Leigh Creek Area School Context

School Name: Leigh Creek Area School  
School Number: 0748  
Principal: Iain Love  
Partnership: Far North

Governing Council Report
This year’s Governing Council has been a busy and productive one. Following the retirement of Peter Case, John Lockwood was elected to the council for a two year term and took on the role of Chairman. Cathy Miller, Hollie Williams, Tanya Lentsment and Susie Ford were also elected to the Governing Council. Members in their second year of tenure included Vickie Holmes and Peter Coulthard. Kim Maule was invited to join the Governing Council as the Community Member. Governing Council meetings have included discussions of educational initiatives, how to communicate better with all stakeholders, the role of our Far North Partnership as well as looking at issues such as our school budget and finances, homework and our class names.

The Governing Council’s major initiative this year was in supporting the design and funding for the new school playground. Members of the council, parents, staff and students were involved in collaborating with the playground designer to determine the final design which received widespread approval. It is exciting to see that the playground has been installed and is well used by students.

Introduction & Highlights
The 2014 Annual Report for Leigh Creek Area School seeks to show the major challenges and highlights faced by the school within the context of an ongoing commitment to improving practices and student learning outcomes and opportunities. Our major foci continued to be ensuring the ongoing implementation of the Australian Curriculum in line with national and state expectations. Key areas of focus outlined in our Site Improvement Plan included further developing literacy improvement across the site, deepening our focus on interpreting data on student learning and using key findings to drive targeting teaching and learning and working with teachers to develop quality teaching.  

Across the Secondary section we continued our focus on embedding the literacy capability, worked collaboratively to developed planning and programming templates and expectations across subject areas and improving the tailoring of SACE and VET pathways to meet the needs of the range of our students as they transition to post school further education, employment and apprenticeships.

The major foci across the Primary section continued to focus on improving literacy outcomes for all students with a major focus on improving the acquisition of developing reading and comprehension. Continued improvement has been evident through running record data indicating that increasing numbers of our students in the early years and lower primary are meeting or exceeding benchmarks. An area of concern identified in 2013 was progress across the middle and upper primary in developing skills and understandings in the area of reading for understanding or comprehension. Over the course of 2014 our focus on using data to identify areas for improvement enabled us to identify key areas for improvement and implement strategies and structures to support students in improving skills and understandings in these areas.

At a cluster level we continued to further develop and embed out links across the Flinders Hub professional learning community, working collaboratively with Marree and Hawker schools to identify, share and implement teacher and SSO
professional development, using shared pupil free days to continue our work with Professor Martin Westwell on Executive Function. As the largest school in the cluster Leigh Creek Area school has become the hub for professional development with our site hosting a range of workshops over the year, including the successful digital learning project, and Australian Curriculum workshops. Our school has also developed closer links with Marree Aboriginal School with students from Marree making use of our Science and Technology facilities as well as joining and integrating with Junior Primary classes when they visited on a regular basis over the year.

Our site was fortunate to be selected as a participant in the Leading Numeracy and Literacy Improvement (LNLI) project. We were allocated a 0.5 Literacy Coach to support us in achieving the project goals. Eileen Love was appointed as Literacy Coach at the beginning of Term 2, working specifically with targeted staff to support them in developing and improving their literacy teaching. Eileen also supported teachers at Marree Aboriginal School. Results from our participation in this initiative have been encouraging to date and it is planned that we continue with a teacher coach role in 2015. Staff turnover from 2013 was significant at almost 50%, as several staff were eligible for transfers to the metropolitan or nearer country areas, a number of staff won merit selection teaching and leadership positions at other sites and a staff member took maternity leave. As a result over the course of the year five new staff joined the site. Filling the vacant Design Technology position was particularly problematic, however, during the latter part of the year we were fortunate to be able to fill this position with an experienced and innovative teacher who will continue at the site next year. Maintaining our focus on driving our improvement agenda with such a significant turnover of staff and leadership, has proved challenging. It is a real credit to our team that we were able to induct and at times, upskill new staff and progress the improvement agenda. 2015 will also see a significant turnover of staff and plans are well in hand to ensure that the transition and induction of new staff is managed effectively.

Student engagement and increasing regular attendance have remained a major focus area during 2014. Feedback from students across the school has indicated that the Widening Horizon’s initiative continues to be well received. In order to ensure alignment with the Australian Curriculum each term programme has taken one of the curriculum capabilities as the focus with planning and delivery of each activity highlighting aspects of the focus capability. This has supported us in ensuring increasing rigour across the programme.

