Cowell Area School
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Cowell Area School Number: 735

Partnership: Central Eyre

Name of School Principal: Julie-Anne Byrnes

Name of Governing Council Chair: Dee Cook

Date of Endorsement: _____

School Context and Highlights

I would like to thank the whole school community for the kindness and support that they have shown me throughout 2016. It has been a very rewarding, demanding and sometimes stressful year, however most importantly my first year as Principal has taken me on a rich and enjoyable learning journey. One of the great strengths of our school is the terrific way that staff, students, parents, business, industry and community work together in making our school a great place to learn. I would particularly like to acknowledge the Governing Council, Parents and Friends and the Aquaculture Committee for the work they have done to contribute to the success of our school.

Looking back over the year, we have had many highlights that I would like to share:

We started the year with a Meet and Greet with parents and community, who had the opportunity to come in, visit classrooms, catch up with teachers and share in some fun activities throughout specialist areas in the school. It was a really positive way to the start year and many parents commented on how much they valued the opportunity to see parts of the school they don't normally venture into.

I initiated the "Catch Up With a Cowell Kid" section of our newsletter this year and enjoyed meeting with, and listening to the voices of some our students over the year. I was certainly entertained, appreciative of their honesty, inspired by many of their ideas and encouraged by their ambitions. As a result, we have implemented some changes including access to table tennis and fussball tables at lunchtime for secondary students, staff vs students lunchtime games, more cross age activities at lunchtime

Our school leaders, both House Leaders and SRC, were inducted early in Term 1, setting the scene for a great year. All of our student leaders represented themselves and the school very well on many occasions including Swimming Carnival, Sports Day, Interschool Sports Day, ANZAC Day and Remembrance Day ceremonies, the "Generation of Change" Student Congress and Eyre Peninsula Student Voice day in Port Lincoln. Our SRC President, Ethan Grigg was rewarded for his leadership skills, when he was awarded a Youth Leadership award at a SAPOL STAR force camp in Adelaide. Another one of our senior students Benn Posthumus did an outstanding job when he had the opportunity to represent our school at the Nuclear Fuel Cycle – student engagement programme forum in Adelaide. The SRC under the guidance of Vicki Bourlioufas and Sharyn Williams,

Governing Council Report

I feel like the year began, we blinked, and it has almost ended.

We have, however, managed to accomplish some smaller projects, and are slowly ticking things off the "to do" list.

At our working bees we were able to conduct a huge clean out of one of the sheds - and in and around the aquaculture area, with the focus on moving the shed for more practical storage of school equipment. The deconstruction of portions of the green house has taken some man and woman power, but is hopefully now ready for the students to redesign and use in the future.

A big thanks to Mrs Peters, Steve Magnay and Scotty on the project they have started on the long jump pits. Our aim is to be able to cover them to contain the sand, as this is a large cost to the school to replace every year before sports day.

Our sole fundraiser is the Saturday night meat tray raffle. This raises on average $5000 annually for the school, if we were to try to raise this amount through other means, it would take a lot of sausage sizzles and trading tables to achieve this.

This is a very important fundraiser, which has helped pay for professional speakers, educational equipment needed in our children's classrooms and playground equipment for our children. It's vital we continue to have these volunteers for this to continue to be achieved.

We were very pleased with the announcement through the year, that Mrs Byrnes had won the position of Principal for a 5 year tenure, enabling continuity of leadership for our school and the schools' site plan.

Mrs Byrnes has fitted in very well and, together with the staff, is working towards some great outcomes for the students and the school community.

Congratulations to the SRC and Miss B on the well organised Gala Day.

It was great to see parents, grandparents, students and staff all enjoying the afternoon, and it+ a credit to each class and their teachers on the excellent stalls and games provided. The highlight being the students vs staff basketball contest and the 'argy bargy' that went on during the match. It was both entertaining and a great example of strengthening the relationship between students and staff. The gala day as a whole was a great integration of school community with the wider community.

In closing, the governing council would like to thank Mrs Byrnes, Mrs Peters and their staff, for the year that was 2016.

