Yankalilla Area School

2022 annual report to the community

Yankalilla Area School Number: 766

Partnership: Fleurieu

	Signature
School principal:	Mrs Christine Bell
Governing council chair:	David Jolly
Date of endorsement:	**23 February 2023**

Government of South Australia

Department for Education

Context and highlights

Yankalilla Area School is a quality learning environment where all people are valued, every person's potential is maximised and building positive relationships forms the basis of everything we do. At Yankalilla Area School we strive to provide a positive, enthusiastic, safe and creative learning environment where each student is well supported to meet their full potential by our dedicated team of professional staff who provide diverse, engaging and outstanding educational programs.

Teaching and learning within our School is underpinned by our school values of Honesty, Respect, Excellence, Responsibility, and Care.

 Some unique features of the school population include –

☐ Enrolment of 398 students

☐ Category 5 on the DFE Index of Educational Disadvantage

☐ 10.93% students with disabilities

☐ 2.73% Aboriginal students

☐ 2% students under the Guardianship of the Minister (GoM)

☐ Approximately 32%% of students with School Card assistance.

☐ An Out of School Hours Care program is offered.

☐ There is a DFE preschool located across the road from the school.

The school offers Agriculture studies to year 12 on the 20-acre property.

The school has an onsite Caf☐ open to the public weekly, providing opportunities for students to learn Barista skills.

Our Senior students have the opportunity to train in an onsite hairdressing facility as well as a dedicated onsite construction facility.

Governing council report

This year's Governing Council was made up of a diverse range of parents and community that met together twice a term to support the school through the Governance Framework. We undertook great interest in learning, with the principal, the school's Site Improvement Plan (SIP) goal, of 12-months growth in writing for every student. At each meeting we were kept up to date of the progress of the school's targets and the actions being implemented to achieve the goal.

We ensured regular meetings occurred with the Finance Committee and understood the challenges the school had this year with the increased number of staff absences, mainly due to the pandemic implications, and the need to fund replacement teachers accordingly. As a council we were kept updated and appreciated the hard work of the Business Manager and principal to work through these financial issues.

Our school canteen held ground this year and with a new manager in place, we were pleased with the effort. Feedback from students, and the recent opening of a service station across the road from the school, is encouraging us to re look at the menu in 2023 and adjust our business model.

Our OSCH service has had an amazing year both financially and with student and parent satisfaction which are at an all-time high. We are proud of this quality service and the management of our OSCH Director Gill Bolton is exceptional. The increased profits this year will be put back into the service to provide new physical resources and some building upgrades.

Quality improvement planning

In 2022, our Sight Improvement Plan (SIP) goal was for all students to demonstrate at least 12 months growth in writing per year for the next 3 years.

Success criteria

Students will develop their knowledge of sophisticated language features and the structure of genres at the expected standard.

Students will demonstrate reading skills to comprehend challenging vocabulary and unfamiliar text structures.

Students will demonstrate the ability to articulate their thoughts and write using complex vocabulary.

Students will understand and demonstrate the purpose for writing.

We focused on four of our key actions as outlined in the SIP:

All teachers will implement the six high impact teaching strategies into their daily practice:

Collaboratively with leaders and staff, we created five statements of expectations connected to the high impact teaching strategies. In 2022, we had a targeted focus on structuring the lessons: explicit teaching and success criteria and learning intentions: and goals. This focus was supported through a Professional Development Day led by our Local Education Team (LET) on success criteria and learning intentions.

Teachers will follow a consistent instructional routine approach for each lesson:
To support the high impact teaching strategy of structuring the lessons and explicit teaching, in our Curriculum Area Teams, staff co-created instructional routines that specifically suited their area of curriculum. The instructional routine was implemented to ensure consistency and structure within lesson delivery ensuring that high impact teaching strategies were included regularly throughout teaching and planning. In these teams, staff created a bank of Tier 2 and Tier 3 subject specific vocabulary in conjunction with the department units and Australian Curriculum glossaries.

Teachers will explicitly teach subject specific vocabulary in their curriculum areas:

There have been 6 key teachers identifies in 2022 who have been trained in the Deep Learning Framework and will develop their pedagogy and share their learning with other teachers as the group grows.

