

Gawler and District College B-12 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Gawler and District College B-12 Number: 774

Partnership: Greater Gawler

Name of School Principal:

Andrew Dickinson

Name of Governing Council Chair:

Leanne Conway

Date of Endorsement:

19/02/2018

School Context and Highlights

In 2017, Gawler & District College had an average enrolment of 1270 students including 102 Aboriginal and Torres Strait Islander students. The school is a member of the Greater Gawler Partnership which includes 9 other primary schools and 7 pre-schools.

The school is measured as being below average in Socio Economic Rating with the ICSEA being 936 (National Average is 1000 based on parent data). This is the lowest across the sites in the partnership.

The school includes provision for students with low to moderate disabilities by providing two Special Classes and an inclusive approach to mainstream learning.

The school is co-located with Gawler & District College Children's Centre.

Gawler House provides vocational training in Hospitality across the local region and is also a base for the Gawler House Flexible Learning Centre. The school had just over 100 students on Flexible Learning Options in 2016.

The main school comprises 3 sub schools: Junior School (Reception to Year 6) Middle School (Year 7 to Year 9) and Senior School (Year 10 to Year 12).

Highlights:

The graduating class of 2017 excelled in their SACE completion for Gawler & District College with a completion rate of 95%.

Our Aboriginal and Torres Strait Islander students also achieved 100% SACE completion demonstrating the great team we have who support and tutor students. Behind this success is our SAASTA program (South Australian Aboriginal Sports Training Academy) which is a hub for other schools in the local area.

From a curriculum point of view, we have a number of outstanding achievements. For example we have once again been tremendously successful in the area of STEM. This is a cross curricular project designed to raise the profile of Science, Technology, Engineering and Maths. Throughout the year students have competed against other schools with projects overseen by the University of South Australia. Students have done really well through the events, getting to the state final and, more importantly, have gained a great number of skills and a deeper understanding of the importance of these subject areas.

STEM Works planning began to accelerate in 2017 with the program of works starting over the 2017 Christmas break. In addition to this project, the site was also identified as a Building Better Schools funding recipient and additional facilities for students with disabilities were planned for 2018. The Building Better Schools funding will see \$10million spent on school infrastructure.

Governing Council Report

2016 was another great year for the Gawler & District College Governing Council. At the start of the year the Annual General Meeting saw the council's third year as a Governing Council. Under the Governing Council constitution members were elected. As well as parent representation we had members from the Member of Parliament, Tony Piccolo's office, Gawler Council, and Gawler & District College Children's Centre.

The Governing Council began the year with a full complement of members including representation of Aboriginal and Torres Strait Islanders. This interest in education shown through an interest in membership is a great improvement.

Clarity around the role of a Governing Council was given early in the year with DECD Governing Council Training held at GDC.

The Governing Council were represented on key committees throughout the school. Working on major policy and governance of the school, the council assisted the school in achieving another successful year.

Governing Council Representation

- Fundraising Committee: Rework of the Fundraising Policies. Oversight of fundraising submissions.
- Finance Advisory Committee: Overseeing the fiscal management of the school.
- Uniform Committee: Rework of the uniform policy. Leading the introduction of new items of uniform.
- Gawler & District College Foundation: Raising money for sponsorship of students across the school.
- Parent Forums: Improving parent engagement in the Junior School.
- Grounds Committee: Overseeing the continued redevelopment and improvements to facilities.

We thank all of the members of our Council for their contribution to the continued improvement at our school. The energy and support given has once again had a very positive effect on the outcomes for the children and young people at our site.

Improvement Planning and Outcomes

At the start of 2016 we continued our journey of improvement in three main areas.

1. Build and Embed a Positive Whole School Culture:

A whole school strategy to embed Positive Education into every classroom.

2. Improved Literacy and Numeracy Outcomes:

Junior School staff began to embed the culture of utilising the Big 6 literacy structure into their classrooms and all staff began a joint training journey at Stamford University to develop Mathematical Mindsets. In the Middle and Senior Schools, key staff were enrolled in the Mathematical Mindsets course and training and development focused on the stretching students to achieve in the higher bands.

3. Improve Teaching and Learning:

Work began by utilising the, now established, Professional Learning Teams in developing action plans with a commitment to change and improve pedagogy. Each team developed a PLT action plan with the commitment to implement their changes with at least one class during Term 3. Each team reviewed the impact of their action plan and demonstrated the learning to the whole staff in Term 4.