We look forward to working together in 2017, to provide a safe, positive and inspiring environment for our children's learning.

Improvement Planning and Outcomes

The Key priorities as identified in the 2016 Site Improvement Plan are:
1) Higher Standards of Educational Achievement
2) Well Being
3) Community Engagement

Higher Standards of Educational Achievement
• Literacy –writing elements (Vocab / Punctuation)
• Numeracy
Targets
Literacy
1) 85% of students show expected growth or higher in PAT vocabulary targets or NEP goals in Term 3, compared to 2015.
2) Eliminate the gap between our students' scores and the National scores, in achieving 3 points in the vocab criteria of the NAPLAN Writing test.
Numeracy
1) 85% of students show expected growth or higher in PAT Maths targets or NEP goals in Term 3, compared to 2015
2) Close the gap between Cowell school students' median scores and the National median scores, in NAPLAN and PAT Maths
3) Develop a Numeracy Improvement Cycle
Outcomes
Literacy
Various training and development opportunities (7 Steps to Writing Success/ SPELD Making Independent Writers of students with Working Problems) were attended by staff, with new strategies learnt for helping teach writing. Most teachers implemented a focus on subject specific vocabulary and the use of word walls into their classrooms.
The NAPLAN vocab score in the Writing test at Years 7 and 9 increased with an equal or higher percentage of our students scoring 3 or more points in comparison to the National percentage. However, this did not occur at Years 3 and 5.
Numeracy
Individual cohorts (Years 3-5, 5-7, and 7-9) showed improvement in the School mean scores in comparison to the National Mean in the NAPLAN.
The target for expected growth in PAT Maths targets was not met. Growth was shown in Years 4-8, however only the Year 6 and 7 cohorts showed expected growth. We are addressing the lack of progress in our Numeracy results by implementing targeted intervention programmes such as Quicksmart Maths.
Wellbeing
Targets
1) R-5: Reduce the number of JP students either developmentally at risk or vulnerable in social competence to less than 45% based on the AEDC
2) Y6-12: Improve current levels of Y6-10 resilience (from Resilient Youth Survey April 2016) from 45% at good - excellent resilience to 55% at good-excellent resilience.
3) Improve fulfilling pathway factors (educational engagement; social skills, positive identity & positive values) to 60% in abundant or moderate range for Y6-9s
4) Improve attendance levels to at least 95% R-12
Outcomes
Many initiatives were introduced to address our targets in this area, including the implementation of a Skillstreaming programme and the explicit teaching of social skills with R-5 students. A Pastoral Care time and programme was structured into our timetable and a School Counsellor was appointed to assist with addressing issues and implementing programmes. Our Middle Years students became involved in the Building Resilience programme and Year 7 students trained in PAL (Play at Lunchtime). We became involved in e-mentoring and Community mentoring (Eyre Futures).

