

# Raukkan Aboriginal School and Raukkan Child Parent Centre



Government  
of South Australia

Department for Education

## 2019 annual report to the community

Raukkan Aboriginal School Number: 845

Raukkan Child Parent Centre Number: 1611

Partnership: Coorong & Mallee

**Name of school principal:**

Cheryl Bawden

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**Name of governing council chairperson:**

Rose Rigney

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**Date of endorsement:**

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## Site context and highlights

Raukkan Aboriginal School is located on the traditional lands of the Ngarrindjeri people and is an important part of the Raukkan Community, which is a strong and proud community. Due to low enrollments it has been reclassified as an Early Learning Centre consisting of a Preschool and School, which only caters for students Reception to Year 2.

Raukkan is a Category 1 site within the Department for Education index of educational disadvantage, with Category 1 being the most educationally disadvantaged sites in the state.

All children who attend Raukkan Aboriginal School are Ngarrindjeri and identify English as a second language {EALD}

Each child at the school has a One Plan which specifically details their learning goals, accommodations and interventions. These are reviewed and updated at the end of each term. All one Plans are shared with Family who have input into their child's learning.

The improvement goal for 2020 is based on site self review and reflection, and the use of contextual data. Staff are currently in the process of writing whole school Literacy and Numeracy Agreements in line with DfE foci. As student numbers are low, and students will eventually go to Meningie Area School, we are working closely with them and both the Early Years teacher and the Preschool teacher have integrated lessons with their MAS counterparts. The Early Years teacher also attends Meningie PLC meetings each fortnight. The site has established a data collection timetable and data will be recorded on an excel spreadsheet and, following collection, will be analysed for planning effective teaching and learning programmes.

## Governing council report

The Governing Council met once in 2020 as the Chairperson is ill and out of the Community for an extended period. In 2019 the Governing Council did not meet as required and the community became disengaged. In 2020 the school is working towards re engaging Community and re establishing an effective Governing Council. The Governing Council currently has no constitution but a draft constitution has been obtained and will be contextualised and ratified at the next meeting which, hopefully, will take place before the end of Term 1.

## Quality improvement planning (Preschool)

Educators provide an environment that is secure and predictable, where children can explore and investigate. The learning environment values cultural and social diversity and demonstrates flexibility. Learning areas foster the safety, health and well being of each child.

The Early Years Framework is embedded in planning, programming, reflecting and assessing children's learning and development. All students have a One Plan which, in consultation with family has set learning goals. One Plans are reviewed and updated termly. Educators use key documents to support and deepen the use of EYLF - Respect Reflect Relate, The Preschool Indicators of Literacy and Numeracy and the Preschool Literacy and Numeracy Guidebooks.

Illness management and hygiene practices are embedded in line with DfE policies, which include notifying families of injury and documenting incidents on IRMS. Emergency procedures are displayed prominently throughout the service. Practices are programmed, conducted and reflected on each term.

Facilities have been designed to support access by children, families and educators, including adaptive equipment to support children with special needs. The premises, furniture and equipment are clean and well maintained.

Although there has been a number of teaching staff changes over the last few years, SSOs have remained constant for some time. The ECL for the Partnership regularly visits providing pedagogical and National Quality Standards support. All staff in the School Based Preschool have current Performance Development Plans linked to the QIP and these are the focus of professional conversations during line management meetings with the Principal. These meetings occur each Semester.

Learning Improvement Goals for 2020:

Engage in LDAR professional development to enable staff inquiry into development of conversation skills, and current research. (Focus 1: Educator knowledge and understanding - Strategy 1.1 professional learning)

Through practitioner research review and refine methods of data collection, analysis and reporting in relation to conversation skills (strategy 1.2 shared material in planning sessions)

## Improvement planning - review and evaluate (School)

Improvement planning for 2020 reflects the goals in the Site Improvement Plan (SIP). As recommended by the External Review, all teaching staff, in partnership with Meningie Area School, have developed a Whole School Literacy Agreement which reflects best practice evidence and research in the teaching of the Big 6. This is to support consistency in order to improve student achievement in reading with a particular focus on oral language. The goal is for all students to achieve SEA, or above, and Yr 1/2 students to improve reading levels as measured by Running Records and phonics screening. By developing a consistent and coherent approach to teaching reading that is targeted and differentiated students reading levels will improve. Effective pedagogy, as determined through current research, and the Best Advice Papers combined with regular, ongoing Network curriculum meetings with Meningie Area School will enhance and strengthen our teaching and learning programmes in Literacy.