The results of our Primary Targets:

Target 1- Shift the proportion of A grades by 10% for years 1-5 in all subjects (in Sem2, 201- 53 students received an A grade).
In Sem 1, 2022- 2/3% were A grades, therefore not likely to hit the 10% target.

Target 2- Shift the proportion of A grades In English by 100% (2 students in every class year 1-5) (in Sem 2, 2021- 2 students received an A grade I years 1-5)
In semester 1, 2021 there were 4% of A grades in English (years 1-5), in semester 1, 2022-7.5% of A grades- close to meeting target of 100% improvement.

Target 3- Year 3- 80% achieve SEA Naplan writing and 25% achieve HB (High Bands) Naplan writing- based on Phonics, Running Record and A-E data.
In year 3, 83% SEA or above in Naplan writing and 11% achieved HB.

Target 4- Year 5- 70% achieve SEA Naplan and 20% achieve HB Naplan writing- based on Running Record, A-E English and PAT Reading data.
In year 5, 75% achieved SEA or above in Naplan writing, and 16% achieved HB.

The results of our Secondary Targets:

Moving forwards into 2023 as identified in our Step 4 and 5 process with staff at the end of 2022 our focuses will be:

Review the implementation of the VCOP framework and Big Writes

Embed BrightPath program into the school R-9

Continue with instructional leadership walkthroughs and formal observations aligned to SIP goal/actions.

HITS focus on feedback to feed forward and collaborative learning.

Introduce teacher-to-teacher peer observation model and feedback.

Embed restorative practices across all areas of learning.

Develop curriculum mapping documents for each learning area as part of the Curriculum Area Teams

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
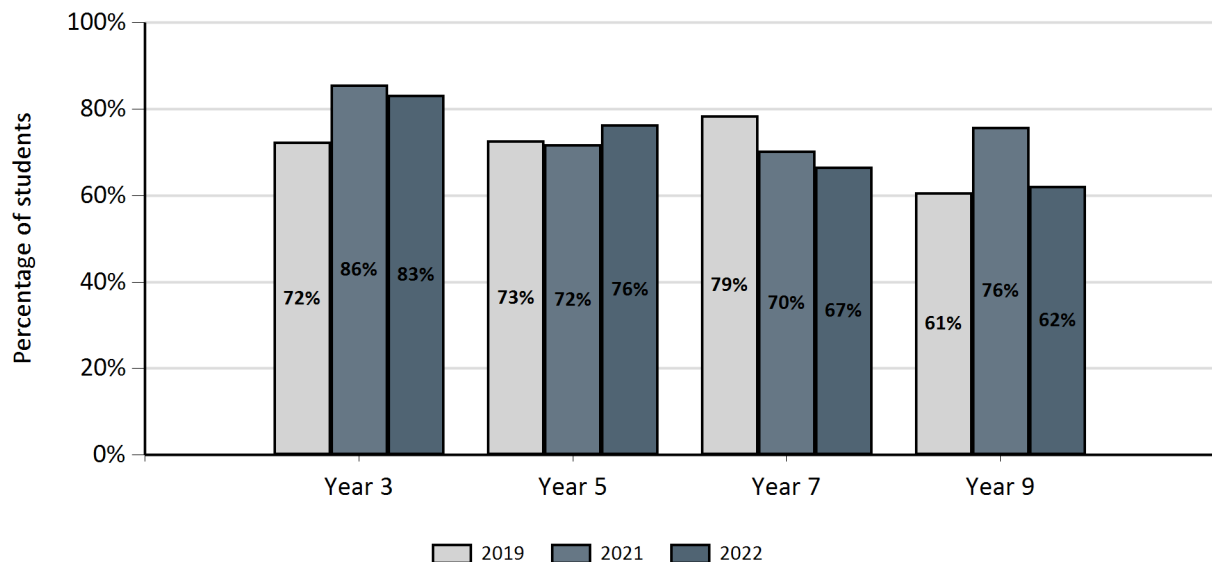
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
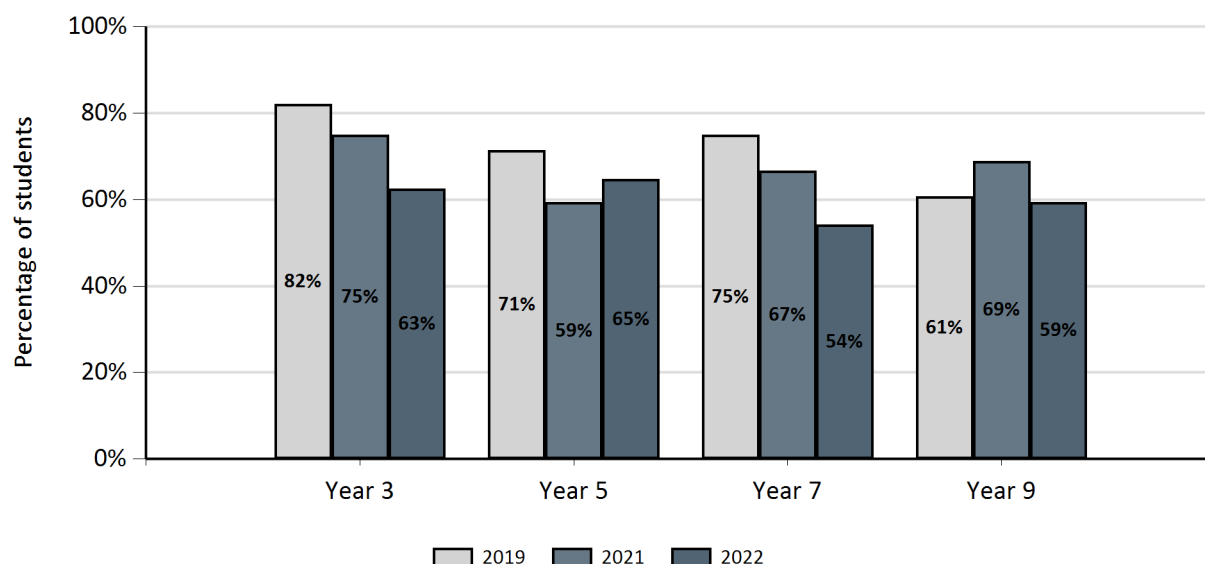
Numeracy