During 2016 our External School Review led us to rework our strategic directions and to focus primarily on Attendance and Reading in consultation with the Governing Council and whole staff. A Priority Improvement Plan was developed with the intention of going narrow and deep with these two areas.

Working in R-12 staff groups and in faculties commitments to action were developed to improve Reading and Attendance.

Each faculty and team (Junior School and FLO) outlined strategies that would be implemented immediately to improve Reading. These included explicit reading and comprehension strategies that were monitored throughout Term 4. Each Year Level group (as well as Junior School and FLO teams) developed a commitment to action to improve attendance that were also monitored throughout Term 4.

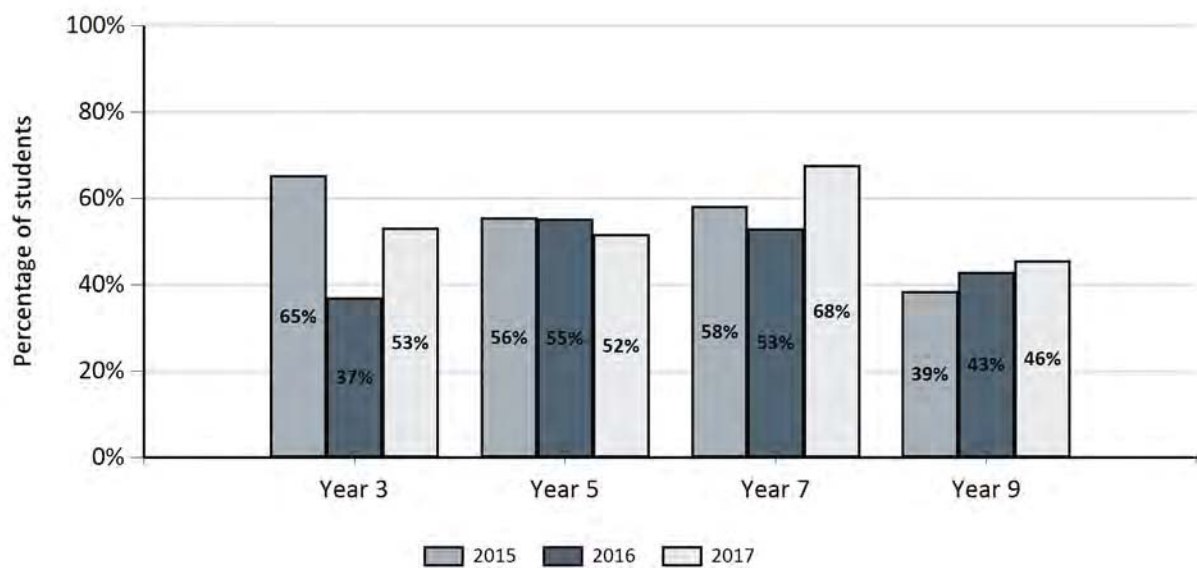
A whole school improvement of our Performance Development processes was implemented to monitor and support the two priorities of Reading and Attendance. The school worked closely with the DECD Learning Improvement team to plan and implement this work.