Widening our students’ horizons beyond their immediate environment has been a key focus over the last two years and 2013 saw students offered the opportunity to participate in a wide range of sporting, leadership, arts and cultural activities and events. Amongst the highlights in 2014 were the participation of our growing choir and instrumental students in the Festival of Music, IMS camp and the attendance of student representatives at student leadership events in Adelaide. Our annual attendance at the Oakbank Cross Country event was particularly successful with our largest contingent attending. Feedback on our Open Access camp which allows students working in the online learning space to meet and establish relationships with their tutors in Adelaide was overwhelmingly positive from both students and tutors and will continue next year. In addition our annual trip to Adelaide later in the year, which provides the opportunity for upper secondary students to undertake work experience as well learning how to move around the city using public transport, visiting key exhibitions and participate in a range of appropriate activities, was particularly successful. All classes were involved in excursions, with the majority of students attending class camps ranging from Arkaroola to Port Vincent and the Southern Fleurieu. Feedback from staff, parents and students highlights the beneficial opportunities that events like these offer in building and fostering the positive relationships which are at the core of successful student engagement and learning.

A further highlight of the year was the Nepabunna Culture Week camp. This camp built upon the success of the previous year’s camp at Beltana and was attended by almost all of our students. Students camped overnight in the basketball stadium as well as in dorms in the old school house. The camp offered students the opportunity to immerse themselves in aspects of Adnyamathanya culture, meet and work with local community members, coupled with the opportunity to deepen relationships with teachers and peers. The event was heavily supported by members of the Nepabunna community with elders and parents participating and leading a range of interesting activities.

Community and school feedback on the event was overwhelmingly positive. It is hoped to hold next year’s event in the Copley community area.

The Journey to Respect Programme continues to support adolescent boys in developing a deeper understanding of community, service and responsibility and offers them the opportunity to develop a deeper understanding of their role and contribution to community and the school. It has been exciting to see the growth that students participating in the programme, camps and community work have made under the guidance of our ACEO Noel Wilton, supported by our AET, Susannah Cook.
The fabric of areas of the school has been looking very “tired”. As we all know our physical environment has an important role in supporting our well-being and conditions for learning. With the support of the Governing Council we continued with the refurbishment of the secondary block with the main block being painted in a range of colours which suggest our beautiful Flinders Ranges, furniture renewal and much to the delight of students the roll out of student lockers across the secondary. We have also begun the rollout of mobile devices and laptops across the site to ensure that once our new server and network infrastructure has been completed, students will be able to access appropriate technology to support their learning. Access to effective bandwidth and a robust and reliable internet connection remains a major issue and source of frustration in our drive to offer our students the equity of access which their peers in the metropolitan and larger centres enjoy so that they are able to engage in the 21st century learning activities and processes that are essential to their future growth and opportunity.

Alinta Energy has continued its supportive relationship with the school and we are currently working with Alinta management to ascertain how they may be able to support us in improving this situation.

I would like to acknowledge the role that the Town Manager has had in facilitating support for the school in a wide range of areas. The support of Town Services in coming to our “rescue” on a number of occasions over the year is much appreciated.

Iain Love
Principal

John Lockwood
Governing Council Chair
Site Improvement Plan

Areas of Focus in the Site Improvement Plan for 2014 were:

**LITERACY WITH A FOCUS ON READING AND WRITING**

Literacy has, and continues to be, a key focus. Turnover of staff in the Primary Section meant time had to be spent inducting new staff into the structures and agreements around the Literacy Block and in developing a deeper understanding of the Big 6 of reading as well as the Jolly Phonics programme.

In Term 2 we were fortunate to win an NLNI Literacy Coach position. Eileen Love was appointed to the position and worked in a coaching capacity across the Primary section as well as with one of the secondary English teachers. As part of this role a 2+2 intervention strategy was developed, with the coach supporting teachers in developing an understanding of the specific language needs of a group of students in each of the targeted classes. Through modelling practice, co-teaching and coaching she was able to help teachers design and implement targeted interventions for each student. Feedback from staff indicated that this support and intervention led to deeper understanding of the needs of all students in the class.

As part of the process the coach, principal and teachers examined student PATR data in detail. It became clear that there were particular weaknesses in the areas of interpreting explicit information, interpreting texts by drawing inferences and answering questions based on directly stated information. After debate and analysis it was decided that a narrow and deep focus on the area of interpreting explicit information had the potential as a high gain strategy. The focus was chosen because we believed that it was an area which could be targeted in a relatively short time frame and it was also seen as a critical area of comprehension, particularly in the area of researching information and then being able to draw out the most pertinent information to use in developing understanding and demonstrating learning across English, HASS and Science in particular.

Students were all tested in April to provide base line data and then again in November. Across all classes where the coach worked closely with teachers there was a significant improvement in student scores in the focus area.

Amongst the challenges identified in the rollout of the initiative was teachers ability to plan and programme explicitly to target and teach students the skills to master specific areas of comprehension related to the focus area. Further research into resourcing led to us subscribing to the PAT online resources. This supported staff in developing targeted interventions.

During Term 3 we were able to allocate additional resources to employ a curriculum SSO to work across the Primary sections during literacy and numeracy times. His role ranged from classroom touch base activities, enabling the teacher to work explicitly with small groups of students, to working with students with specific learning needs.