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
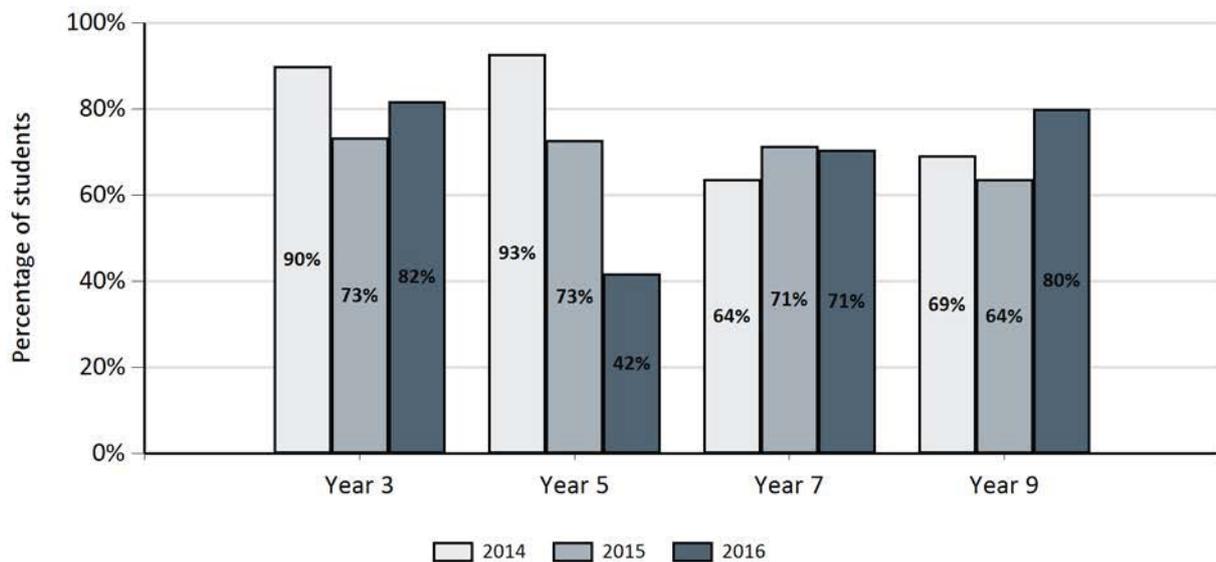
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
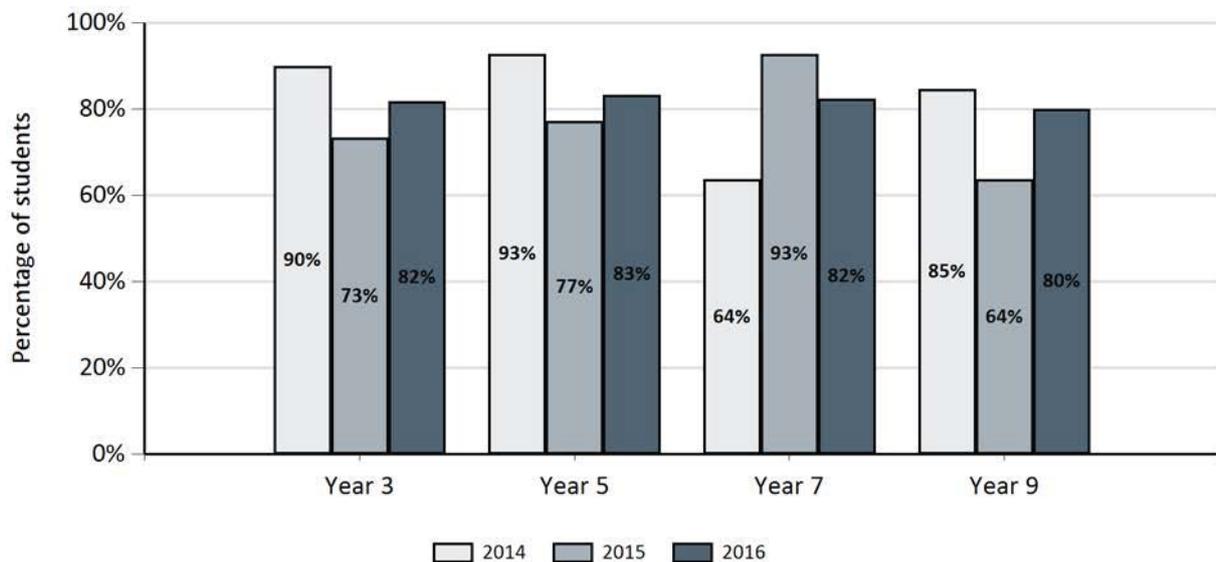
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	33%	53%	25%	25%
Middle progress group	67%	33%	38%	50%
Upper progress group	0%	13%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	30%	20%	25%	25%
Middle progress group	40%	40%	25%	50%
Upper progress group	30%	40%	50%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	11	11	3	3	27%	27%
Year 3 2014-16 Average	12.0	12.0	3.3	3.0	28%	25%
Year 5 2016	12	12	3	3	25%	25%
Year 5 2014-16 Average	16.0	16.0	5.0	3.7	31%	23%
Year 7 2016	17	17	3	6	18%	35%
Year 7 2014-16 Average	14.0	14.0	1.7	2.7	12%	19%
Year 9 2016	10	10	1	1	10%	10%
Year 9 2014-16 Average	11.3	11.3	1.3	2.0	12%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2014	2015	2016
83%	75%	95%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	0%	0%	0%
A-	0%	0%	2%
B+	2%	0%	2%
B	10%	13%	16%
B-	7%	0%	19%
C+	14%	16%	28%
C	36%	25%	26%
C-	14%	22%	2%
D+	0%	9%	5%
D	2%	9%	0%
D-	7%	3%	0%
E+	0%	0%	0%
E	5%	3%	0%
E-	0%	0%	0%
N	2%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.
*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 that year.