*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	24	24	8	4	33%	17%
Year 03 2021-2022 Average	26.0	26.0	10.0	4.0	38%	15%
Year 05 2022	17	17	2	1	12%	6%
Year 05 2021-2022 Average	24.5	24.5	4.0	2.5	16%	10%
Year 07 2022	24	24	4	1	17%	4%
Year 07 2021-2022 Average	25.5	25.5	4.0	2.5	16%	10%
Year 09 2022	37	37	6	3	16%	8%
Year 09 2021-2022 Average	33.0	33.0	4.5	2.5	14%	8%

*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

*NOTE: No NAPLAN testing was conducted in 2020.
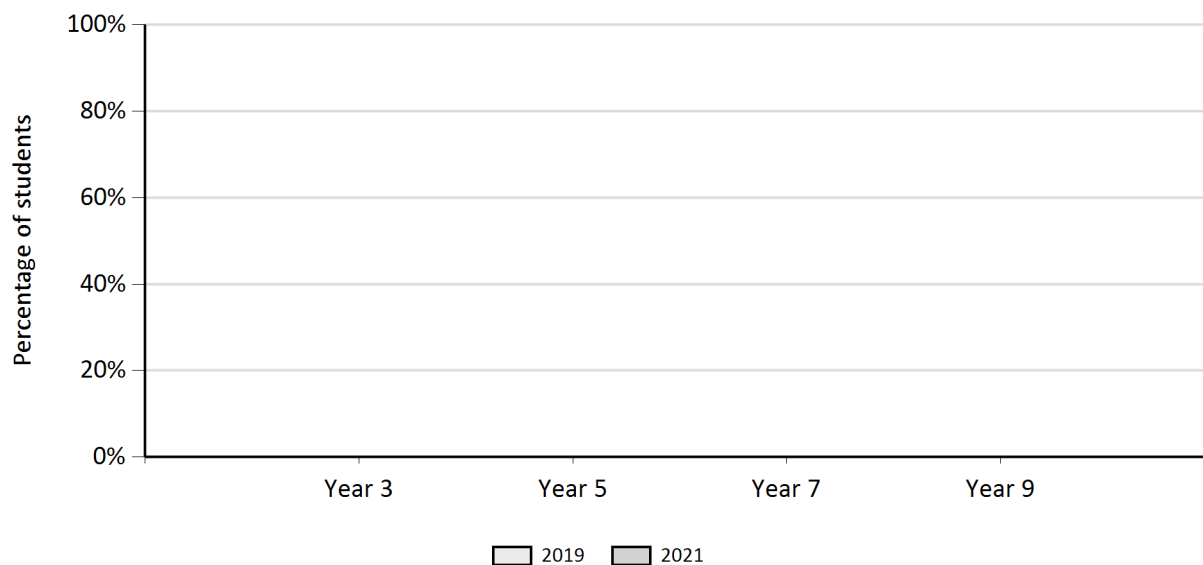Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
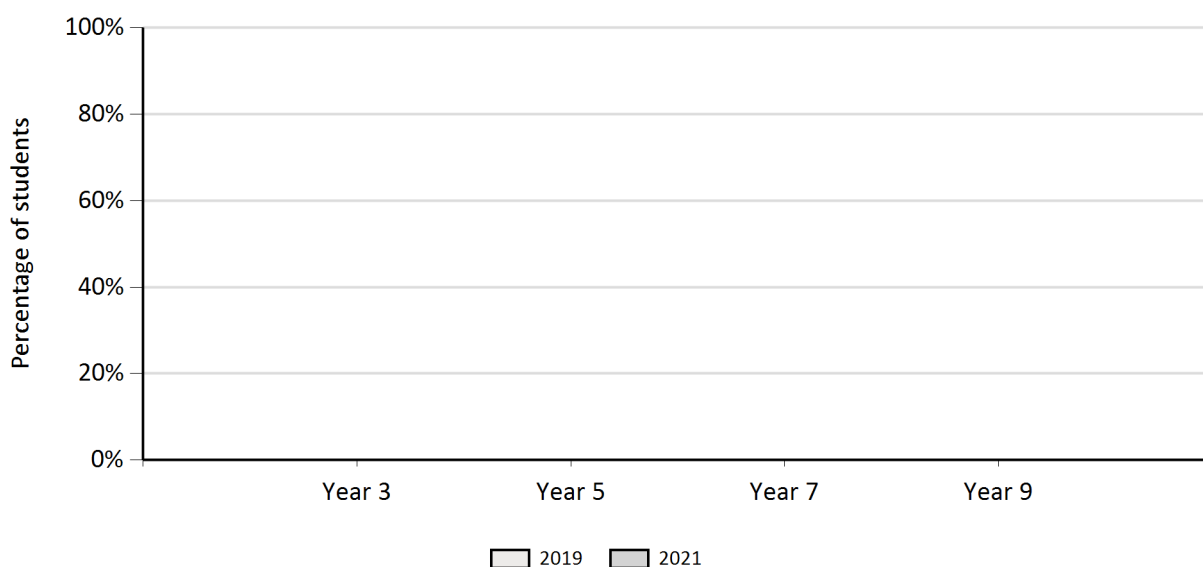Data is only shown for Aboriginal learners.

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 03 2021-2021 Average	*	*	*	*	*	*
Year 07 2021-2021 Average	*	*	*	*	*	*
Year 09 2021-2021 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: Intervention & Support

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

In 2022 Yankalilla Area School had 10 ATSI students (1 x Year 12, 2 x Year 11, 2 x Year 10, 2 x Year 6, 2 x Year 4, 1 x Year 1)

In 2022 the ATSI Team chose 3 Key elements from the ALALR to focus on with Key Element 1 being the priority.

Key Element 1: Data Informed Planning,

Key Element 3: Assuring Consistent, High Quality Classroom Practice and Key Element 4: Applying Evidence-Based, Learning Interventions

Using data collected from running records, PATR, PATM, PATS, NAPLAN, Literacy groups, Spelling Tests, notes from student files and anecdotal data, students were placed in a range of Literacy and Numeracy intervention programs and given additional support from the AET and ACEO.

