



Miltaburra Area School

Respect Persistence Responsibility

Miltaburra Area School and Miltaburra Children's Centre

2022 annual report to the community

Miltaburra Area School Number: 1121

Miltaburra Children's Centre Number: 6678

Partnership: Far West

Signature

School principal:

Ms Karen Stokes

Governing council chair:

Ms Shan Vincenti

Date of endorsement:

24 April 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Miltaburra Area School provides a high quality education for children from preschool to year 12. Our students come from small rural and coastal communities on the west coast of South Australia. Our closest town is Wirrulla, 22kms to the east. Students travel to school by bus. Our school has well designed and resourced buildings and extensive grounds. We have an engaged and responsive school community and work together to promote the school values of responsibility, respect and persistence.

Governing council report

Term 1 had an unusual start due to COVID, with R/1 and 7/8 classes being the only years able to do face to face learning at school. All other years had online learning programs from home. With the secondary years still having to wear facemasks, it was a time of upheaval for parents and teachers, but all did a good job adapting. All grades were able to return to school in week 3 much to the relief of parents, I'm sure.

Just before the end of Term 1 an outbreak of COVID disrupted the school again, making it a very challenging time for parents wondering whether or not to keep their child/ren home with the risk of disrupting their learning or send them to school with the risk of getting COVID. I think the school handled this time very well, and thankfully it was just before the Easter break, giving those that caught COVID time to recover and allowing a break in the spread.

Our canteen was back up and running this year, and a big thank you must go to the parents who volunteered their time on Mondays and Fridays; it wouldn't be running without you. Thanks also to Sondra who keeps the canteen stocked and Renae for the rosters.

I encourage parents to get involved with their child/ren's learning, whether by joining the governing council to take on roles of support for our school and the students or making time to listen to your child/ren read at home. This effort has a huge impact on your child/ren's future success with their learning journey. Parents Jo Pocock and Georgie Mudge have voluntarily listened to reading in the R/1 class throughout the year - we thank you.

In 2022 saw Carolyn Mudge join the Governing Council, which is currently comprised of Karen Stokes (Principal), Shan Vincenti (Chair), Cindy Best (Secretary), Hayley Webb (Treasurer), Di Thomas (ICPA), Kirsty Lawrence, Jasmine Sinclair and Kylie Watson. The Councillors had training in September with attendance numbers encouraging as anyone interested was able to attend.

Discussions of the Governing Council during 2022 have included;

- Principal's position was up for tenure – Karen has accepted a 3 year roll over.
- Haslam Bus route – a new bus stop location was determined, making a safer pick up and drop off spot for 3 families on this run.
- Constitution Changes- membership of the Governing Council to cater for our smaller school.
- School Based Preschool Associated Programmes Policy – changes allowed children to do 2 terms prior to starting Kindy.
- Kindy student next year - we are extremely lucky to have received funding and have secured a teacher next year.
- Fundraising – we had organised a quiz night for parents, however this year proved to be difficult with lots of events being moved to the last term due to covid and the harvest season, so it didn't go ahead, but watch this space early next year.

School quality improvement planning

Our school improvement plan has been focused on improving reading comprehension outcomes. In 2022, our action plan included the implementation of classroom based activities to improve reading fluency for all children. These included echo and choral reading, speed reading games, read alouds and readers theatre activities. These were combined with regular fluency assessments which showed an improvement in reading fluency across all year levels. In addition to these classroom based activities, our site improvement action plan included a review of wave 2 intervention strategies across the school. As a result of this review, MacLit and MiniLit programs were implemented, including professional development and full timetabling of the wave 2 intervention strategy. WARP and WARL results show improvements in decoding and reading comprehension for a large number of students involved in these programs.

Preschool quality improvement planning

The preschool quality improvement plan in 2022 has been focused on "mark making". Building children's understanding of the connections between oral and written language, and increasing their intentionality of communication through the making of marks.

