Hawker Area School
Annual Report
2012
At the beginning of 2012 Hawker Area School (HAS) had 34 students. This was broken down into 10 Junior Primary, 10 Primary, 14 Secondary students. Over the year we enrolled 11 new students, three of whom subsequently left us with a final enrolment of 41. Within this enrolment we had 4 FLO students. It is anticipated that 3 students will attain their SACE. At the end of the year 2 students will transfer to schools in Adelaide. At August census we had 11 Aboriginal students and 5 students with disabilities.

2012 has been a year both of change and a year of consolidation. At the beginning of the year the school had the opportunity for a Supporting School Improvement Review. The review identified several commendations and recommendations. It refocused the school improvement planning bringing to the fore the challenge of ensuring that the school develops higher expectations of learner achievement.

Possibly the most frequently asked question by parents and caregivers is how is my child doing in comparison to the rest of the students in the school, state and nation. Up to now we have had very little information to make this comparison. Recent school based testing shows that nearly two thirds of Year 2-9 students at Hawker are at or above national average in PATR reading comprehension tests, more than two thirds are above age appropriate in the South Australian Spelling Test and over 80% of Year 1-9 students are at or above national average in the PATM maths test. These are strong results and are supported by the NAPLAN data where all students are above the National minimum standards for reading and numeracy and many are above the State average.

There is still room for improvement particularly in Literacy and planning is underway for a more structured Literacy Block with a continued focus on phonics and improving spelling and reading comprehension.

The other recommendation was to build stronger school community partnerships. This also is still a work in progress. As a school we already enjoy a high level of formal parent support with a strong and active Governing Council, Parents and Friends and Yura Muda Group. Many other parents and caregivers are also involved in volunteering around the school. One area that often goes unrecognised is the support parents and caregivers give their students in their learning. Teachers have identified that 61% of students at Hawker complete their homework every week, which shows a high level of commitment by parents and caregivers to create the conditions for learning at home.

We are continuing to work to improve home school communication particularly in the area of student learning. This year we have introduced initial parent teacher interviews at the beginning of the year to set learning goals and follow up interviews towards the end of the year to discuss outcomes. The area that we are still working on is setting in place processes for the regular communication of student progress throughout the year.

The review identified improvement in attendance as one indicator of the strengthening of the home/school partnership. Many parents and caregivers have made significant efforts this year to ensure that their children are at school regularly and only absent when ill or due to unavoidable circumstances. These efforts have meant that half of our Reception to Year 9 students are above the state average of 91% attendance.

There are still some significant issues with Senior Secondary attendance which brought the school average down to 85%, however this is still 6% above the attendance rate in 2011. Pleasing also is the fact that the majority of families consistently provide explanation for students absences.

The process of school improvement is now firmly established as a school focus and I look forward to working with students, parents and staff to further improve student outcomes in 2013.

There have been many highlights in 2012.
• The school Spelling Olympics was fiercely contested by all classes with the Reception-Year 2 class taking out the trophy by the smallest of margins.

• The Yura Muda camp to Nepabunna and beyond and the Big Day Out were fantastic experiences for all the students and gave them an understanding of the connections between the Adnymanthna people and their country.

• Our mini Olympics was declared, by students, parents and staff as, the best Sports Day ever. Congratulations go to both Heysen and Arkaba who finished with exactly the same number of points. The running of the whole school relay was an excellent example of the schools values of care, cooperation, respect, inclusion and doing your best in practice.

• The upgrade of the Tech Studies Centre has been a long time in the planning but 2012 has seen all that effort finally come to fruition. This means that all teaching spaces in the school have been upgraded providing Hawker students with an exceptional learning environment.

• The presentation of the play Charlie and the Chocolate Factory, which involved all primary students and most secondary students, was extremely successful. Students learned their parts thoroughly and were responsible for building sets and props. On the night the presentation received rave reviews from parents and other community members.

**Report from Governing Council**

Governing Council Chairman 2012 has seen the undertaking of a major redevelopment of the Technical Studies building. This has now been completed and we hope to see many great projects come out of there in the future.

Bike Safety SA came to Hawker and spent a day teaching our students general bike and road safety. This has hopefully made our children more confident and safer on our roads.

Governing Council have been pleased to see the multi purpose room being well used for performances, Active Play, assembly’s and more recently ballet on every second Thursday night. Ballet has been well supported and we thank Kate Geue for organising this.

We wish our senior students good luck with their results and wish all students and staff leaving Hawker Area School all the best for the future.

Many thanks to the committee for giving your time and energy to support our school.