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

Student 1 (Year One) NCCD Cognitive & Supplementary Intervention
Minilit (3 x 45mins/week) Fine Motor Skills Program (20 mins/week)Maths (Small group teacher support in class)
Phonological Awareness (1 x 45min /week) Social Skills Program (1x 45min/week) ATSI Support – 15 min x 3/week
Achieved Literacy goal ie Reached Level 6 and Numeracy goal - OCOP
Student 2 (Year Four) NCCD Cognitive & Supplementary
Intervention Speech (2 x 20mins/week) Maths (1 x 45mins/week) ATSI Support – Literacy Group 1 x 45mins/week
Increased spelling age by 1 year
Student 3 (Year Four) NCCD Cognitive & Supplementary
Intervention Macqlit (5 x 45mins/week) Executive Functioning (1 x 45mins/week)Maths (1 x 45mins/week) Writing Goals (1 x 45mins/week in class support) -ATSI Support – (2 x 45mins/week in class support)
Student 4 (Year 6) NCCD Social/Emotional & Supplementary
Intervention Morning reading (2 x 15mins/week) Word Attack (1 x 20mins/week) ATSI Support – (1 x 45mins/week in class support when required) Reached AR (Accelerated Reading) target
Participated in the 2022 Readers Rap Challenge – competed against 5 other schools
Student 5 (Year 6) NCCD Cognitive -Intervention Close Reading

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
95%	100%	100%	99%

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+	0%	0%	4%	1%
A	1%	2%	16%	3%
A-	4%	3%	15%	14%
B+	10%	14%	11%	8%
B	28%	27%	9%	23%
B-	16%	15%	14%	22%
C+	18%	14%	13%	12%
C	16%	21%	11%	12%
C-	4%	3%	4%	4%
D+	3%	0%	0%	1%
D	2%	0%	0%	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
86%	81%	93%	96%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2020	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	65%	0%	27%	45%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	89%	0%	66%	80%

2021	2022
5%	30%
97%	13%

School performance comment

SACE:

The journey of adopting effective response systems to student's needs and SACE Improvement remains a high priority at Yankalilla Area School. The 2022 Stage II results saw a decline of students achieving in the 'A' band but a significant rise in the 'B' band. These band levels combined, as with 2021 results, remained above 70%. Notably 100% of students achieved their SACE with an overall MEAN ATAR score of 63.1.

Complimentary to mainstream learning were also the flexible learning platforms. Our students remained connected to Vocational Education & Training with 60.9% of students studying VET and 5.45% participating in School Based Apprenticeship I.e Agriculture, Horticulture, Civil Construction and Commercial Cookery.

Post school destination data, for the class of 2022, provided first preference offers for 30.5% of candidates undertaking potential Further Education, 30.5% continuing their Apprenticeship / Traineeships and 39% exploring employment opportunities.

NAPLAN

In 2022 our year three students showed growth in meeting the National Minimum Standards (NMS) in all areas apart from a slight drop in Numeracy.

In year 5 student results remain steady with an increase in reading. While year 5 higher bands in reading were maintained, there was a drop of 50% in Numeracy.

In year seven there was an increase in students reaching NMS in Spelling, however the other components saw a decrease that will need to be addressed. There was also a decline in students maintaining high bands in both Numeracy and Reading.

Our year nine students NMS also dropped apart from Spelling, however there was growth in students maintaining higher bands from 22% to 50% in Numeracy and 40% to 63% in Reading.

Attendance

Year level	2019	2020	2021	2022
Reception	92.3%	91.5%	85.5%	84.4%
Year 1	92.0%	91.9%	89.7%	83.2%
Year 2	93.1%	91.3%	89.8%	87.6%
Year 3	90.9%	89.5%	87.2%	87.2%
Year 4	92.2%	92.2%	90.6%	82.7%
Year 5	86.1%	92.6%	83.1%	83.7%
Year 6	91.0%	88.4%	85.9%	78.3%
Year 7	87.9%	88.1%	84.1%	81.1%
Year 8	85.2%	87.6%	83.8%	80.1%
Year 9	85.2%	89.3%	85.2%	76.6%
Year 10	90.4%	88.9%	82.8%	73.6%
Year 11	94.8%	94.3%	85.3%	79.7%
Year 12	89.5%	94.2%	93.3%	86.1%
Secondary Other	98.8%	99.1%	98.5%	94.4%
Total	89.9%	90.7%	86.2%	81.2%

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

Attendance comment

In 2022 our school saw an increase in chronic non-attenders from 15% in 2021 to 24% in 2022. Habitual noon attenders also increased from 21% to 31% over the year. Data analysis indicates that the Secondary Years are more problematic than the Primary years. A small team meets fortnightly to analyse the data and put strategies in place to address these concerns. Home visits have proved successful but due to some safety issues the school is developing a 'Home Visit Policy" to protect staff.