The focus in the Explorers Unit (R-2) continued to be on learning to read, developing oral language, phonological awareness, letter sound knowledge, high frequency sight words, vocabulary, comprehension, fluency and developing understanding of texts/writing for different audiences and purposes. Implementation of the Jolly Phonics programme across the Junior Primary and Year 3 continued to support students in developing their phonics awareness.

Improvements in running record and phonological awareness scores have continued to be evident. The challenge for 2015 will be in supporting a significant number of students who were in Reception in developing their reading skills so that they are able to achieve the expected level 15 by the end of Year 1.

The focus in the Investigators Unit (3-6) continued to be on developing oral language, comprehension, vocabulary, fluency & understanding of text types. Growth as evidenced by NAPLAN reading scores remained static in Years 3 and Year 7 but declined in Year 5. The focused intervention took place after the NAPLAN tests and PATR data indicates significant improvement in student scores in the focus area. However, examination of the data indicates that numbers of students are still operating at below the expected scaled score level.

Further examination of the data also indicates that the majority of these students still require support in both interpreting explicit information and retrieving directly stated information.

During Term 4 we trialed Multi-lit with a group of students across the primary and lower secondary sections. This is a Wave 3 intervention and we wanted to ascertain whether the results would indicate implementation as part of a targeted intervention strategy for 2015. Results have been encouraging and it is planned that we will continue to use this programme to support specific student needs in 2015. It is also clear that a wave 2 programme will need to be implemented across Years 3-10 to target students who are still below standard.

The Focus in Middle School (7-10) continued to be on developing understanding of text types and purpose, comprehension, as well as general and subject specific vocabulary. All assessment tasks are expected to specify the literacy requirements and expectations in line with the Literacy Capability. The secondary English teacher Years 8-10 also focused specifically on supporting students in developing skills in interpreting explicit information working
independently of the coach. Results in PATR tests in this area are still a cause for concern. Working to develop effective strategies to improve student comprehension outcomes is in hand for 2015 and wave 2 and wave 3 strategies will form a major focus in the 2015 site plan.

The focus in Senior Secondary was on comprehension of texts and ability to access, understand and use information with a particular focus on designing literacy units which meet the specific needs, interests of students as well as linking to future work or study pathways post school.

USE OF DATA AND INTERVENTION
Developing a deeper understanding of how to use data to gather, analyse and act upon the information provided was a key area identified in 2013. Progress in this area has been mixed, with success in a number of areas identified. An assessment plan, listing the timing and types of assessment to be used across the primary and secondary sections has been implemented. The secondary assessment plan is still at a draft stage with the focus being on collection and analysis of PATR & PATM data as well as NAPLAN data. During 2015 we will focus on identifying other sources of data which warrant collection and analysis over the year. Problems with implementing the new data programme Scorelink has meant that we are not as far along in the process as we had planned.

Data has driven our work on acting and improving attendance with regular attendance celebration assemblies, celebrating the classes with the best attendance over the previous two weeks. Data has also supported our planning for NAPLAN with the analysis of the previous year’s areas of strength and weakness helping teachers plan for targeted teaching in these areas. The online PATR & PATM tests and the readily accessible data on student and class areas of weakness has helped teachers begin to use this data for planning and programming. This is still an area for growth in 2015. Areas in which we will continue to focus on developing in 2015 include regular and intentional use of formative and diagnostic data to provide targeted intentional support for all students across the site and using data to audit programs to evaluate and make informed decisions about the deployment of resources and the implementation of intervention programs and whole school practices.

QUALITY TEACHING
During 2014 we worked to develop teacher’s use of formative and summative data to inform planning and programming of units, weekly and daily planning. The formation of the Far North Small Area Schools group has led to shared planning and the beginnings of the moderation process across a range of subject areas. The group meets several times a year and is seen in a positive light by teachers involved. As stated in our 2013 report, it was hoped that staff would begin to develop links across the partnership which would evolve into professional learning communities. This process has been slower than hoped for, however we are beginning to see the signs that the small schools group and the Flinders Hub shared professional development initiatives working with Professor Martin Westwell are beginning to bear fruit. It is hoped that the proposed partnership launch in 2015 with a focus on powerful learning will support the setup and building of further networks. We have planned that Leigh Creek early career teachers will connect with teachers at Roxby Downs to support the development of support and mentoring networks. This will happen in early 2015.

The focus developed in 2013 on teachers providing timely, effective and appropriate feedback provided to students focused on improvement and high expectations has continued, with discussion, coaching and sharing practice forming part of the ongoing process. Student feedback indicates that this is an area in which there continues to be progress. It is disappointing, however, that parent feedback, (all be it from a very small sample (20%)) still sees this as an area for improvement. It is clear that we will need to get better at raising awareness of our work in this area.