2014	2015	2016
67%	80%	100%

Data Source: SACE Schools Data reports, extracted January 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	50%	100%	50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	67%	80%	100%

School Performance Comment

Our 2016 SACE data showed 100% completion for the potential student completers. This is a marked improvement in comparison to 2014 and 2015, also considering that it was a larger cohort than the previous 2 years. There was also an improvement in the grade distribution, with a shift upwards so that more students were achieving higher grades and none in the 'D' grade band or lower. 95% of our students achieved a C- or above in comparison to 83% in 2014 and 75% in 2015. Our aim is to continue this improvement and have a further increase in the number of students achieving in the 'A' and 'B' grade bands. Our NAPLAN data showed an increase in the number of students achieving above the National Minimum Standard at Year 3 and 9 in reading and numeracy, and Year 5 in numeracy. However, there was a significant drop at year 5 in reading and a small drop in Year 7 numeracy.

If we look at progress (growth) for particular cohorts of students in NAPLAN, we can see pleasing improvement for Year 7-9 in both Numeracy and Reading, with high percentages of students showing upper progress in comparison to state averages. The Year 3-5 and Year 5-7 groups also showed a higher percentage of students in upper progress in numeracy in comparison to the state. However, our Year 3-5 students showed high percentages in the middle and low progress groups in Reading, with no students showing upper progress. The drop from Year 3 - 5 in reading can be attributed to a variety of factors, including the high number of students in that group who have learning difficulties and interruptions to the cohort including students requiring significant behaviour support. Our Year 5-7 students also showed large numbers in the low progress in reading and less in middle and upper progress. This could be attributed to the fact that as a Year 5 group they achieved highly, therefore making less progress as they moved through to Year 7. The data for the percentage of students achieving in the upper 2 bands shows that this is fairly steady in Year 3, down in Year 5 reading but slightly up in numeracy, up in Year 7 reading and significantly in numeracy, and slightly down at Year 9 in numeracy and reading.

Attendance

Year level	2014	2015	2016
Reception	91.5%	90.1%	92.0%
Year 01	93.8%	92.4%	93.0%
Year 02	92.9%	94.1%	92.0%
Year 03	94.9%	93.9%	95.0%
Year 04	94.7%	94.7%	94.4%
Year 05	94.5%	95.9%	95.9%
Year 06	94.5%	91.9%	95.2%
Year 07	93.3%	96.5%	93.4%
Year 08	93.4%	90.7%	89.1%
Year 09	94.0%	92.9%	80.1%
Year 10	92.7%	94.0%	85.2%
Year 11	90.4%	90.0%	91.0%
Year 12	90.5%	97.3%	91.6%
Total	93.4%	93.2%	92.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

We were pleased with our attendance data, despite the fact that there was a slight drop in overall attendance from 93.2% to 92.1%. Our low attendance at 80% for our Year 9 cohort was due to very poor attendance by 2 students across the whole year. Both students were referred to our Attendance officer and we worked closely with families to try and support their attendance. Our Year 10 figure of 85% was due mostly to 1 student whose attendance deteriorated in the last semester.
Our primary attendance figures continue to be high and we are also pleased with the attendance of our senior students.