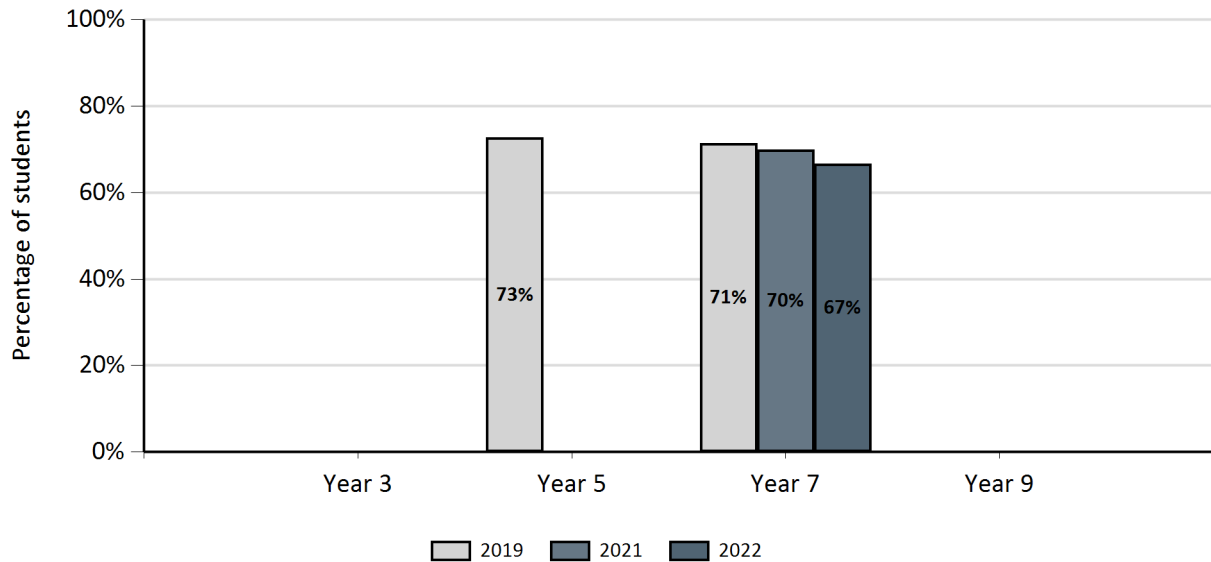
This has incorporated intentional daily activities designed to provide opportunities for intentional communication through mark making. In addition, early childhood educators have engaged in extensive and regular professional development and support activities focused on this improvement area. Observation and assessment has shown an increase in children's understanding of the relationship between mark making and language meaning., as well as an increase in the instance of mark making by many children.

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

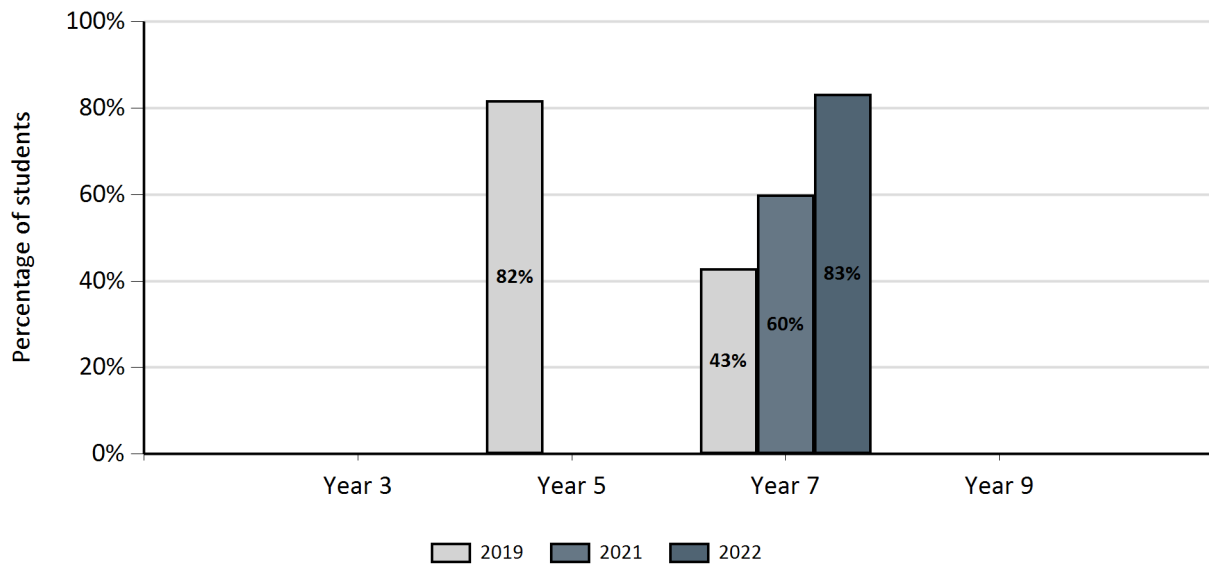


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	6	6	0	0	0%	0%
Year 07 2021-2022 Average	8.0	8.0	0.5	1.5	6%	19%
Year 09 2022	*	*	*	*	*	*
Year 09 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.