This site has also developed a Whole School Numeracy Agreement which reflects the developmental sequence of learning based on the Big Idea in Number. This agreement, like the Whole School Literacy Agreement involved all Raukkan teaching staff in partnership with Meningie Area School and the Partnership Numeracy Coach. The goal is that by the end of Term 2 all students will demonstrate improvement on the base line data collected by the ROLEM ONLINE TESTING and formative assessment activities as in Big Idea in Number. A Data Workbook has been implemented and base line data, for both Literacy and Numeracy, has been collected and analysed to inform teaching and learning. By using the pedagogy of the Big Idea in Number, we will ensure the systematic and developmental sequence of learning number is explicitly taught and differentiated for student needs.

One Plans have been completed for all students and the learning goals reflect the SIP focus, at the individual level demonstrated by the base line data.

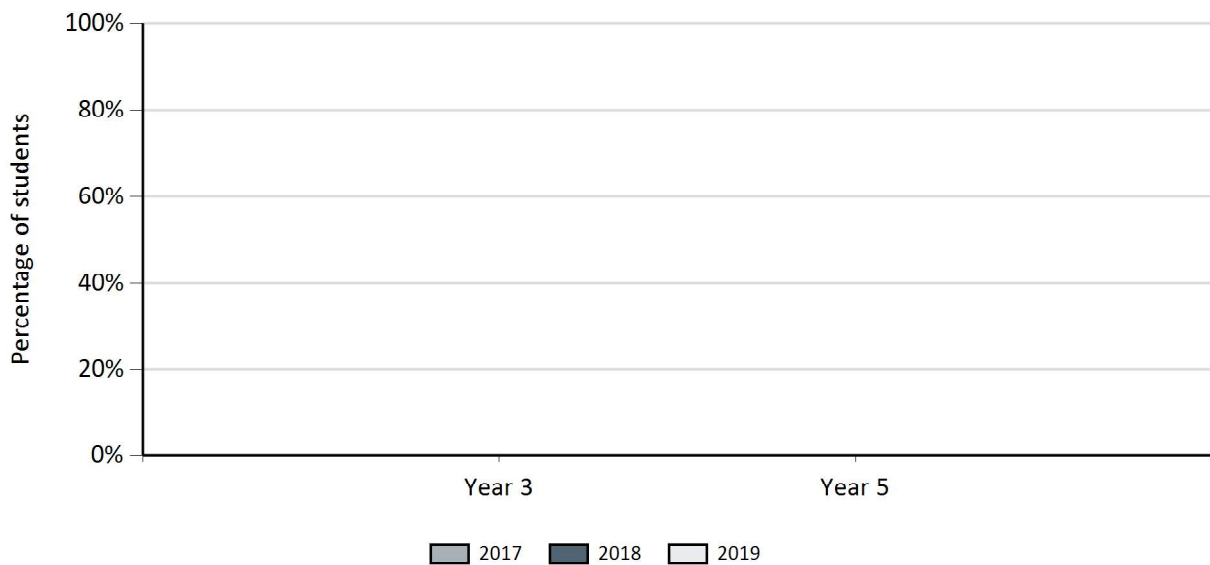
A number of activities to re engage and work with the Community have been undertaken. The Community Youth Workers are involved with school cultural activities on a regular basis, the Community Room has been used by Morundi Health Centre, an open afternoon and BBQ was well attended by the Community and staff from Meningie Area School, School will also be involved in Country SA Community programmes and I meet regularly with the CEO of Raukkan Community so that School and Community are working together.

