



# Woomera Area School

## 2021 annual report to the community

Woomera Area School Number: 0746

Partnership: Far North

Signature

School principal:

Mrs Ann O'Sullivan

Governing council chair:

El-Alamein Elkington Brown

Date of endorsement:

17 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Woomera Area School caters to students from Foundation to Year 12 and has the ability to have preschool students on site offering an integrated program. It is a category 3 school located in the Defence town of Woomera. There is a high transiency rate of students due to the 2 to 3 year postings of Defence personnel. In 2021 we had an enrolment of 10 students ranging from Kindergarten to Year 11, with 10% being school card holders. The year started with Ms. Alexandra Fowler in the position of Principal as Mr. Antony Holden left late in 2020. Ms. Melanie Woodward joined our staff to be the primary and middle years teacher. In term 3 Mrs. Ann O'Sullivan won the position of Principal.

The year was a challenging one for the staff and students with the continued disruption of Covid-19 and staffing changes however many things were achieved and plans were developed for continuing growth and improvement.

Our school external review was conducted and the recommendations helped us identify areas for future growth and gave us focus for our 2022- 2025 Site Improvement Plan.

We continue to build our links with Defence and a highlight of the year was our visit out to the base to view 'The Loyal Wingman' and learn more about our local base. We also had a visit from the students of Andamooka Primary School in term 1 and returned the visit in term 4. This gave all students the opportunity to make new acquaintances and develop skills in the games and activities which were scheduled.

I take this opportunity to thank all staff, students, parents and community members for all of their support ensuring the best learning outcomes for our students.

Ann O'Sullivan  
Principal

## Governing council report

We have had many challenges this year and we have faced them with a positive attitude, moving forward on step at a time, while holding onto our school values of: Trust, Honesty and Respect.

The challenges have caused us to self-reflect and re-evaluate the way we do things and why, especially this year with the continuation of COVID-19, our School External Review and the State-wide school closures with students learning from home and the implementation of delivering lessons in a new way—online, over the phone, zoom and in the classroom.

The Global pandemic, has given us a new look on life and our priorities personally, as a family and as a school. The safety needs of our children, our students is paramount in all that we have tried to accomplish this year, especially with the school being under restrictions to protect the safety and wellbeing of our children, due to COVID –19. With South Australia opening its borders, we must be more vigilant in keeping our school and Community safe, while we strive to provide a positive and safe environment for our students to learn and grow.

We as the Governing Council, wish to thank all the students, parents, staff, Squadron 20, Defence and the community of Woomera and Pimba for helping us keep our children safe and supporting those restrictions.

We will continue to strive with your help to provide opportunities to engage and expand the students learning and help them to achieve their goals.

We welcomed Ann O'Sullivan, who became our new school Principal in July and we farewell, Mel Woodward, who taught for a year. We wish Ann all the best in her adventures with us and thank Mel for all the memories she has given us. All the best to the both of you.

We again farewell students and their families, who have moved to new places. We wish them well in their new homes and schools.

El-Alamein Elkington Brown  
Governing Council Chairperson

# Quality improvement planning

Term 1 saw an external review conducted involving staff, students and parents. From this we were given 2 directions:

1. Strengthen teachers' engagement in collaborative conversations which closely align to the SIP priorities, data analysis and implications for high yield approaches for teaching and learning.
2. Build common understandings and high yield approaches to optimize learning for all through the development of data informed individual student aspirational goals and effective task design.

We have used this as the basis for our Site Improvement Plan for 2022-2025 ensuring that we have all teachers working together using high impact teaching strategies to ensure the best outcomes for our students. We have also developed individual learning plans for all students where the students are actively involved in setting their learning goals and consulting with parents.

This year we introduced the Brightpath programme to our school where the focus is on the development of students writing skills and supporting teachers to evaluate individual student growth in learning and identify teaching points. Teachers are explicitly teaching the specific skills required when writing in the different genres, including an increased focus on vocabulary. This follows on from our Read Write Inc. programme which is delivered to all early years students to ensure create fluent, enthusiastic readers, confident speakers and willing writers.