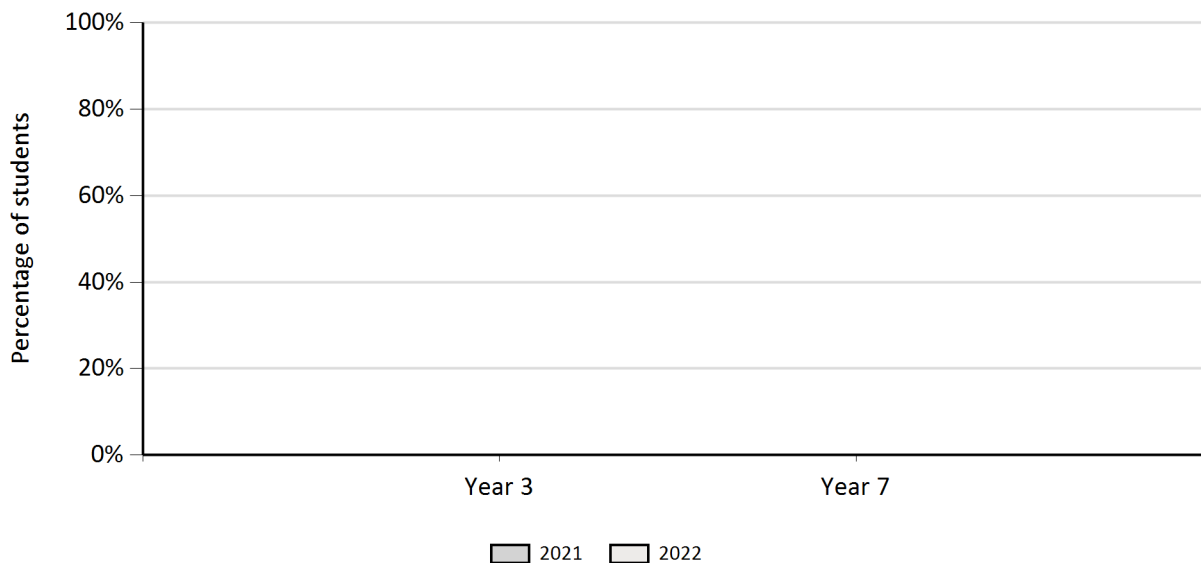
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



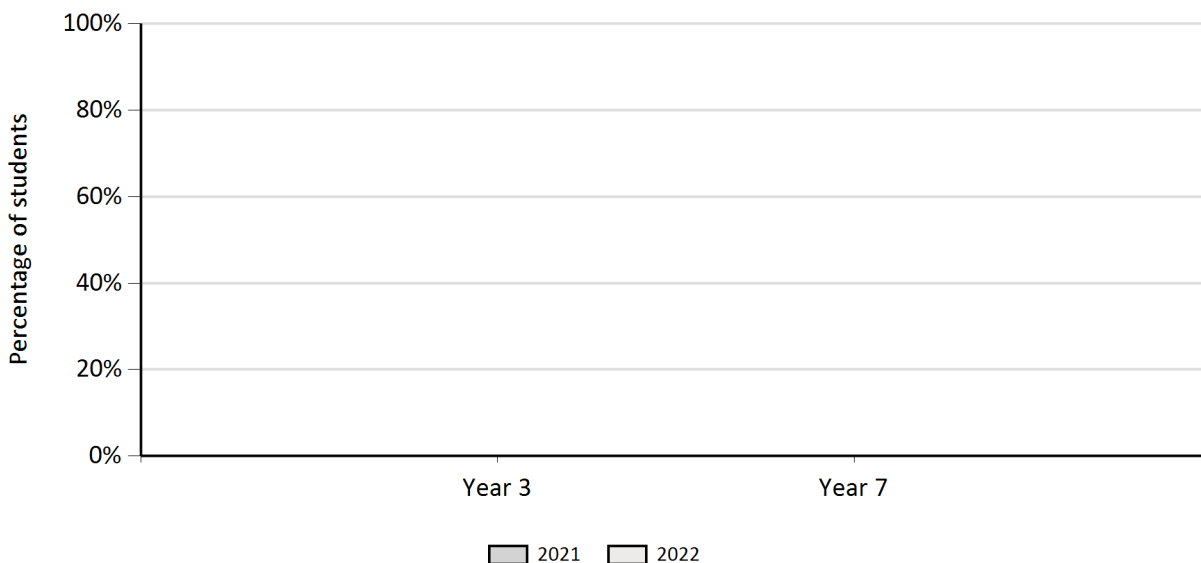
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 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:

Key element 4

Applying rigorous, evidence-based learning interventions - implementation of MacLit and MiniLit programs

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

66% of Aboriginal learners achieving at or above SEA in literacy assessments.

South Australian Certificate of Education - SACE

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

2021
*

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	2021
B-	0%
C	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

2021
*

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	100%
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	100%

School performance comment

“As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.”