Paul Smulders

**Site Improvement Planning**

**PRIORITY 1**

Improving student achievement in Literacy and Numeracy through curriculum, pedagogy and assessment

**Key Strategies**

• Continue Primary Connections across R-7
• Formalise cross curricular opportunities for students to use real life literacies
• Aim for 100% completion of Premiers Reading Challenge
• Term 3 Assessment for Learning using non-fiction texts
• Reading Program (15 min X 3) for identified students
• Daily extended Non fiction text writing over a range of text types
• QuickSmart
• Professional Learning for staff – Maths for all
• Implementation of Australian curriculum English Maths Science History
• 3 wave strategy PALL
Progress towards Targets

- Improve Literacy and Numeracy Levels of all students towards State average
- Improve Literacy and Numeracy Levels of all students not meeting age appropriate levels more than their increase in chronological age

In 2012 students showed significant improvement in both literacy and numeracy results. All but two students who attend 90% of the time or more are now at age appropriate levels in their spelling, reading and maths. Two additional students have made significant growth in their spelling over the last 2 years but have just fallen short of age appropriate levels. It anticipated that in the next year they will achieve that goal.

In the year from 2010 -2011 students spelling at age appropriate level improved from 26% to 56%. In 2012 this figure has improved to 68% just shy of our target of 70% spelling at age appropriate levels.

These improvements are now beginning to be reflected in our NAPLAN results (see graphs below) however our writing and spelling results against state and national means remain a concern.

Implications for 2013

The Supporting School Improvement Review has refocused our efforts in the area of Literacy and Numeracy. In 2012 we will be moving to 360 min Literacy and Numeracy blocks across 5 days. Students will continue to be identified using the Wave strategy and 5 weekly monitoring of Wave 2 and 3 students will occur. A new Whole School Literacy Agreement has been developed and a Numeracy agreement is under development for implementation in 2013.

PRIORITY 2

Improving school /family/community partnerships

Key Strategies

- Review and Monitor and communicate student progress data
- Ensure consistent strategies in Student Behaviour Management and the communication to parents/caregivers regarding both positive and negative behaviours
- Developing relationships with Flinders Ranges Council, ICPA, Hawker Community Development Board, Hawker Community Sports Centre and other local community organisations
- Focus on communication with parents and community including more extensive use of diaries, Web site, parent handbook, newsletters on web and emailed
- Regular monitoring and follow-up of student attendance
Progress towards Targets

- Continue to improve results in Staff, Student and Parent Satisfaction Survey
- Continued improvement in satisfaction with the handling of SBM issues as reported in Staff, Student and Parent Satisfaction Survey
- Continued improvement Student Assessment Outcomes due to regular teacher/parent interactions
- Continued increases in positive community feedback
- Improve overall attendance rate to 88% in 2012, reduce unexplained absences to no more than 20% of total absences

In 2012 we have made some progress towards achieving our targets in this priority. In Term 1 we introduced Individual Learning Plans in consultation with parents and students and in Term 4 we conducted parent interviews, with all but three families, to report on student testing results. These initiatives were well received by parents however we still need to put in place a way of providing continuous feedback both to parents and students with regard to progress.

The school has received many positive accolades this year from parents and community member both because of its teaching and learning but also due to successful events such as the mini-Olympics and the play Charlie and the Chocolate Factory.

The Staff, Student and Parent Satisfaction Survey still shows some areas for improvement particularly in the areas of behaviour management and in the quality teaching. (See analysis below)

Our attendance rate across the school was 86.5% and although we did not meet the 88% target our attendance improved 10% from 2011 figures. Most pleasing was our unauthorized absence results which improved from 11.3% in 2011 to 3% in 2012 which is below the state total.

Implications for 2013

Again the Supporting School Improvement Review has refocused our efforts and this area will no longer be part of the Site Improvement Plan but will become part of the school’s Operational Plan. As we have made significant gains in this area in 2012 it is a vital that as a school we do not lose focus on improving our school/family/community partnerships as this is an important avenue for a means of improving educational outcomes for students.

NAPLAN

All students 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.
Seven students from Years 3, 5, 7 and 9 sat the NAPLAN in 2012. It is pleasing to see that 50% of students achieved in the Upper 25% of growth over the last 2 years. This reflects the consistent focus on literacy and numeracy across the school. Concerning is that some high achieving students were in the lower 25% of growth. Further efforts to extend these students will need to be put in place.

The two areas of most concern remain spelling and writing. Not only do we have students who have not met the National Minimum Standards in these areas they are also the areas that we are significantly below state and national averages.

It is anticipated that a more directed approach to spelling, comprehension and writing informed by our whole school approach will show improvements not only in our NAPLAN scores but in our overall learning outcomes.