Behaviour Management Comment

There were 4 consequences for 'violence - threatened or actual', with one resulting in an external suspension and the other 3 in students being withdrawn from classes. The suspension was a student with special needs and we have made a referral for behaviour support - receiving hours to support this student in 2017.
Threatened Good order - 5 consequences
Persistent and Wilful inattention - 3 consequences
Threatened safety or wellbeing - 2 consequences
Interfered with the rights of others - 1 consequence

Client Opinion Summary

In Term 4, staff, students and parents were given the opportunity to take part in the DECD Opinion survey. 31 parents, 19 students and 12 staff responded to the surveys.
We were extremely pleased with our parent responses to questions, with over 50% of parents answering with 'strongly agree' to all questions. This is a significant increase on 2015, with no parents of the 28 respondents answering with a 'strongly agree' response.

In 2015 there was some concern from parents regarding learning needs being met (10% SA,, 10% SD, 18% D), however in 2016 no parents responded with 'Strongly Disagree', 6% 'disagree', 71% 'strongly agree'. This is a very positive change in parent opinion. there was also some concern about 'My child is making good progress' (8% SD, 15% D, 18% SA), however, in 2016 3% SD, 3% D and 71% SA. Most pleasing was the high percentage (84%) of parents who strongly agreed that "My child feels safe at school". 77% of parents also strongly agreed that "I can talk to my child's teachers about my concerns" and "Student Behaviour is well managed at this school".

We believe that initiatives like student mentoring, pastoral care, a focus on Growth mindsets and improved communication with parents have led to these results.

Unfortunately, we did not have many responses from students due to the timing of the survey, so it is difficult to get an accurate view of student opinion. However, the students that did respond were also positive about "My school looks for ways to improve" (95% SA/A), "My teachers expect me to do my best" (88% SA/A), " I feel safe at my school" (84% SA/A), "My teachers motivate me to learn" (79% SA/A) and " My school gives me opportunities to do interesting things" (78% SA/A). Students continue to perceive the way behaviour is dealt with as being the biggest issue for them - "student behaviour is well manged at this school" (25% SD/D) and "I can talk to my teachers about my concerns" (18% SD/D). We will continue to address this through the review of our values and behaviour policy in 2017.

The staff opinion survey showed a response of over 70% for all questions in either agree or strongly agree. There were 4 questions that had a disagree response of 8% and there were 0% strongly disagree. One question had a 16% disagree response - "staff are well supported at this school". We hope that our focus on improved performance development processes and staff wellbeing will address this issue.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	29.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	29.2%
Transfer to SA Govt School	2	8.3%
Unknown	8	33.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers who come into contact with students have a current DCSI Criminal History Screen. As new volunteers offer their services, our school requires them to apply for such a screen at the school's cost. An electronic data base is kept of all volunteers and their current Criminal History Screen status and expiry dates. Reminders and new application forms are sent to our ongoing volunteers as their screens are about to expire.
We currently have 41 parents and community members with DCSI clearances.

Teacher Qualifications 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	37
Post Graduate Qualifications	21

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.0	14.3	0.1	11.2
Persons	0	17	1	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$2906899.04
Grants: Commonwealth	$44362
Parent Contributions	$72033.28
Fund Raising	$32009.85
Other	$165706.37

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Primary school counsellor was employed to work with both groups and individual students on well being and social skills programmes. FLO case management was used for several students.	
	Improved Outcomes for Students with an Additional Language or Dialect	SSOs were employed to Also used to release teacher for programming and writing of NEP/ILP, purchase of Intervention programme and training and development of staff (MacqLit)	
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Rural and isolated - access to programmes/workshops and activities Aboriginal students - employed an Aboriginal Education teacher Numeracy and Literacy - further SSO time for SSOs to run intervention programmes in small groups	
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum	Used for teacher release time to meet with PARC (partnership support of her salary), other staff, moderation, training and development	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Employment of a Special Education teacher to support staff and students.	Streamlined processes for identifying, referring SWD. Learning plan support
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	A Primary School Counsellor (0.2) was appointed beginning Term 2.	Implemented Pastoral Care programme, Youth Resilience,