



Eastern Fleurieu R-12 School

2022 annual report to the community

Eastern Fleurieu R-12 School Number: 1884

Partnership: Fleurieu

Signature

School principal:

Mr Ian Kent

Governing council chair:

Sue Miller

Date of endorsement:

22 March 2023



Government
of South Australia
Department for Education

Context and highlights

Eastern Fleurieu R-12 School caters for students from reception to year 12. It is a multi-campus school, with 4 primary campuses, in Strathalbyn, Milang, Langhorne Creek and Ashbourne and one secondary campus in Strathalbyn. All the sites are situated approximately 54kms south-east of Adelaide in and around the town of Strathalbyn. The enrolment in 2022 is 1427 which includes 46 FLO students. The school is classified as category 6 on the Department for Education Index of Educational Disadvantage. The school's ICSEA score is 985, and the local partnership is Fleurieu. The school population includes 6.16% Aboriginal students, 31.7% students with disabilities, 24.7% families receiving school card assistance, 6 students with English as an additional language or dialect and 1.63% children/young people in care.

The school leadership team consists of:

- principal in his 6th year of a seven-year tenure
- Director of Primary Education
- Director of Secondary Education
- three 'heads of campus' at Milang, Langhorne Creek and Ashbourne R-6 campuses
- five B3 assistant principals, responsible for primary years, secondary years, curriculum and pedagogy, and inclusion
- nine B2 leaders responsible for curriculum and pedagogical leadership, including the 3 Heads of Campus
- five B1 leaders, 4 of whom are responsible for wellbeing/students at risk and 1 for innovative pedagogies and deep learning.

There is a 121 FTE teacher allocation filled by 136 teaching staff. There are 65 FTE ancillary staff employed at EFS.

Highlights include:

Deep Learning and Interdisciplinary Learning R-10

VET Programs in Hospitality and Automotive

Music Programs and Choir

NAIDOC Celebrations R-12

Bush School at the Ashbourne Campus

Sports Days across all campuses

Ashbourne Winter Solstice Night

Milang Spring Concert and Milk Bottle Regatta

Extensive Agriculture Program based at 7-12 Campus

The RITE Journey Program in Year 9

Youth Opportunities Program in Year 10

Trauma Aware School using the Berry Street Education Model

Governing council report

2022 depicts what is so amazing at EFS and shows how the momentum generated by a culture of continuous, incremental improvement, along with clear performance accountability, good governance, and strong advocacy, benefits current and future students and our broader school community – it is obvious our teachers, staff and volunteers all go beyond what is reasonably expected. Modelling behaviours based on our school's values influences the health and wellbeing of everyone connected to EFS. These values underpin the academic and personal success of our students and the professional development of all staff. What our community sees in these beautiful images and words are our school's values and culture, and our governance and leadership strategies, in action. Our magazine is a visual representation of the skills and dedication of our talented and committed staff and volunteers. Local education opportunities are a significant economic driver on the Fleurieu, and access to a skilled and talented workforce is critical for employers in our region. The local businesses who support our students' pathways into the world of work are remarkable. To our students - we hope you and your families recognise your potential to influence our region's economic prosperity well into the future. The curriculum offered at EFS is ensuring our students are leaving EFS equipped with the skills and attributes to take their place on the global stage, in any profession be it science, mathematics and technology, or the arts, health and social justice. On behalf of Governing Council, congratulations to everyone involved in a successful year at every campus of EFS. Thank you to Governing Council (GC) representatives Sue Miller (Chair), Adam Reed (Deputy Chair), Adam Howieson (Treasurer), Julianne Fox, Lucinda Woodman, Vivienne Maher, Natalie Mason, Kerry Coulter, Tim Playford and Sarah Eatts. We each acknowledge what a privilege it is to represent our school community on Governing Council.