Behaviour support comment

In 2022 data analysis indicates the incidents of bullying and harassment are minimal at Yankalilla Area School. The school continues to utilise SAPOL anti-bullying workshops for all secondary students. Moving forward the school has committed to have all staff across the school involved in professional learning around Positive Behaviours in 2023. This will include 4 onsite workshops, finances committed to resources and collection and analysis of data every three weeks with responsive actions implemented.

Parent opinion survey summary

Feedback received from parents indicates we still have some work to do around our communication to families. We moved across to the Education Management System in term 4 and this will allow us to have a consistent communication platform that will allow for direct communication to families for all staff members.

We have also focused on increasing the quality of respect for each other we demonstrate, and model and classes have taken up this challenge as part of the Pastoral Care lessons each week. We have also begun our journey providing professional learning for all staff in the 'Positive Behaviours program and we will roll this out in the coming year with 4 whole school workshops while at the same time connecting to the community offering parenting session where applicable.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	12.2%
NS - LEFT SA FOR NSW	1	2.0%
PE - PAID EMPLOYMENT IN SA	3	6.1%
SM - SEEKING EMPLOYMENT IN SA	3	6.1%
TA - LEFT SA FOR TAS	1	2.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	29	59.2%
U - UNKNOWN	6	12.2%

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

Yankalilla Area School has embedded, clear processes and policies regarding relevant history screening for all staff and volunteers that are on our site. The principal is qualified to deliver RAN (Respond against Neglect) workshops at our site, and we have a dedicated SSO who supports and maintains staff and volunteer records. It is a requirement that all staff revisit the Protective Practices document in week zero to reiterate the importance of adhering to this practice and this is a main focus of our Induction program.

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	60
Post Graduate Qualifications	20

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	29.8	0.9	16.5
Persons	0	36	1	23

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

Financial statement

Funding Source	Amount
Grants: State	$5,668,035
Grants: Commonwealth	$1,504,773
Parent Contributions	$141,465
Fund Raising	$1,850
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	In 2022 YAS employed a Psychologist as a HPI to work alongside the Primary School Counsellor to provide social and emotional wellbeing skills to students in and out of the classroom. Regular small group and whole class learning occurs on a regular basis in the Primary Years. Middle years students are involved in 5 dedicated Pastoral Care lessons which are planned and mapped across years 7-9. This includes students being exposed to potential employment and further education opportunites.	School data indicates that students are reducing the need to have breaks from the classroom learning environment which is allowing for increased exposure to teaching. The usage of the "REACH Room (self-regulation) is also on decline. Through the Middle school Pastoral Care program there is an increase in students developing a greater capacity to become independent learners and are benefiting from opportunities to study independently.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Literacy and Numeracy Intervention and Extension programs. Inclusive Intervention programs run alongside the classroom learning (Inclusive Classrooms). Strength based programs, Fine and Gross motor programs, Speech and Language support programs, Social and Emotional wellbeing programs – Resilience toolkit and What's the Buzz, Building student capacity through 1:1 explicit teaching of skills. Learning Improvement Staff training on Restorative Practices.	Inclusive Classroom intervention increased to incorporate Middle School for Numeracy and Reading Groups.
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	Students participating in a range of alternative programs to support engagement, attendance and wellbeing. Worked with the School Engagement Team for individual student support. Literacy and Numeracy Intervention and Support programs as well as a range of additional interventions targeting small group learning. Additional staff recruitment into the Learning Support Team	Students participating in Intervention met their individual goals and progressed at the expected rate.
Program funding for all students	Australian Curriculum	This funding was used to provide release leadership time for the three sub school leaders to drive curriculum mapping and implementation of the DFE Curriculum Resources across the R-10 years.	All teachers understand the DfE Units which are being used as part of 80% of teachers planning
	Aboriginal languages programs Initiatives	N/A	N/A

	Better schools funding	Better Schools funding was used to partly release leadership to drive the Deep Learning strategy across 5 classrooms. It was also used to release teachers to observe other teacher practice. This also included developing statements of expectations in relation to 5 High Impact Teachers strategies implemented through the SIP	The school has agreed expectations in relation to High Impact Teaching strategies. All teachers are observed through Instructional Walkthroughs, the data is collected and analyzed
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A