Our focus for 2022 continues to be increased improvement in all learning areas with a specific focus on literacy and numeracy. This will be done through all teachers using high impact teaching strategies in the classroom, effective use of data and student voice when planning and implementing learning programmes. Our mornings are structured to focus on literacy and numeracy with students having specific writing and reading times daily. Our internal review has highlighted that numeracy is an area we need to develop and make a higher priority. We are doing this through using the ACARA and DfE resources and our staff accessing professional development in this area.

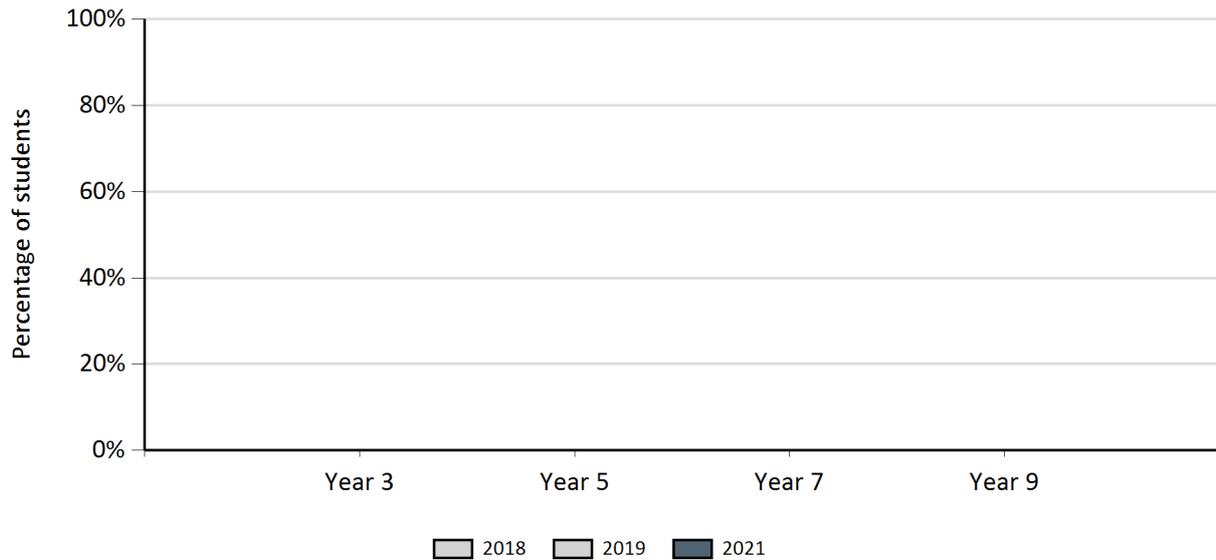
We are continuing to develop links with other schools to provide opportunities for our students to access a broader curriculum (particularly in the senior years) and develop connections with other students in our region.