Quality improvement planning

At Eastern Fleurieu R-12 School, leaders work strategically to design opportunities for collaboration between staff. A redesign of the leadership model sees greater shared responsibility enabled. Leaders' work focuses on the teaching and learning agenda; 'curriculum and pedagogy' cited as the core business. Parents report the school puts students at the heart of their decisions and actions. The intent to tailor teaching to individual student's needs is characterised by a clear focus on data. Teachers and leaders consider a range of evidence and discuss appropriate approaches to consolidate or accelerate learning. Teachers have a deep knowledge of their learners, and the importance of staff-student relationships is a highlight of the school.

SIP targets in 2022:

- Increase number of students achieving Stanine 7 or higher in PAT M by at least 50% of students currently in Stanine 6 in years 3 to 10
- Increase number of students achieving Stanine 7 or higher in PAT R by at least 50% of students currently in Stanine 6 in years 3 to 10, and higher % of Y1 students achieving 28/40 words correct on the PSC than in 2021
- 100% of Stage 2 students who continue on their SACE pathway will gain their SACE. The median grade for Stage 2 students will be B. Percentage A- to A grades for Stage 2 students to increase to at least 30%.

With review and analysis of results/data changes in goals, strategies, use of data will be our focus in continuous improvement and setting targets over the course of 2022.

We continued with our work on Performance Development aligning the individual performance development plans with the goals, strategies, challenges of practice and individual student data.

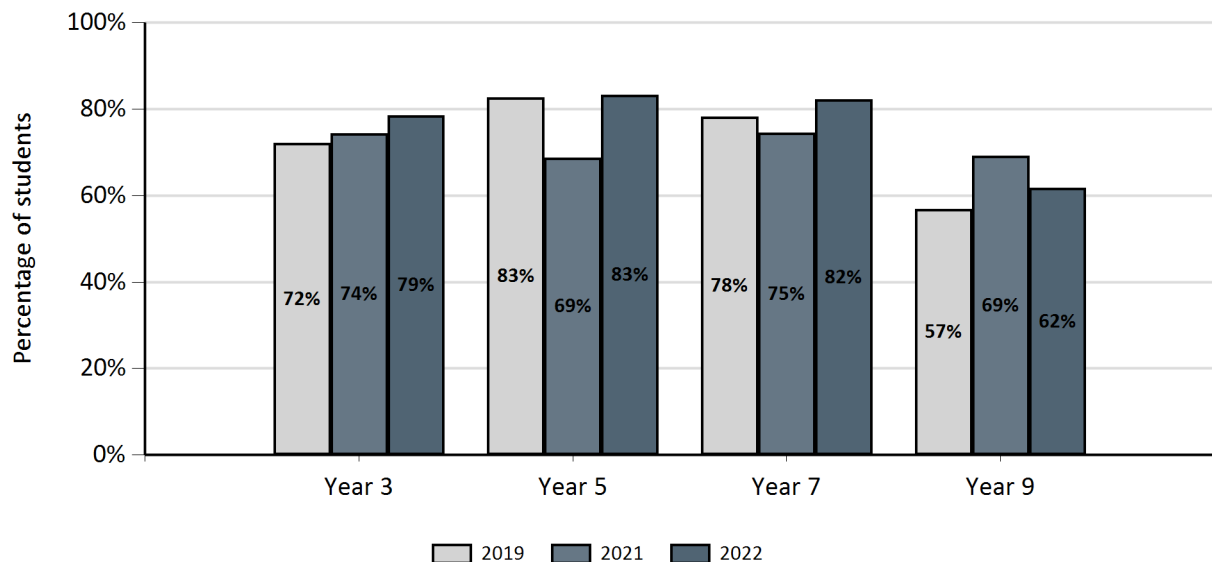
In 2022 our growth rate continued to improve due to the many changes we have made but in particular our commitment to tracking each and every child as a relentless focus on curriculum and pedagogical change.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