Performance Summary

NAPLAN Proficiency

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

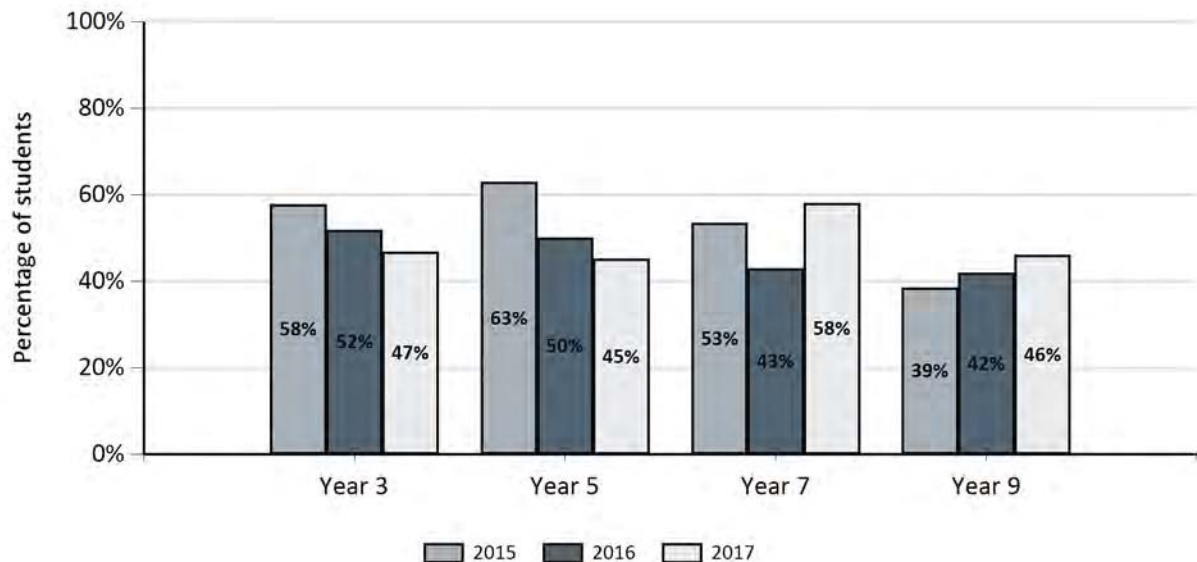
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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)
Upper progress group	29%	23%	19%	25%
Middle progress group	38%	46%	47%	50%
Lower progress group	33%	31%	34%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	9%	4%	21%	25%
Middle progress group	50%	48%	48%	50%
Lower progress group	41%	48%	31%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	47	47	6	2	13%	4%
Year 3 2015-17 Average	33.3	33.3	5.3	2.7	16%	8%
Year 5 2017	31	31	4	1	13%	3%
Year 5 2015-17 Average	32.0	32.0	4.3	0.3	14%	1%
Year 7 2017	31	31	3	0	10%	0%
Year 7 2015-17 Average	41.0	41.0	5.0	2.7	12%	7%
Year 9 2017	191	191	9	3	5%	2%
Year 9 2015-17 Average	189.3	189.3	13.3	2.3	7%	1%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

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

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

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	2017
88%	89%	94%	83.8%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	0%
A	1%	2%	1%	2.8%
A-	2%	4%	3%	3.6%
B+	3%	6%	6%	7.9%
B	10%	11%	10%	11.9%
B-	10%	10%	17%	13.4%
C+	18%	17%	17%	15.4%
C	29%	26%	29%	20.2%
C-	15%	13%	10%	11.9%
D+	4%	4%	2%	3.2%
D	2%	3%	3%	4.7%
D-	4%	1%	0%	2.4%
E+	1%	0%	0%	3.2%
E	1%	1%	0%	1.2%
E-	0%	0%	0%	1.6%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
87%	94%	99%	95%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	49.44%	52.63%	40.58%	58.33%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	3.6	1.6	0.5	2.7

School Performance Comment

NAPLAN Reading showed improvement over the previous year for Years 3, 7 and 9 with 7 and 9 showing the largest percentage of students at or above SEA for three years. There was a slight dip in the Year 5 result. However, this is conflicting with the NAPLAN Progress measure which shows that a larger than average proportion of Year 5 students had made better than average progress since their Year 3 result and the other year levels had made less than average progress since their previous test. The percentage of students in the higher bands for 2017 is slightly less than the 3 year average.

NAPLAN Numeracy results demonstrated a fall in achievement in the Year 3 and Year 5 tests and an improvement in Year 7 and Year 9 results again showing the highest % of students at or above the SEA for the last three years. The progress measure for numeracy shows a large number of students making low progress from their previous test. The percentage of students in the higher bands for 2017 is slightly less than the 3 year average.

SACE Completion rate remains high with 95% of potential completers achieving SACE. A new focus on C+ achievement is needed in 2018 to reduce the number of students attaining a D or E grade. These increased in 2017. The number of students using VET as part of their SACE remains high with 58.33%. This demonstrates the broad opportunities available through NASSSA and the importance of vocational learning to our senior secondary students.

ATSI student achievement remains as a strength in the school with 2017 SACE data showing once again 100% completion by ATSI students. This is a direct result of the achievement supported by the Aboriginal Education team, the AIME program and the SAASTA program. 2018 will continue to run these programs to support ATSI achievement.

Modified SACE once again had 100% SACE completion and continues to be another strength of the school.

The achievement data story from Reception to Year 12 describes low achievement in the lower years leading to higher than state average achievement in Year 12 (SACE completion rate). Progress is evident, however, to improve further, emphasis will need to be placed on the level of achievement and further interventions in the primary years.