# 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

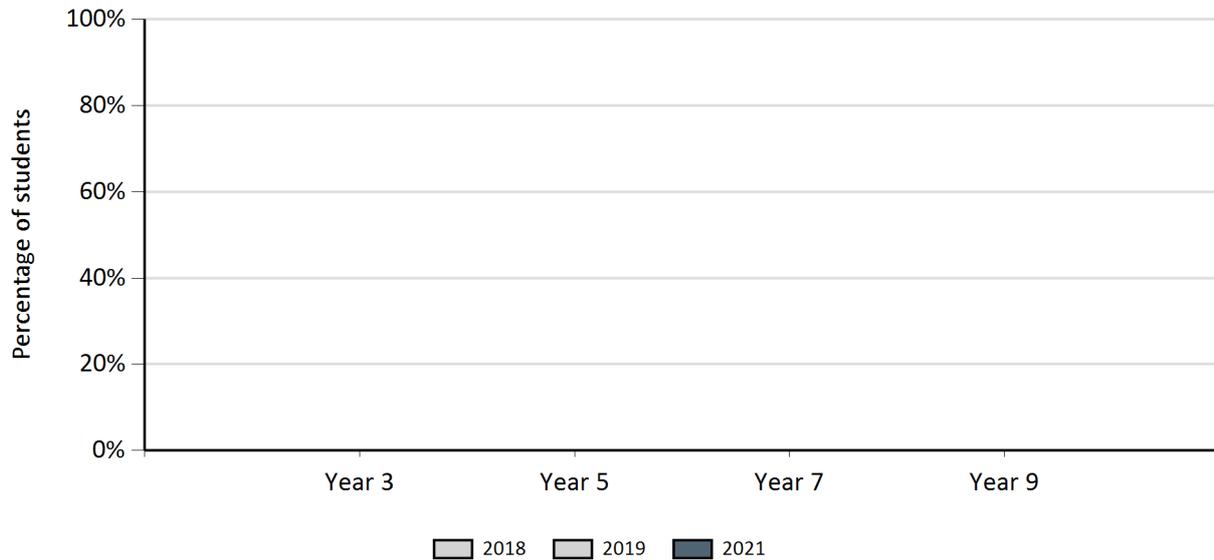


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	35%
Middle progress group	*	48%
Lower progress group	*	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	34%
Middle progress group	*	48%
Lower progress group	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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 2021: Quality Teaching

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

In 2021 we started the year without any Aboriginal learners. Our focus for the year was to start to incorporate more Aboriginal history and knowledge across the curriculum areas to ensure all of our students are aware of the ancient history of Australia and what we can learn about our environment and how to care for it from our indigenous history. Our staff are aware of and use Aboriginal learner resources and are using them across the curriculum ensuring all students are aware of the Ancient history of Australia and the knowledge our Indigenous people bring to us. Our staff are continuing to learn and build networks to ensure their preparation for quality education programs for all students and specifically Aboriginal students.

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

We had no Aboriginal learners in 2021

## South Australian Certificate of Education - SACE

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

2019	
*	%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	2020	
A+	*	0%
A	*	0%
A-	*	0%
B+	*	0%
B	*	0%
B-	*	0%
C+	*	0%
C	*	0%
C-	*	0%
D+	*	0%
D	*	0%
D-	*	0%
E+	*	0%
E	*	0%
E-	*	0%
N	*	0%

Data Source: SACE Schools Data reports, extracted February 2021

\*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

2020	2021
*	100%

Data Source: SACE Schools Data reports, extracted February 2021

\*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	#Error	#Error	#Error	100%
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	0%

2021
100%
100%

# School performance comment

2021 saw our only enrolled Stage 2 student succeed in both achieving her SACE and Certificate 3 in Makeup. Working with outside providers such as Open Access and RTO's we are continuing to provide our students with the opportunities to complete their SACE and gain experience in their preferred career path as evidenced by our data.

As a very small school which has fewer than 10 students in total, small changes in the numbers can cause large changes in the percentages. As many of our students are very transient (only staying 2-3 years) our data rarely reflects the students who are currently at our site. This makes it very challenging to draw reliable conclusions about changes in performance from year to year. Our focus continues to be to provide quality teaching and learning programmes to each student providing them with the opportunity and resources for continual growth and development.