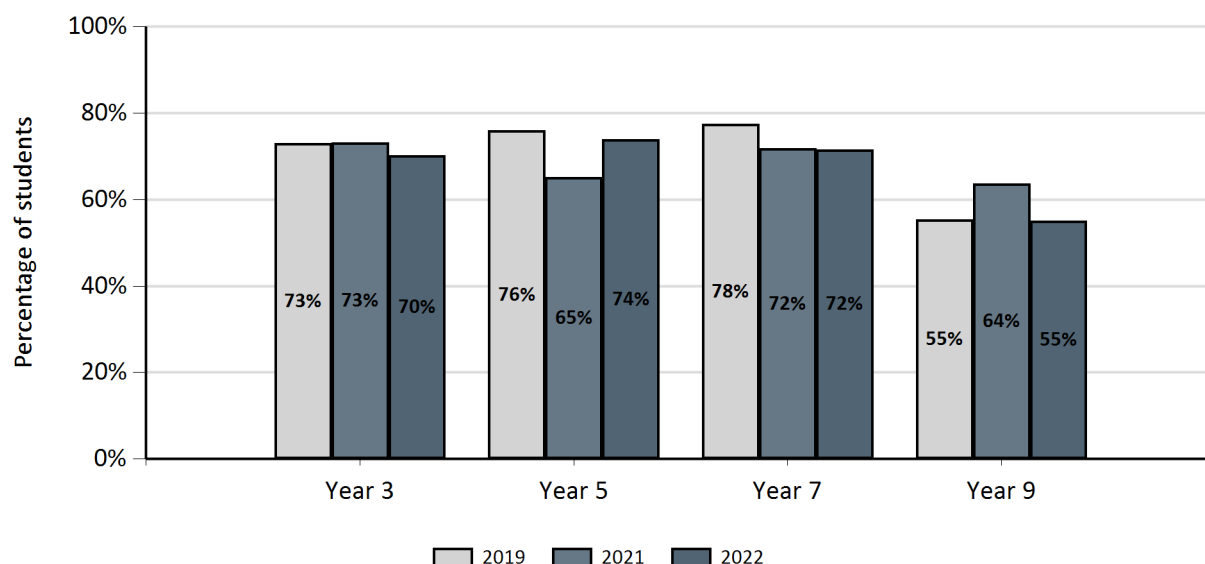


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	84	84	38	20	45%	24%
Year 03 2021-2022 Average	83.0	83.0	34.5	14.5	42%	17%
Year 05 2022	96	96	24	12	25%	13%
Year 05 2021-2022 Average	104.0	104.0	27.0	15.0	26%	14%
Year 07 2022	141	141	27	21	19%	15%
Year 07 2021-2022 Average	125.5	125.5	18.5	15.5	15%	12%
Year 09 2022	149	149	25	6	17%	4%
Year 09 2021-2022 Average	147.5	147.5	23.0	10.0	16%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

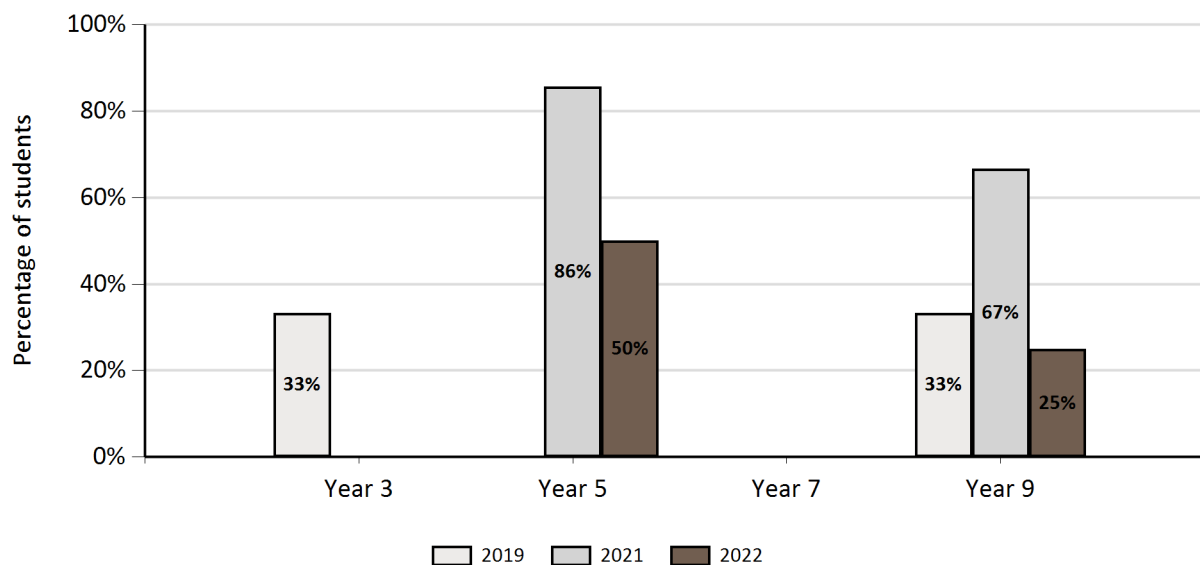
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