PRODUCTIVE LEARNING ENVIRONMENT
Continued development of more consistent approaches in the secondary school with students and teachers having much greater clarity of expectations was a major focus. We continued with a focus on establishing & maintaining effective teacher / student relationships coupled with establishing classroom routines and implementing inclusive and positive interactions to engage and support all students in classroom activities. The development of class essential agreements and regular reference to them supported improvement in maintaining a positive and productive learning environment. We have seen a decrease in behaviours which have required a formal consequence, particularly with a number of challenging students. However, low level behaviour challenges which require consistency of approach by all teachers across the secondary area remain an area for growth. Our planned work with Leah Vogler on Effective Classroom management and Engaging Learners will be focussed on supporting staff across the site in this area. This will be particularly important with the very large turnover of staff across the site. In addition, with a significant number of the new staff early career teachers a teacher coach role supported by the Assistant Principal Student Management is planned for 2015.

It has been encouraging to note the significant improvement in the staff psychological survey and this has been borne out through increased engagement and collaboration with a focus by leadership on open and timely communication.
NUMERACY (gathering data and planning for 2015)
It was planned to develop a numeracy focus over the course of 2014, ready for implementation in 2015. The primary section continued to develop structures to support the Numeracy block and the focus across the secondary was on developing an understanding of areas of weakness for our students. We employed Rosslyn Shepherd to work with the current teachers to undertake a basic maths audit to ascertain key areas of weakness. Based on her work with staff it became apparent that whilst students were able to show evidence of working on mechanical processes they lacked a deep understanding of the key concepts which underpin understanding of many of the strands of mathematics. Key amongst these is the need to work on deepening understanding of place value across the site. Another key area identified was related to numeracy and the ability of students to apply mathematical knowledge and understanding to solving of problems. It is planned to continue working with Rosslyn Shepherd as well as working with Ann Baker (Mathematician in Residence) over 2015 to enable us to support our new maths teachers in tackling the key areas identified in the audit.

By Term 3 2014 it became apparent that almost all teachers of mathematics across the site would not be working at Leigh Creek in 2015. Recruitment of new staff for these key areas for 2015 has been successful. We will be implementing support strategies to enable them to deliver an effective programme which addresses the key identified areas of weakness in Mathematics.

Improving Literacy & Mathematics/Numeracy

Literacy in the Primary School

Phonological Awareness Data
Phonological awareness is a broad term, referring to the ability to focus on the sounds of speech as distinct from its meaning: on its intonation or rhythm, on the fact that certain words rhyme, and on the separate sounds. (Understanding the reading process | Draft 2011)

Data is collected annually on the progress of ATSI students. In 2013 we collected and analysed data for all students in Reception & Year 1 at Leigh Creek Area School. Data collected on phonological awareness development continues to show significant progress across the board. We attribute this to the ongoing intentional programme on developing phonological awareness, which, along with synthetic phonics is a key feature of the Literacy Block at these levels.

Phonological Awareness Results
During Reception students build on the work they began in Pre-School & should have mastered Syllable & Rhyme match by the time they enter Reception. Over the course of their first year in Junior Primary they are expected to have mastered up to 3 Sound Segments. Whilst it is encouraging to note that the majority of Reception students have achieved 4 of the 7 areas, it is also clear we will need to continue to support students as they move into Year 1 to ensure that they achieve success in all 9 areas of phonological awareness. Areas for growth include rhyme match, syllable segmentation & Sound blending.

Reception Phonological Awareness Results

Year 1 Phonological Awareness Results
We continued to have a concerted focus on working with Year 1 students who had not yet achieved success in all areas of phonological awareness. We have seen significant growth over the year with all but 3 students achieving success in all areas. Of the three students who are still working toward successful completion, one is a new student, having joined us during the year and the remaining two students have been identified as having learning difficulties.
All students who have completed three years at Leigh Creek Area School, who are not on an NEP have successfully achieved all areas of phonological awareness. Of the remaining students two joined our site during 2014 and one is on an NEP. During 2015 we will be working with these students to ensure that they are successful in achieving all areas of phonological awareness.

**Running Record Data**

Running Records “give an accurate & reliable assessment of students reading of text. They use standard recording and scoring procedures to accurately and objectively record what a young reader said and did while orally reading continuous text.”[Running Records Consultative Draft, 2012]

**Reception Running Records Progress 2014**

33% of students in Reception achieved or exceeded year level expectation in Running Records. This is a similar figure to 2013. Whilst progress for the remaining 4 students was below expectations, all of them were non-readers at the beginning of 2014. During the year three students moved from being non-readers to levels 2 or 3. The limited progress of the remaining students was due to extremely poor attendance. Our challenge in Year 1 is to support these students in accelerating their progress so that they are able to meet the benchmark of Level 15 by the end of Year 1.

**Year 1 Reading Progress**

Students in Year 1 showed continued progress in developing their reading skills with 91% of students reaching year level expectation (Level 15) by the end of the year. This is an improvement on the 33% figure for 2013. The growth over the year is particularly encouraging with all students showing significant growth over the course of the year. This indicates that targeted support for students identified operating at below year level expectation in Reception continues to show results. The challenge in 2015 will be to continue this trend.

