Hawker Area School
Annual Report
2013
If you were looking for one word to describe 2013 at Hawker Area School it would have to be growth, not only in size but also in expectations, learning and parent involvement. 2013 saw student enrolments grow to 54 with many new families joining the school community. By Term 4, the Rec—Year 2 class had 20 students, the Year 3-6 class 16 students and the Year 7-12 class 18 students. The increase in enrolments had a positive effect on both the character of the school and also the tone. Larger class sizes have raised some challenges but they have also given teachers and students the opportunity to be innovative in the way they engage in the teaching and learning.

### 2013 Highlights

- Introduction of the Personal Learning Folders and students tracking of their own learning
- Student Goal-setting Seminar with Daniel Balacco set student goals for improvement by October
- Improvement in PATR and PATM results from May to October (Effect size .52)
- The overall number of goals and targets met by students throughout the year
- Whole school camp at the beginning of the year particularly the Aquatics and Surfing.
- The whole school Spelling Bee was again fiercely contested by all classes with the honours this year going to the Year 3-6 class.
- The Big Day Out at Wilpena Pound was a great day. The National Park Rangers and Auntie Pauline gave students and teachers a great understanding of the connections between the Adnamathna people and the Wilpena Pound area.
- It was fantastic to see so many parents, caregivers and community members supporting the students in their efforts at the School Sports Day. Congratulations go to the winners this year, Heysen.
- The ICPA Open Day and Pichi Richi Trade Training Centre Opening allowed the school to showcase all the opportunities that are available at Hawker.
- Jadon Tree was named School Based Apprentice of the Year in the South Australian Training Awards. This just goes to show that the sky is the limit for students from Hawker.

### Report from Governing Council

The Governing Council committee of Hawker Area School has had a quiet year in regard to major development. We have seen the final touches put on the Technical Studies building and the children are enjoying this.

We witnessed the opening of the Trade Training Centre at a great open day that was the idea of the ICPA and gave the community some great information. Thank you to the ICPA committee for all their work. Several members of the Governing Council undertook Principal Selection Training and as we write this we are still waiting on a decision to be announced for next year’s principal.

Thank you to all members of the committee for your time and energy. The support you give to govern our school is very appreciated.

I would like to wish all the students and staff that are leaving Hawker Area School the very best for the future.

### Site Improvement Planning

The 2013 Site Improvement Plan had only one priority, which was to ‘Improve student achievement in Literacy and Numeracy though curriculum, pedagogy and assessment’. The targets were

- PATR 90% of students attending at least 90% of time will be at Stanine 4
- PATM 90% of students attending at least 90% of time will be at Stanine 4
- All Junior Primary students are within the State Target Band for Running Records
- At least 5% of students are moving into the higher NAPLAN Bands

The strategies we use to achieve these targets were

- Implementation of Whole School Literacy Agreement
- Promotion of the Premiers Reading Challenge which resulted in 94% completion
Term 3 Assessment for Learning using non-fiction texts with a focus on reading comprehension
Training and development in developing rich tasks and moderation of Australian Curriculum student work samples
Whole School Spelling Bee
Student goal setting workshop with Daniel Balacco
Student monitoring of spelling, reading and numeracy achievements
Additional teacher used to support reading and Jolly Phonics with early readers.
QuickSmart and MultiLit for identified Wave 2 &3 students
Teacher observations

Results against Targets
The targets for PATR and PAT M were met with all students with

- above 80% attendance achieving Stanine 4 or better in PATR
- above 90% attendance achieved Stanine 4 or better in PATM

All R-2 students (except one) who attended 75% or more achieved at or above State Target bands for Running Records

Of those students who attended Hawker between 2011 and 2013 the following achieved percentages above the National Mean

- 50% Reading,
- 40% Writing
- 60% Grammar and Punctuation
- 80% spelling
- 20% Numeracy

63% percentage of students who attended Hawker between 2011 and 2013 achieved at least 1 score in top 2 bands of their Year level.

Overall 16% of these students’ scores were in the top 2 bands.

One of the recommendations of the 2012 review was to raise the expectations of student achievement. At the beginning of the year we set out on a journey to use individual goals to improve student achievement. Throughout the year students have set themselves short term targets and long term goals. This strategy has proven particularly effective for those students who were motivated by the challenge. A review of the strategy will investigate how best to use goal setting to improve learning outcomes for all students.

In 2013 we continued to work towards stronger school community partnerships and to improve home school communication. Along with involving parents in setting learning goals for their children, 2013 saw the introduction of the Student Personal Learning Folders which were designed not only to allow students to record and monitor their own learning, but for them to communicate that learning to their parents. Responses from parents have been extremely positive. There have been some challenges in sending these folders home every week and the school is looking at more efficient ways of ensuring this valuable resource is maintained.