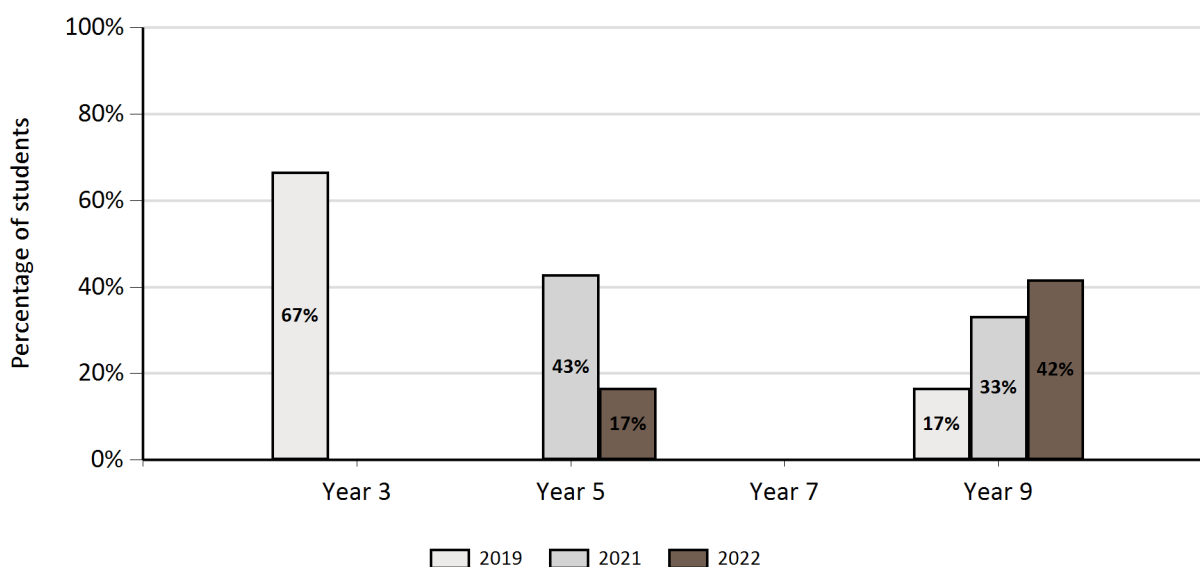
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	6	6	1	1	17%	17%
Year 05 2021-2022 Average	6.5	6.5	0.5	0.5	8%	8%
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	12	12	0	0	0%	0%
Year 09 2021-2022 Average	9.0	9.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

1. The school has Improved systems to track Aboriginal learner achievement throughout the year. NAPLAN, PAT, Learning Conversation and Traffic Light Data has been used to inform teaching for differentiated targeted programs, intervention, and strategies to support improvement in student learning outcomes. Data was also used to inform SMARTAR goals for individualised student One Plans. These goals have been used to assist teachers to ensure additional supports are being recognised. Working alongside the Inclusive Education Teams, relationships with students has been at the forefront to ensure these are strengthened through ACEO and SSO targeted support. 1:1 SSO / student support is available. The whole wellbeing of the child is nurtured to enable improvements in their literacy and numeracy. Team around the child meetings supported with ACEO's or AET's in attendance maintaining cultural connections with families, resulting in greater student outcomes in attendance as students are feeling supported academically and culturally.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