**Year 2 Reading Progress**

70% of students met the year level expectation of Level 21 by the end of 2013. Of the three students operating at Level 17 all made significant progress over the year, but it will be essential to continue with this in 2015 to help them achieve Level 26 or above by the end of the year.

**Progressive Achievement Tests in Reading – Comprehension (PATR-C)**

The PATR-C test provides a snapshot of student progress and achievement in developing skills in reading for understanding (comprehension) and helps teachers plan for targeted interventions and differentiation to best meet the learning needs of all students. This test is widely used across the State by the majority of DECD schools. We report student progress as “scaled scores” in line with guidelines from DECD.
Primary Section

Year 3 Reading Progress

Whilst running records support teachers in working with students who are yet to reach Level 26, the shift in focus, once students have mastered the “mechanics” of reading and basic “reading for understanding”, moves to developing skills in comprehension and language. The PATR series of online tests are widely used to support teachers in identifying area of weakness in these areas.

It is encouraging to note that 60% of Year 3 students met the year level target of a scaled score of 100, whilst the remainder of students were within 15% of this level. Analysis of their PATR Data indicates that there is still a need to focus on the interpretation of explicit information as well as on directly retrieved information. Continued differentiation of the literacy focus will also be required to ensure that the students operating well above standard remain challenged.

Year 5

Whilst only 46%(5) students achieved year level expectation, they achieved well above the standard. Whilst we have seen a significant growth in student achievement in interpreting explicit information in texts (see graph in next section) there is still a need to continue this focus as well as working with students explicitly in the areas of reflecting on texts and interpreting texts by drawing inferences.

Year 6 Reading & Comprehension Progress

83% of Year 6 students met the expected scaled score for their year. This is an increase from 62% last year. Targeted work in the area of interpreting explicit information during 2014 has shown a significant improvement in student achievement. Areas of weakness still remain in interpreting explicit information as well as in interpreting texts by drawing inferences.

Comprehension Focus across Years 4-7

Following the appointment of the LNLI Literacy coach during Term 1 2014 we undertook a deeper analysis of student data in comprehension at the end of 2013. We noticed that students across all classes were very weak in the area of interpretation of explicit information within a text. As this skill is a basic requirement for effective research and information gathering we agreed to focus on trying to improve these scores, particularly across the classes & teachers with whom the coach was working explicitly. As can be seen from the comparision of data gathered in April and October, there appear to have been significant improvements in the targeted area across the Years 4-7.
This is in contrast to the scores of students in Years 8-10, where there was limited intervention. These scores have declined over the same period. During 2015 we will be having a major targeted focus in this area across the secondary school.

Year 4 Scores

Summary

It is clear from the PATR comprehension data as well as the running record data that we are continuing to make significant progress in improving student literacy outcomes in the focus area of reading and reading for understanding. It is also clear that the focussed work with teachers and students undertaken in the area of interpreting explicit information is also showing significant results and it will be important that we build on this during 2015. Challenges remain in supporting students who are currently operating below year level expectations and plans are in place for 2015, particularly in the area of coaching and inducting new staff so that we are able to continue to build on the ongoing progress.

Literacy Focus in the Secondary Section

Continuing on from the work in 2013 the focus in the secondary section was on developing reading for understanding, with a real focus on students being able to research, understand & synthesise information across subject areas. A further area of focus was ensuring that the literacy capability was being incorporated across subject areas.

Years 7-10

Students in Years 7-10 work in the secondary area of school and increasingly work with specialist subject teachers.

Year 7 Reading Comprehension Scores

Year 5 Scores

Year 6 Scores
71% (5) Year 7 students achieved year level expectation. In addition all but one of the students targeted as part of the coaching initiative achieved a significant growth in their scores following the intervention around interpreting explicit intervention. Of the two remaining students, one joined the school mid-year, whilst the other student is receiving support for specific learning difficulties.

Year 8 results were encouraging with 83 % of students achieving at or above year level expectation.

**Year 10 Reading Comprehension Progress**

Year 10 reading comprehension scores are encouraging, however, progress still remains to be made in the areas of interpreting explicit information as well as in interpreting texts by drawing inferences. As these students move into SACE Stage 1 we will be working with them to improve these areas so that they are able to pass their compulsory Stage 1 in English.

**Analysis of NAPLAN Results**

NAPLAN (National Assessment- Literacy & Numeracy) tests are conducted in early May each year. Students in Years 3, 5, 7 and 9 are tested in key areas of literacy and numeracy. Test results are generally received in September of the test year.

2014 results are encouraging, with continued positive trends in literacy growth and achievement at national minimum standard in Years 3, 7 and 9. However, our sample sizes are quite small and so can be quite volatile, so it is often necessary to “drill down” to look at individual reasons for significant changes.