## 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.

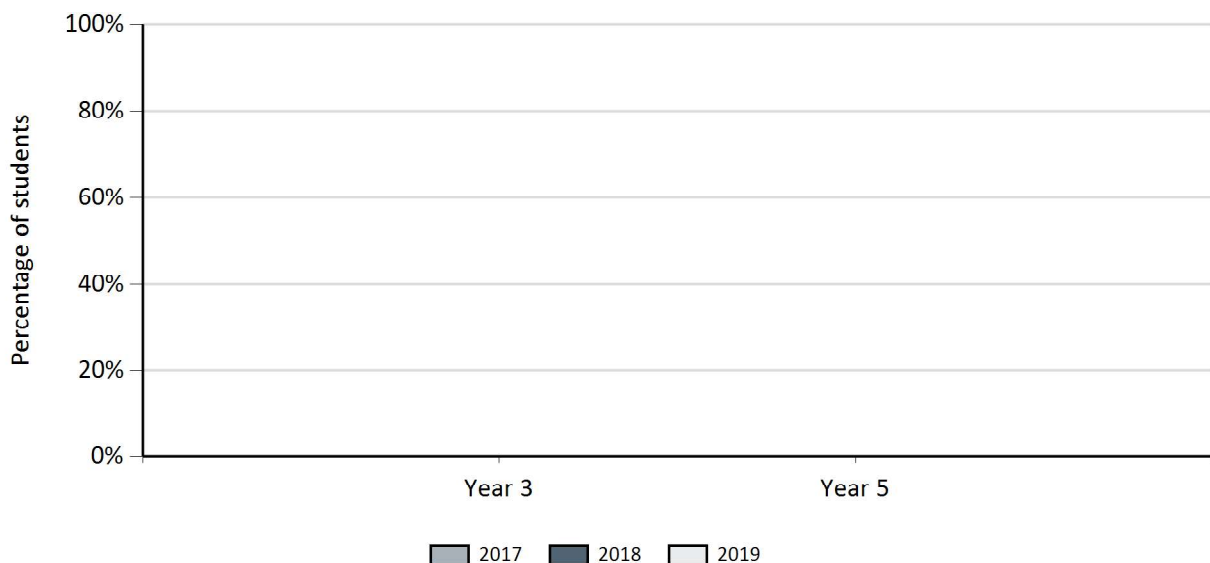
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>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.

## School performance comment

Raukkan is an Early Learning Centre Preschool to Year 2 and does not participate in Naplan.



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	100.0%	77.8%	70.8%	69.4%
2018 centre	100.0%	63.3%	76.7%	76.7%
2019 centre	72.7%	84.2%	47.8%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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.

## School attendance

Year level	2016	2017	2018	2019
Reception	96.5%		97.5%	76.3%
Year 1	85.9%	91.2%		93.1%
Year 2	85.0%	86.6%	92.1%	
Year 3	94.3%	86.4%	80.1%	92.7%
Year 4	86.6%	84.3%	79.6%	65.0%
Year 5	84.4%	86.9%	87.4%	73.2%
Year 6				100.0%
Primary Other				95.5%
Total	87.6%	86.7%	84.0%	81.2%

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

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

## Attendance comment

Can't comment on the above statistics for attendance, as I was not at this site in 2019.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	3	1	3	4
2017	3	3	4	7
2018	2	5	5	5
2019	5	4	4	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

## Preschool enrolment comment

Current Preschool enrolment is 5 students. One 4 year old and four 3 year olds.

## Behaviour support comment

Can't comment for 2019 but there is no behaviour support required in 2020.

## Client opinion summary

Early in 2019 there were accusations of bullying by some families. Their perception was that the school did not deal with it appropriately, which led to them removing their children and enrolling them in Meningie Area School. There were, however, some families that remained supportive of the school and questioned why Raukkan families were permitted to take their children to Meningie when there was a school which could cater for their educational needs in the Community. At present the school has an enrolment of 4 Early years students and 5 Preschools.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
845 - Raukkan Aboriginal School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	10	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Destination comment

In 2019 a number of Primary students left Raukkan and enrolled at Meningie Area School for the reasons mentioned above.

## Relevant history screening

## 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	3
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	1.0	2.0	1.5	0.0
Persons	1	2	3	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

## 2019 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 2019 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 behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities		
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant		
	Australian Curriculum		
Program funding for all students	Aboriginal languages programs initiatives		
	Better schools funding		
	Specialist school reporting (as required)		
Other discretionary funding	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		

## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy		
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.