2. The resources have been used to target individual student needs with teacher directed learning goals to support achievement of SEA and completion of SACE. APAS funding has been targeting students in years 1-4 who are below the benchmark based on running record data, NAPLAN results and all Year 11 and 12 students to ensure improvement, achievement and engagement. Learning Conversations occurred for every student enabling information sharing and communication between students, staff and families. These conversations were used to identify student driven learning and cultural goals for every student. One Plan goals were developed with all stakeholders involvement to increase achievement in phonics, reading levels, literacy & numeracy goals in line with SIP targets. AET's and ACEO's have been committed in collaborating with class teachers with supporting One Plans as well as identifying students needing additional supports have been consulting with intervention teams across sites. All Year 12 students completed their schooling or achieved their SACE and 60% of students have gone into tertiary education.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
96%	98%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	2%	2%	2%	2%
A	5%	10%	10%	6%
A-	10%	10%	13%	14%
B+	16%	12%	15%	9%
B	15%	17%	13%	14%
B-	16%	14%	17%	15%
C+	11%	14%	11%	17%
C	16%	13%	14%	17%
C-	5%	5%	3%	3%
D+	2%	1%	1%	1%
D	1%	1%	0%	0%
D-	0%	0%	0%	0%
E+	1%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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 in October that year

2019	2020	2021	2022
94%	97%	99%	88%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	50%	43%	17%	12%
Percentage of year 12 students undertaking vocational training or trade training	50%	43%	17%	12%

2021	2022
27%	#Error
23%	49%

School performance comment

In 2022 we had some great results with Jolly Phonics in the early years at the state average, our NAPLAN and PAT results generally showing growth against state and national data but more importantly showing us where we need to improve. Inferencing (comprehension, reading for meaning and understanding) in both literacy and numeracy is an area we will focus on across all year levels in moving forward. Our SACE results were above the state average in A and B grades. Many of our students are in apprenticeships, Traineeships, and full-time work now due to our VET programs. Others are gearing up for University or further study with a VET course. Congratulations to all students and staff for giving your best efforts in 2022 despite the challenges with Covid.

Attendance

Year level	2019	2020	2021	2022
Reception	89.6%	87.0%	87.2%	83.6%
Year 1	90.0%	88.5%	86.9%	82.7%
Year 2	91.5%	89.4%	87.8%	83.4%
Year 3	92.6%	90.4%	89.5%	84.4%
Year 4	90.1%	89.6%	89.9%	82.4%
Year 5	90.9%	87.4%	89.5%	84.0%
Year 6	89.5%	88.6%	89.3%	81.6%
Year 7	89.7%	85.1%	88.7%	88.2%
Primary Other	75.8%	80.2%	77.3%	79.4%
Year 8	88.5%	85.2%	87.7%	86.7%
Year 9	87.0%	83.2%	88.5%	85.2%
Year 10	87.6%	83.8%	87.4%	83.4%
Year 11	86.4%	85.1%	88.4%	86.5%
Year 12	83.0%	86.0%	88.5%	87.0%
Secondary Other	86.9%	85.7%	85.3%	78.1%
Total	88.6%	86.4%	88.3%	84.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

In 2022 we continued to review and evaluate data on a regular basis, fine tuning our tracking and monitoring policy and process and developed many extra strategies to increase attendance especially in years 10-12. This included letters, emails, phone calls, home visits and modified programs to support regular attendance at school. For the main cohort of students this proved very effective despite the challenges around Covid-19 and the heavy emphasis on staying home if unwell. The 2022 data shows a decrease across all year levels but on further investigation, there are a number of chronic non-attenders who are transient or very hard to make contact with even with referrals to attendance officers and other agencies. Data was also affected by an increase in home schooling applications.

Behaviour support comment

2022 saw another increase in complex students enrolling at EFS. We went from 26% students with disabilities to 31.7% with significant proportion of student diagnosed with trauma and ASD. We continued our focus on Positive Behaviour for Learning, Restorative Justice Practices, Anti-bullying programs and teaching, and strategies from the Berry Street Education Model R-12. Our data shows a decrease in SBM issues compared to previous years with most of the issues being a once off for a very low percentage of students. A small complex cohort of students were responsible for several incidents that inflated some data. As the year progressed the incidents with these students decreased demonstrating the success of our initiatives.