Attendance

Year level	2014	2015	2016	2017
Reception	89.1%	89.8%	90.5%	88.0%
Year 1	85.3%	83.4%	87.8%	89.6%
Year 2	88.7%	83.5%	89.6%	86.7%
Year 3	91.9%	85.5%	87.5%	87.9%
Year 4	88.9%	88.1%	90.1%	85.7%
Year 5	90.7%	89.0%	86.6%	86.2%
Year 6	87.2%	86.4%	91.7%	83.9%
Year 7	85.8%	85.4%	84.6%	89.9%
Primary Other			98.0%	
Year 8	87.5%	90.0%	87.4%	86.2%
Year 9	86.5%	86.2%	87.5%	85.5%
Year 10	85.0%	84.8%	85.1%	80.5%
Year 11	81.6%	86.1%	83.8%	81.2%
Year 12	83.1%	80.5%	83.7%	77.2%
Secondary Other	83.7%	83.9%	82.5%	85.5%
Total	85.7%	85.8%	86.2%	83.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The continued low levels of attendance in 2017 led us to making attendance one of two major focus areas in 2018. Consultation and action planning took place with staff and Governing Council. An attendance improvement plan is now in place and includes: Closer tracking and monitoring of attendance with immediate follow up and referrals as required. Greater emphasis on the importance of attendance with newsletters, displays, daily notices, competitions, and staff interactions with parents and students. Increased T&D time in developing high engagement strategies and flipped classroom approaches.

Behaviour Management Comment

From 2015 to 2016 the school demonstrated a sharp fall in the number of suspension and exclusions (a 20% reduction in the number of consequences) partly attributed to the emphasis on Positive Psychology as a site wide strategy. In 2017, the number of suspension and exclusions remained at this lower level. There has been a reduction in the number of incidents that are linked to bullying and harassment since 2016. A review of the Behaviour Management Policy is scheduled for 2018.

Client Opinion Summary

The Staff Psychological Health Survey overall results demonstrated an improvement and the best overall results since the school opened in 2013. The Work Health and Committee is undertaking further analysis of two areas where improvements were not made so that the Psychological Health Improvement plan can be put into action.

Student feedback was gained on a regular basis by introducing a fortnightly meeting between the Student Leadership Committee and the Executive Leaders. Student Leaders also reported back to Governing Council and had representatives on the NASSSA Youth Action Team.

Parent feedback was regularly sought via, Governing Council, Parent Forums and newsletter invites for feedback. The 2017 Site Improvement Plan, site resourcing and policy redevelopment were shaped by feedback from parents, students and staff.

In 2017 we undertook two comprehensive opinion surveys with staff, parents and students. The first was to explore the strategic improvement plan

Intended Destination

Leave Reason	School	
	Number	%
Employment	8	2.6%
Interstate/Overseas	8	2.6%
Other	6	1.9%
Seeking Employment	10	3.2%
Tertiary/TAFE/Training	2	0.6%
Transfer to Non-Govt School	11	3.5%
Transfer to SA Govt School	121	38.8%
Unknown	146	46.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All staff, volunteers, external providers, contractors, and pre-service teachers have current relevant screening requirements including DCSI requirements. An induction process and checklist is in place for all newly appointed staff, relief teachers and pre-service teachers. 2015 audit of screening processes suggested only minor improvements with record keeping that were actioned in 2016.

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	155
Post Graduate Qualifications	64

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	83.7	2.7	33.3
Persons	0	89	3	43

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$285250
Grants: Commonwealth	\$78295
Parent Contributions	\$360657
Fund Raising	\$3540
Other	\$1452437

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

2017 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 2017 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	Additional support was given for a number of students. Additional staffing was employed to support these students.	Progress in engagement and achievement in the Australian Curriculum
	Improved Outcomes for Students with an Additional Language or Dialect	EALD support provided for identified students by releasing teacher from face to face teaching.	All students demonstrated progress.
	Improved Outcomes for Students with Disabilities	Numeracy and literacy intervention support and in-class support for accessing and engaging in the curriculum. Addition teacher and leadership time specifically targeted on improving achievement of SWD.	All students showed progress and 97% SACE completion for SWD
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS funding, Homework Centre funding and SAASTA program funding support ATSI achievement and wellbeing. APAS tutoring in Junior School and Senior Secondary. Two homework centres in operation, SAASTA hub across 4 local sites and a Junior SAASTA Academy implemented.	100% SACE completion for ATSI students, improved attendance and some improvements with Australian Curriculum achievement.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Additional staffing for literacy and numeracy programs, support for Aboriginal Education. Specialised ICT support to assist with literacy and numeracy improvement. Additional leadership density in focus areas.	Improved grades in SACE Stage 1 and 2 for target groups.
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	