2022
0%
0%

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	63.6%	75.0%	95.5%	93.2%
2020 centre	90.5%	83.3%	96.7%	90.0%
2021 centre	89.3%	97.2%	91.1%	89.3%
2022 centre	92.9%	100.0%	68.2%	87%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.

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

School attendance

Year level	2019	2020	2021	2022
Reception	89.8%	88.1%	91.7%	87.3%
Year 1	89.9%	87.6%	86.1%	88.9%
Year 2	94.9%	93.2%	84.5%	88.9%
Year 3	93.2%	88.4%	91.0%	81.4%
Year 4	80.5%	90.2%	90.7%	88.2%
Year 5	95.3%	72.9%	82.5%	87.3%
Year 6	85.3%	89.1%	83.5%	80.7%
Year 7	96.2%	83.0%	81.7%	85.6%
Year 8	85.8%	89.2%	88.8%	79.1%
Year 9	69.7%	86.6%	86.2%	83.0%
Year 10	89.3%	71.1%	N/A	82.4%
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	90.0%	86.6%	86.0%	84.7%

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

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

Attendance comment

Attendance for 2022 has been 84.7 %, which is a slight decrease from 2021 rate of 86%. Attendance is still at a rate which is far greater than the state average. The effects of the COVID pandemic have continued to impact our attendance data.

Non attendance is systematically followed up using DfE policies and school internal practices.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	7	12	12
2020	7	14	16	13
2022	7	7	8	8
2021	7	11	14	7

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

Behaviour support comment

There were 2 suspensions in 2022 compared with 8 in 2021. There were 3 incidents involving violence compared to 22 in the previous year.
There were 2 cases of verbal abuse towards a staff member and 6 incidents of verbal abuse towards a students (2 students)
It is pleasing to see this significant reduction in behavioural incidents following an intentional improvement process related to behaviour support and self regulation.

Parent opinion survey summary

16 people completed survey. 9 questions showed a small decrease from previous year results, whilst 4 question showed an increase.
Parental input to their children's learning, and parent's ability to help students to learn are 2 areas that we will look to work further on in 2023. There was significant improvement in several questions, including parents that feel their child is important to the school and in parent understanding better the standards of work the school expects.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1121 - Miltaburra Area School	200.0%	200.0%	200.0%	200.0%

NOTE: The data is collected in Term 3. 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), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
QL - LEFT SA FOR QLD	1	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	66.7%

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.

Destination comment

1 student - moved interstate and commenced an apprenticeship
 4 students transferring to boarding schools in Adelaide
 1 student transferring to an interstate school

Relevant history screening

100% of staff have the appropriate working with children check prior to employment

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	12
Post Graduate Qualifications	4

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	7.8	0.0	4.7
Persons	0	10	0	7

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

Financial statement

Funding Source	Amount
Grants: State	\$1,775,201
Grants: Commonwealth	\$0
Parent Contributions	\$18,084
Fund Raising	\$13,077
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.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Part funding of a student wellbeing leader. Funding towards the Growing with Gratitude programme, and funding support 1 to 1 support for individual students	Significant reduction in behaviour and critical incidents.
Targeted funding for Improved outcomes for numeracy and literacy	Improved outcomes for students with additional language or dialect	Implementation of an early intervention program based on oral language and phonological awareness	1:1 support implemented and individual targeted programs in place for all preschool students.
Inclusive Education Support Program	Inclusive Education Support Program implementation of an early development	Wave 2 and 3 interventions as identified by support services: 1 on 1 and small group interventions focused on numeracy and literacy. Targeted support focused on regulation and executive functioning.	1:1 support implemented and individual targeted programs in place for all preschool students.
	Improved outcomes for - rural & isolated students	Provision of wave 2 literacy and numeracy support, provision of experiential learning opportunities, student leadership development.	Support target based on SEA implemented and individual achievements in WARN & WARL assessment outcomes, reduction in behaviour incidents.
Improved outcomes for non-English speaking children who received bilingual groups of students	- Aboriginal students - numeracy and literacy including early English speaking support First language maintenance & development	N/A	N/A Student voice engagement with statewide leadership opportunities. Experiential learning - local excursions, aquatics and sports, camps and relevant field learning.
	IESP support	Students taking alternative pathways	
Program funding for all students	Australian Curriculum	Professional development focused on linking DfE units of work to the Australian curriculum, and mapping a guaranteed and viable English curriculum for MAS	Curriculum target mapping is in train and English units are implemented in classes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	1:1 support for literacy and numeracy programs 1:1 support for speech and language development across year levels Whole school Positive Behaviour Support engagement	Social and emotional regulation to develop an orderly learning environment. Wave 2 interventions in place for all year levels
	Specialist school reporting (as required)	N/a	N/A
	Improved outcomes for gifted students	N/A	N/A

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