**Students Achieving the National Minimum Standard in Naplan Literacy Areas in 2013**

Improving Reading outcomes for all students is a key regional focus and a key component of our Site Improvement Plan. The percentage of Year 3 students achieving NMS in reading, writing and grammar is similar to that achieved in 2013. However our Year 5 results in 2014 have seen a significant drop in reading, writing and grammar when compared to 2013 results. When compared to 2012 results there is an overall improvement in all areas, with the exception of writing. Year 7 results are encouraging, with a slight drop in percentage achievement in reading when
compared to 2013, but improvements in writing, grammar and spelling.

**Year 3**

Student growth between Year 3 and 5 between 2012 and 2014 has shown no students achieving a high growth level in reading but a significant number of students achieving growth at the medium level. This remains a concern because despite the growth we are seeing in comprehension and running records many of our students still remain below national minimum standard in reading. It is to be hoped that our continued focus on using the data from the PAT tests to inform interventions will begin to show more positive changes in our annual NAPLAN scores.

**Year 5**

Student growth between Years 5 and 7 over the period 2012 to 2014 has been encouraging with a significant number of students showing growth at the medium and high level. It is a concern, however that nearly 40% of students only showed growth in the low end of expectations over this period.

**Year 7**

**Year 9**

**Year 7-9 Student Growth level in Reading 2012- 2014**
Year 9 students (70%) showed significant growth at the medium level, however no students achieved growth at the high level. However, as with Year 5-7 growth a significant number of students made growth at the low end of expectations over this period.

**NAPLAN Numeracy**

**Students Reaching National Minimum Standard in Numeracy in 2014**

The 2014 NAPLAN tests in Numeracy showed that 91% of Year 3 students, 60% of Year 5 students, 88% of Year 7 students and 86% of Year 9 students achieved the national minimum standard. The trends in Year have improved or are similar, whilst both Year 5 and Year 9 trends show a decline. Numeracy will be a major focus in 2015 with Primary teachers working with Ann Baker and Secondary teachers making links with high quality practitioners at other sites to support us in improving student numeracy outcomes.

**Students Growth in Numeracy Between 2012 & 2014**

Student growth between 2012 and 2014 has shown a significant number of students (40%) achieving growth levels at the high level, however we still have nearly 30% achieving growth at the low end of expectations.

Similarly, growth between Years 5 and 7 shows a similar trend.

Growth between Years 7 and 9 is disappointing with a significant number (40%+) only achieving growth at the low end of expectations, whilst the majority only achieved growth at the medium level of expectation.

**NAPLAN Numeracy Students reaching age appropriate Band Level in 2014**

As can be seen from the above graph the number of students achieving age appropriate band levels in 2014 remains a concern. 72% of Year 3, 50% of Year 5, 50% of Year 7 and no Year 9 students met year level expectations.
Recommendations
It has been recognized across the state & in the Far North Partnership in particular, that greater attention and resources must be put into mathematics/numeracy. During 2014 additional resourcing was put into the Primary section with a targeted mathematics/numery time each day, similar to the Literacy Block. Additional resourcing in mid-2014 enabled us to extend SSO support to the Middle and Upper Primary groups during maths/numery time. In addition our work with Rosslyn Shepherd on developing a maths audit has highlighted areas to focus on in 2015. It is hoped that this approach will bring about the same improved outcomes as we have seen in literacy.

The Principal and Assistant Principal secondary will be working closely with the new secondary Mathematics teacher to develop structures & strategies to target the needs of students across the secondary and to engage and enrich mathematics learning. The initial audit data indicates a need to focus on developing a clear understanding of the key mathematical concepts, with a particular focus on place value. Data collected over the year through PATM tests has indicated particular areas of weakness in the number strand and this information will be used to develop targeted learning programmes to support students operating below standard.

Junior Primary & Early Years Funding
As a remote site Leigh Creek Area School does not have access to a pool of teachers who are available to take up part time contracts. Our approach to managing class sizes in the early years in an equitable manner has been to:

• Attempt to keep class sizes to a maximum of 18 students
• Identify key areas of need and then allocate teacher, SSO and support time to each class.

Allocation of funding to support class sizes in the Junior Primary during 2014 was managed in the following manner:

• Class sizes R/1 class size = 18 R/2 class size =17
• Additional time for the Literacy Coach to work alongside teachers in the R/1, 1/2 and Year 3/4 class to support teachers in developing strategies and processes for teaching and monitoring reading based around the Big 6. This also involved working with individual and small groups of students supporting the literacy programme across the classes with a focus on developing phonological awareness, teaching of synthetic phonics and developing reading fluency, and comprehension.
• Providing a common planning lesson for Junior Primary teachers, supported by the Principal and Literacy Coach which was in addition to the Enterprise Bargaining non-contact time to support teachers in growing their expertise in the focus area of literacy.
• Employment and training of a Curriculum SSO to support teachers in the Early Years, particularly during literacy and numeracy time