Parent opinion survey summary

It is important to note that the last 3 years has been very challenging for all, and in particular last year as we all worked our way through the Covid Pandemic. However, the last 3 years has shown some consistency in the responses to the questions and compared to all the schools/pre-schools in the partnership we are very similar in many ways. Of interest is the high level of positive responses to respect but in direct contrast there are quite a few written comments that are disrespectful. There was a total of 256 parent responses, which is less than a third of our parents, with most being positive. The negative responses, especially the verbal ones, are disappointing but we know that we have worked through many of their complex issues and that they may never be resolved.

The negativity around communication is interesting as our own sources of feedback especially through the Governing Council and other parent forums suggests the exact opposite. Communication is something we have worked on over the past 5 years and will continue to work on as it is the key to minimising conflict and improving student outcomes. We believe that the two thirds of parents who have not responded are very happy with the performance of the school and the fact that we have very few parent complaints substantiates this. The academic success and career pathways of our students also supports this opinion.

The bottom line is, a school will always have a minority group of parents who are hard to please, but this is a measure of success as schools are dynamic environments undergoing continuous change and challenges.

Intended destination

Leave Reason	Number	%
EX - EXEMPTION	1	0.8%
NG - ATTENDING NON-GOV SCHOOL IN SA	37	28.9%
NT - LEFT SA FOR NT	2	1.6%
OV - LEFT SA FOR OVERSEAS	2	1.6%
PE - PAID EMPLOYMENT IN SA	8	6.3%
QL - LEFT SA FOR QLD	1	0.8%
SM - SEEKING EMPLOYMENT IN SA	6	4.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	51	39.8%
U - UNKNOWN	15	11.7%
VI - LEFT SA FOR VIC	5	3.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The Business Manager ensures records are maintained and up to date with DfE policy changes to ensure current processes are DfE compliant.

- * The school has a database that is available to all site leaders that includes all volunteers Criminal Screening results.
- * Site leaders have access to Bona Fides documents to ensure all teachers and SSO screenings are up to date.
- * All criminal screening information is updated in EDSAS
- * All pre-service teachers are required to produce their history screenings and RAN certificates in their induction meeting, if not before.

Qualifications held by the teaching workforce 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	175
Post Graduate Qualifications	53

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	2.0	102.6	1.6	56.4
Persons	2	117	3	79

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$19,814,383
Grants: Commonwealth	\$9,700
Parent Contributions	\$791,922
Fund Raising	\$48,709
Other	\$263,287

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing and Engagement programs implemented with a trauma informed approach utilising BSEM, ACF and Connected Self supports and resources supporting Wave 1, 2 and 3 interventions.	Improvement in wellbeing data for focus cohorts.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Wave 2 and 3 supports for students based on needs and goals. Focus on Literacy/Numeracy / Social Emotional evidence based programs Macqlit, Quicksmart Numeracy, What's the Buzz, Interoception, Westmead Feelings Program.	Improved literacy / numeracy / social emotional skills / interoceptive awareness.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Literacy / Numeracy interventions for students identified - traffic light data system. Setting goals and targets. PD / support for teachers to improve cultural competencies and inclusivity. Connection with SAASTA. FLO and VET pathway options. Targeted interventions and in class supports focused on literacy / numeracy. Implementation of co regulation space with a focus on interoceptive awareness and ACEO introducing Ngarrindjeri language.	Increased engagement / achievement. Improved connection with families.
Program funding for all students	Australian Curriculum	Teacher PD focus on LDAM / New Pedagogies for Deep Learning. Teacher PLCs established to focus on pedagogical improvement in middle years - development of interdisciplinary curriculum model incorp competency assessment.	Integrated learning areas established. Competency assessment Yr 7 / 8 on trial.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support funding of Students at Risk coordinator to directly linked to support teachers with planning, differentiation, coordination of programs and assessment of student outcomes.	Improvement in literacy and numeracy results for students R-6 measured in PAT.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