### Senior Secondary

**Students in Yr 12 Undertaking Vocational or Trade Training**

66% of Year 12 students are involved in Vocational or Trade Training

55% of Year 10-12 students are involved in Vocational or Trade Training

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**

100% of Year 12 and Year 12+ students achieved a Year 12 SACE Certificate

Two Year 11 students also achieved their SACE and will return to school in 2013 to complete VET Qualifications.
### Student Data

#### Attendance

**HAS attendance compared to Region, DECD and Index of Disadvantage 2010-2012**

<table>
<thead>
<tr>
<th>School</th>
<th>Region</th>
<th>DECD</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Total</td>
<td>79</td>
<td>77.3</td>
<td>87.4</td>
</tr>
<tr>
<td>Secondary Total</td>
<td>70.6</td>
<td>73.4</td>
<td>84.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>76.5</td>
<td>76</td>
<td>86.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>76.6</td>
<td>76.9</td>
<td>87.7</td>
</tr>
</tbody>
</table>

Table 1. Percentage of Attendance for HAS, Region, DECD and schools with similar Index of Disadvantage

**Unauthorised Absences in comparison to Region, DECD and Index of Disadvantage 2010-2012**

<table>
<thead>
<tr>
<th>School</th>
<th>Region</th>
<th>DECS</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Total</td>
<td>13.9</td>
<td>11.8</td>
<td>2.1</td>
</tr>
<tr>
<td>Secondary Total</td>
<td>17.9</td>
<td>10.3</td>
<td>5.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>15.1</td>
<td>11.3</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2. Percentage of unauthorised absences for HAS, Region, DECD and schools with similar Index of Disadvantage
Aggregate attendance totals have been provided to maintain the confidentiality of individual students.

Attendance was one of the areas highlighted by the SSI Review and throughout 2012 we have been vigilant in raising this issue with parents and caregivers at every opportunity. This effort along with more accurate entering of attendance data and a cohort change has seen our attendance figure improve by more than 10%.

It is pleasing to see that many families are now making efforts to ensure that their children are missing the least number of days due to medical and other engagements that require travel outside of Hawker. School data shows that 54% of students are now attending 90% of the time or better. However we still have a group of chronic non-attenders who are of significant concern. Every effort has been made increase the attendance of these students including regular contact by teacher, home visits by the ACEO and referral to Regional Attendance Officers.

The one area that this consistent effort has paid off in is in the number of unauthorised absences. These have been reduced from 11.3% to 3% with on class having no unauthorised absences.

It is obvious that in a small school a change in cohort can have significant effects on the statistics. In 2012 this has worked in our favour but we can not assume that it will continue and therefore need to continue to work to ensure that these improvements in our attendance figures are maintained.

<table>
<thead>
<tr>
<th>Destination</th>
<th>2011</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>----------------------</td>
<td>------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>6.3%</td>
<td>3.4%</td>
<td>4.0%</td>
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<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>18.8%</td>
<td>13.9%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>6.3%</td>
<td>2.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
<td>6.3%</td>
<td>4.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>1</td>
<td>6.3%</td>
<td>1.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schol</td>
<td>1</td>
<td>6.3%</td>
<td>10.9%</td>
<td>6.0%</td>
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<tr>
<td>Transfer to SA Govt Schol</td>
<td>7</td>
<td>43.8%</td>
<td>48.7%</td>
<td>54.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>6.3%</td>
<td>15.1%</td>
<td>16.3%</td>
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</table>

Client Opinion

In 2012 the survey was conducted using the online format and paper copies. Responses from 13 Year 4-12 student, 12 staff and 7 parents were recorded. The results are shown in the graph on the last page.

In most areas the survey showed that we have maintained or improved our perceived performance. However there are two areas where we need to improve significantly. These are in the areas of setting high expectations for our students and in providing and safe, secure environment particularly with regard to student behaviour.

The need for higher expectations was reflected in the SSI Review also. Measures to ensure that higher goals for student achievement are set and that these are communicated both to students and parents will be in place for 2013. Training and development opportunities are planned to give teachers a better understanding of developing rich tasks, higher order thinking skills and using the Australian Curriculum Achievement Standards. Teachers will also be looking at the design of assessment tasks to ensure that students understand the purpose of tasks and what is required for them to achieve at a high standard.

In the area of behaviour management, the need for improvement is identified by all client groups. Four students
are responsible for the majority of behaviour incidents. Their behaviour is obvious, inveterate and includes bullying, property damage and verbal abuse. Over the last three years, the school has tried various means to modify the behaviour of these students, including suspension and exclusion, with little success. These consequences are seen to be less consistent, severe or timely than community expectations.

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 outside of this group. The answer is not clear, as repeated use of suspension and exclusion is not changing the behaviour. Neither is the involvement of the Regional support team, the intervention of other agencies or changes in learning programs.

In 2013 the strategies will include shifting the school and community focus from the negatives of few to the positives of the many whilst maintaining the pressure on the few to conform to school behaviour expectations. There is a need to reaffirm the schools commitment to being a safe effective learning environment.

### Staff

**Teacher Qualifications**

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>14</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
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</table>

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**

<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>
<td>0</td>
<td>6.46</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
</tr>
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**Financial Statement**

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1</td>
<td>1,160629.64</td>
</tr>
<tr>
<td>2</td>
<td>169416.30</td>
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<tr>
<td>3</td>
<td>8537.62</td>
</tr>
<tr>
<td>4</td>
<td>13,647.56</td>
</tr>
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</table>
DECD Parent, Student and Staff Opinion Survey - 2012
0175 Hawker Area School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

REGION COMPARISON

STATE COMPARISON

Legend

Scores have been calibrated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.