Better Schools Funding
Our site utilized our Better Schools funding in a number of key areas:

• Resourcing & Professional Development
  o Purchase of additional literacy resources, particularly in the area of Synthetic Phonics and Comprehension (Jolly Phonics, Jolly Grammar, MultiLit and ACER PAT online teaching resources
  o Professional Development in the area of Literacy including:
    ▪ Training of a staff member in becoming a Running Record Trainer. Her expertise was then used to train teachers at both Leigh Creek Area School and Marree Aboriginal school.
    ▪ Training staff in both Jolly Phonics and Jolly Grammar to develop their own expertise as well as enable them to take on a mentoring role for new staff in 2015.
  o Developing teacher professional learning communities sharing professional development across the Flinders Hub, in particular supporting teacher participation in the Digital Learning Project
  o Purchase of sets of IPADS across the Primary to enhance student learning, build on the digital learning initiative and enhance the breadth of opportunities available for students to work independently during the Literacy Block. This initiative is still in the process of being rolled out.

• Developing Structures and Processes
  o Embedding common assessment practices across the school supported by the purchase of ACER online tests and the Scorelink Assessment Programme.

• Staffing
  o Additional SSO time to support students with identified behavior needs to enable increased participation in class.
  o Additional Teacher/SSO time to support secondary students working on online learning programmes, particularly in association with the Open Access College
  o Additional Curriculum SSO hours across the middle and upper primary to support.

Senior Secondary
In 2014 three students enrolled in Year 12. Of these, one student began an apprenticeship with Alinta Energy as a boilermaker in June and one began a traineeship as a general skilled worker with Alinta Energy in July. The third student successfully completed his SACE, undertaking a Certificate III in Media and three mainstream subjects through the Open Access College. He was successful in all of these and his Media studies assured him a university placement in the Diploma of Media.
Trade training did not occur within the school in 2014. Despite our best efforts we were unable to secure TAFE personnel to deliver courses. In consultation with Greg Lomax, it has been decided that in 2015 we will ensure key people in our school complete Certificate IV in Training and Assessment so that we can deliver courses bought in from TAFE through our own school staff.

6. Post School Destinations

Our one student who completed Year 12 in 2014 is now casually employed and taking a “gap year” during which time he will make a decision about taking up his university placement in Media Studies.

One hundred percent of students enrolled in Year 11 (Stage I) in 2014 successfully completed all compulsory aspects of the SACE which includes studies in English, Maths, Personal Learning Plan and the Research Project. All of these students returned to school in 2015 and are well placed to complete their SACE. A range of units have been developed, to be delivered by on site staff, to suit the needs of our students, reducing the need for less independent students to study via Open Access. All of the current year 12 class intend to pursue a trade pathway.

With this in mind we were more rigorous in 2014 in finding suitable work experience placements with large companies that have apprenticeship schemes. As a result of this, one student has already been invited by Cavpower to apply for an apprenticeship with them.

In an effort to improve success in Open Access studies, students studying by distance were, once again, taken to Adelaide to meet with teachers face to face to develop a rapport and improve student ability to communicate through the range of technologies available to them.

Attendance at the Halogen Leaders day in Adelaide was also instrumental in motivating senior school students to achieve at their highest levels.

In 2014 seven students studied through Open Access, totaling 19 subject enrolments. Students recorded passes in 16 of these 19 enrolments. This was in large part due to excellent SSO support and assistance from on site teachers.

Our aim is to continue to improve success in the Senior School and increase the number of Aboriginal students who successfully complete the SACE.

Safety & Well-being of Staff & Students

In line with the recommendations of the Cossey Report we are required to report on the data and trends related to violence and bullying which have occurred in our school and the ongoing actions which we have taken to minimise these.

As can be seen from the data below over the course of the year there were a number of issues of serious behaviour which required reporting and action leading to suspension students.

Whilst the number of students involved in these incidents is very small and over the course of the year numbers of incidents reduced, any incident which impacts on any student or teacher’s right to work in a safe working and learning environment is taken extremely seriously and support and advice is sought in managing and minimising the effect of such incidents on the school community.

The counsellor and Home room-teachers support students in developing an understanding of how to manage conflict and anger and how to access support when issues of concern arise.
**Attendance**

Student attendance, across the site and Aboriginal attendance in particular has improved for the third year in a row. It is particularly pleasing to see Aboriginal students attendance increase from 66.3% to 72.9% and this in a climate of increased Aboriginal enrollment at the school.

We have continued to work on attendance through the work of the Attendance committee. The major initiatives have included:

- Regular primary attendance assemblies during which the monthly attendance cup is awarded to the class with the best attendance
- Working with individual families to overcome attendance issues
- Engaging students in activities which interest them, widen their horizons and have relevance to their own lives. These have included visits and camps outside Leigh Creek, Journey to Respect, Work Experience and Open Access Trips, Leadership training and the successful Widening Horizons Elective Programme
- Decreasing the numbers of unexplained absences.
- Support from our Aboriginal Community Parent group.