Student Achievement
Recent school based testing shows that 88% of Year 1-9 students at Hawker are now at or above Stanine 4 in PATR reading comprehension tests, with more than two thirds of Reception–Year 10 students reaching age appropriate spelling levels in the South Australian Spelling Test. These are strong results and are supported by the NAPLAN data where all students are above the National Minimum Standards for reading and many are above the National mean. This reflects the strong school focuses on literacy. However, numeracy results are not as strong with only 67% of Year 1-9 students are at or above Stanine 4 in the PATM maths test and most students in the NAPLAN only achieving low to medium growth over 2 years. The challenge for the school community will be to maintain the improvement in literacy standards whilst shifting the focus to improving numeracy standards.
NAPLAN

All students but one student sat all sections of the NAPLAN Test. Due to confidentiality individual year level results cannot be reported. By aggregating the data across year levels we are able to provide some data on student growth rates and students in relation to national minimum standards and state, national and regional mean. The small numbers of students participating means that any statistical analysis may be skewed by individual student results. Analysis of the data is provided in an early section.
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Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training
100% of students in Yr 12 undertaking vocational or trade training
100% of students in Yr 11 undertaking vocational or trade training
50% of students in Yr 10 undertaking vocational or trade training

Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification
75% of students in Yr 12 attaining a Yr 12 certificate or equivalent VET qualification>
Our attendance rate still is a matter of concern with only a few students meeting the State target for attendance of 92%. The average attendance for the year has been impacted by a significant number of students with chronic absenteeism. However, removing those students from the data still only reflects an average attendance rate of 86%. We appreciate the efforts of all parents and caregivers who have made extra efforts to ensure their children attend regularly, despite the challenges of living in a remote setting.

The group of chronic non-attenders is of significant concern. Their absence is impacting on their learning outcomes and resources are invested to ensure that their time at school is as productive as possible. Every effort has been made to increase the attendance of these students including regular contact by the principal and teacher, home visits and referral to Regional Attendance Officers.

As many of these students are in the Primary classes the percentage of unexplained absences has increased in these classes in 2013 despite the efforts of teachers and the ACEO to follow up for explanations.
### Destination

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<td>6.30%</td>
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<td>2.30%</td>
<td>11.10%</td>
<td>2.70%</td>
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<td>3.50%</td>
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All post-secondary students in 2013 are completing their apprenticeships or are going into paid employment.

### Behaviour Management

The number of violent incidents has reduced from 2012 to 2013 and this is reflected in the perceptions of the school as a safe place. In both parents and students opinion survey there has been a 40% increase in those students feeling safe at school from 2012 to 2013. The school staff and students have worked hard to overcome the perception that the school has a culture of bullying. Students are now much more likely to seek support to resolve issues if they are being harassed or if they witness harassment. Student complaints are acted on as quickly as possible. Parents are also more likely to report incidents so that they can be dealt with at the earliest possible opportunity.

There were still many low level incidents of harassment and some students proceeded as far as Time out Admin for incidents that they were involved in. One student was suspended for bullying.

One aspect that we are continuing to work on is the acceptance of new students at school. As we are a very small school new arrivals sometimes have difficulty establishing new friendships within existing groups. The resulting exclusionary behavior can be perceived as bullying. Usually these difficulties are quickly identified and overcome with staff support.

### Client Opinion

Direct comparisons with 2012 are difficult due to change in survey format however there are some similarities which have allowed comparison and some new area for celebration and concern.

It is really positive to see the recognition from all aspects of the school community that the school now expects students to do their best. The school has worked hard in 2013 to promote high expectation from teacher for students and from students of themselves. These expectations have been well communicated to parent/caregivers through the personal learning folders and celebrated by the school with the goals and targets boards in the front office. Over 80% of all respondent groups agreed or strongly agreed with the figure being 89% for students.
Students are also recognising that teachers are providing useful feedback about their work (62% agree 21% strongly agree). This high percentage is reflected in the staff survey but not in the parent survey. This may be due to a large amount of verbal feedback being given to students every day in classes which is not reflected in what parents are seeing by the way of marking and comments in books.

In 2012 only 17% of students agreed that they liked coming to school every day and, although a direct comparison cannot be made due to the changes to the question, 65% now agree or strongly agree with the statement I like being at my school.

Students also agree that school provides them with interesting this to do (83%).

The other area where there have been promising gains and where the questions are the same is in the area of how safe the students feel at school. In 2012 42% of parents and 23% of students said that students felt safe at school this has improved to 82% of parents and 64% of students.

The area that remains a concern for all sections of the school community is the effectiveness of the student behavior management. Only 55% of students, 54% of parents and 40% of staff believe that behavior management is well managed.

The school has a Code of Conduct that works well for the majority of students with only a handful of internal suspensions and one suspension this year. However the opinion of the majority of the staff is that the behavior management practices are not effective so therefore another serious look at what it is that needs to be done will need to be conducted early in 2014. The question is whether the impression of ineffectiveness is being driven by behavior of the small number of repeat offenders or is it an impression of the cohort in general.

Parent Opinion Survey Results 2013,
Student Opinion Survey Results 2013,

Staff Opinion Survey Results 2013
Accountability

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
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<th>Qualification Level</th>
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<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that 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

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<th>Workforce Composition</th>
<th>Teaching Staff</th>
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<td>Full-time Equivalents</td>
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<td>Persons</td>
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Financial Statement

Income by Funding Source

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<td>2 Grants: Commonwealth</td>
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<td>3 Parent Contributions</td>
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<tr>
<td>4 Other</td>
<td>8491.76</td>
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