
Other	\$78,283

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

2021 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 2021 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	Intervention programs for students identified as needing support. These programs include Quicksmart Numeracy, Quicksmart Literacy, MacqLit, Minilit, Initialit, TooSmart, support in the classroom and reading support.	No exclusions or suspensions.
	Improved outcomes for students with an additional language or dialect	One to one support.	Students demonstrated growth and made progress.
	Inclusive Education Support Program	All students with disability funding receive one on one support in class and within the intervention programs.	All students have demonstrated academic growth.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	These funds are used to minimize the issues and problems associated with living in a remote and isolated location, thereby ensuring students are provided with opportunities within our community and beyond to have educational experiences reinforcing our learning goals. These opportunities have included Open Access subjects, local delivery subjects, camps, presentations, events and training and development for staff to improve their teaching and subsequent learning.	Promoted a connectedness and choice for students and built the professional capacity of teachers.
Program funding for all students	Australian Curriculum	Intervention programs for students identified as needing support. These programs include Quicksmart Numeracy, Quicksmart Literacy, MacqLit, Minilit, Initialit, TooSmart, support in the classroom and reading support.	All students identified made progress.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	We have used these funds to employ an ACEO to work with staff and students using the Department for Education Aboriginal Strategy.	ACEO working across with classes and teachers.
	Specialist school reporting (as required)	The RAAP funding has helped our AG program develop and with the involvement of our AG steering committee we have incorporated AG into the Curriculum for all secondary students.	Student involvement in the program is promoting connectedness to the school.
	Improved outcomes for gifted students	N/A	N/A