**Recommendations:**

- Retain our target as 90%
- Continue existing attendance policies and initiatives
- Continue to develop the Widening Horizons Elective Programme and our engagement with the Aboriginal community group
- Continue to develop structures and adjust pedagogical approaches in Primary & Secondary sections to maximize opportunities for students to engage in learning at their level to support student engagement
- Develop opportunities for increased student voice
Staff Qualifications
All teachers fulfill the full legislative requirements for registration to teach in South Australia.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>32</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>9</td>
</tr>
</tbody>
</table>

All staff have undertaken RAN-EC Training (Responding to Abuse & Neglect-Education Care) and have a minimum of a three year diploma qualification in education.

Workforce Composition including indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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<td>14</td>
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<tr>
<td></td>
<td>2.04</td>
<td>7.22</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Staff Retention
2014 continued the trend of staffing turnover. We had focused on trying to retain staff from last year to provide the continuity needed to ensure that students had a year with as little disruption as possible. However, unforeseen changes meant that staffing changes were required during the year.

During 2014 Eileen Love was appointed as Literacy Coach 0.5 as part of the LNLI coaching programme and Jess Karpenko rejoined the staff in a part time role. Carolyn MacKenzie and Alan Derosi joined the staff midyear to backfill a range of positions including Explorers 2 and Investigators 2 Home room teachers.

During the year we were fortunate to appoint Mathu Martin as Design Technology teacher, a role which had remained vacant for some time.

Sarah Mason and Alicia Hoddle won one year positions as Assistant Principals, roles which they have since won again for 2015. Susannah Cook took on dual role of Aboriginal Education Coordinator and Counsellor, whilst retaining her role in teaching Mathematics in Investigators 2.

At the end of 2014 we had a considerable turnover of staff with Susannah Cook winning a Campus Leader position at Eastern Fleurieu School in Strathalbyn. Penny Gower won a position in Mt Gambier, Alan Derosi won a position at Bute Primary and Megan Thoms won a position in Port Lincoln. Mel Jones also left us on maternity leave.

All positions for 2015 have currently been filled.

Financial Reports:

The financial reports of the school will be available at the School Annual General Meeting on 17th March, 2014. Once ratified they will be published on the school website.
Community Feedback
Each year an annual survey of community feedback on key aspects of teaching and learning at the site is conducted. This year surveys were conducted online and in hard copy by parents and teachers. Approximately 18% of the parent body, and 49% of the student body in Years 5-12 provided the data analysed in this survey. As a rough guideline “6 %” in the survey table represents 1 parent.

Parent Feedback Opinion Survey Based on the National Opinion Survey

Parent Opinion Survey Data

The response to the parent survey is quite low with only a 20% completion rate (16 returns). Never the less, it provides us with data to consider and plan to take action around. On the positive side the majority of parents completing the survey believe that teachers have high expectations of their students. Over 63% of parents believe that their child is treated fairly and 50% believe that they can speak to teachers about their concerns. However, areas for concern based on this sample indicate that a significant number of parents who returned the survey have concerns or are not sure whether their child’s learning needs are being met at the school and that the school does not take parent views seriously.

Attendance by parents at school events, including orientation nights and parent teacher interviews remains quite low and we will need to concentrate on finding ways of increasing participation so that we are able to change perceptions as well as glean data from a wider range of our parent body. In addition we will need to look at communicating our successes through other media. Student behaviour management is still seen to be an issue with parents and whilst we are fortunate to have had relatively few major incidents we must improve the perception of how we manage student behaviour across the community.

Student Opinion Survey based on the National Student Opinion Survey

Student opinion on school is largely positive, however, there is rather less correlation with the views expressed by parents who returned their surveys.

Highlights include agreement of teachers’ high expectations (84%), provision of useful feedback (73%) and that most students feel that school is a safe place to be (63%). It is also pleasing to note that 63% of students feel that they are able to speak to teachers about their concerns. Whilst the majority of students have a positive view a number of students feel that they are not treated fairly and that they do not enjoy being in school. As with last year’s survey, both parent and student surveys indicate that management of student behavior is still seen as an area which needs attention. It is clear that our focus on creating a productive & positive learning environment is needs to be an important ongoing focus.
It is very encouraging to note the significant changes in the survey results from 2013. Areas which have shown particular improvement include staff perceptions of supportive leadership, participative decision making, work demands, co-worker interaction, employee development, goal alignment, role clarity and whilst individual and group morale positive feedback is only at 63%. Negative feedback on group morale is at 18%. This is a considerable improvement from 2013, but clearly remains an area for focus.
Recommendations
The recommendations outlined in the 2014 Annual Report will be incorporated into the 2014 Site Improvement Plan.

Signed

Iain Love  John Lockwood
Principal  Governing Council Chair