# Attendance

Year level	2018	2019	2020	2021
Reception	N/A	N/A	N/A	85.4%
Year 1	71.3%	N/A	95.8%	N/A
Year 2	88.1%	72.5%	86.6%	N/A
Year 3	87.6%	N/A	92.8%	82.7%
Year 4	N/A	87.4%	N/A	78.6%
Year 5	90.6%	N/A	61.0%	N/A
Year 6	92.1%	91.2%	N/A	100.0%
Year 7	N/A	93.1%	81.4%	100.0%
Year 8	79.2%	N/A	82.5%	N/A
Year 9	81.2%	86.3%	N/A	73.0%
Year 10	83.2%	74.0%	78.9%	N/A
Year 11	N/A	N/A	100.0%	N/A
Year 12	N/A	N/A	100.0%	100.0%
Secondary Other	N/A	83.3%	N/A	N/A
Total	86.2%	84.2%	79.5%	85.5%

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

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

## Attendance comment

Our attendance sits at an average of 85.5% which is an improvement from the last 2 years. All student absences are followed up directly with the parents via phone calls.

Many of the absences are due to our location and need for families to travel long distances and stay overnight to attend appointments / have treatment and access support services during school time. We also have students who spend time between parents (other parent living out of town) which impacts on our attendance data. Due to our low numbers the absence of a small number of students has a significant impact on our attendance figures.

## Behaviour support comment

In 2021 we had very few incidents of bullying or violence and none which have required take home or suspension. Our small school size has enabled all members of the school community to develop the skills and abilities to work with each other in a positive way. When there have been incidences the process at the school has enabled all to work together and develop positive working relationships. There have not been any incidences where students have had to be taken home.

## Parent opinion survey summary

We had a member of each of our families respond to our survey showing their interest in their child's schooling. Responses were mostly positive showing parents wanting increased information on how to help their child learn.

From this information we have increased our parent communication through a variety of different mediums and are providing information regularly to parents on how they can support their child's learning at home. This includes providing documents and resources available to parents to support their individual child's learning needs. Working closely with the students and the parents in the development of learning plans will also provide parents with the opportunity for input into their child's learning and setting individual goals.

Providing parents with increased information about their child's learning through term overviews and regular updates in newsletters has been implemented following this feedback.

## Intended destination

Leave Reason	Number	%
NT - LEFT SA FOR NT	4	80.0%
U - UNKNOWN	1	20.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All employees, volunteers and third party providers are required to provide the school with a copy of their Working with Children Check which is kept on file for reference.

## 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	7
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	0.0	4.0	0.0	2.0
Persons	0	4	0	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$10,490
Grants: Commonwealth	\$0
Parent Contributions	\$2,242
Fund Raising	\$3,351
Other	\$3,967

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

## 2021 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 2021 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	Students worked with their teachers to set personal and learning goals and each student has had a One Plan developed to meet their needs increasing their ownership in their learning.	As students have more say in their learning and objectives they have become more
	Improved outcomes for students with an additional language or dialect	Woomera Area School did not have any students with any additional language or dialect needs in 2021.	Preparation is in place for when the need arises.
	Inclusive Education Support Program	Students who were identified with extra needs were provided with one on one support to meet their needs specifically in literacy using the Heggerty programme.	Improved Literacy achievement for students particularly in the early years.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Continued implementation of Read Write Inc. and Heggerty in our early years to support them to become confident in reading and writing.</p> <p>Individually designed One Plans for every student ensuring their teaching and learning is at the level they require and offers the opportunity for stretch.</p> <p>Providing the opportunity for our remote students to have access to specialized STEM programmes including the use of Scanning Electron Microscope, 3d printers and Laser cutters, kitchen garden and use of robotic and coding equipment.</p> <p>We have also developed links with like sc</p>	<p>Improving literacy outcomes for our students.</p> <p>Increased engagement in learning as students have more ownership.</p> <p>Students becoming more aware of the possibilities</p>
Program funding for all students	Australian Curriculum	Teachers have been provided time to work with members of our Learning Education Team to develop planning and programming in line with AC using DfE documents such as Scope and Sequence et al. Student free day provided for	Improved knowledge of AC and use of the S&S documents to ensure students are cov
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding is used to cover relief teachers to provide our teachers opportunities to develop their skills particularly in the use of High Impact Teaching Strategies. Extra staffing was provided to support specific nee	Improved pedagogy and clarity in teaching. Students understanding what they are
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

