



Woomera Area School

2022 annual report to the community

Woomera Area School Number: 746

Partnership: Far North

Signature

School principal:

Mrs Ann O'Sullivan

Governing council chair:

Ben Kleemann

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Woomera Area School (WAS) has an Integrated Pre-school and caters for students from Kindergarten to Year 12. It is a category 3 school located in the Defence town of Woomera in the Far North Partnership. There is a high transiency rate at the school directly related to the 2 to 3 year postings of Defence personnel. In 2022 our enrolment fluctuated between 10 and 15 students across: Preschool, Foundation, Years 1,3,4,5,7,8,10,11 &12. 20% of these were school card holders. The staffing consisted of 2 teachers one with an early years focus and one with a primary/secondary focus and the Principal. The school has 2 full time School Services Officers who support school programmes and was increased by an additional 15 hours per week to support our preschool students when we increased numbers in preschool.

The year saw staff developing individual learning plans for each individual student to ensure student's specific needs were met. Staff used student data to identify strengths and gaps in individual's learning and then, with some input from student and parent, developed learning plans. These were updated regularly throughout the year. Staff are continuing to focus on pedagogical improvement and self-reflection to ensure their high quality teaching practices are continually refined providing the best quality learning conditions for high quality outcomes for every student.

2022 saw us engage a Speech Pathologist to work with parents, staff and students through the Parents in Education funding. We had an onsite visit with training and information for parents and staff from WAS and local schools. This was then followed up with 2 more sessions online with a focus on specific needs of parents and students. This also provided an opportunity for students to be assessed and reports provided to parents and staff to support individual students with their learning.

In term 4 we had our On Track Evaluation which focused on the cohesion and collegiality amongst staff and the processes and structures developed to support staff and students. From this we have 2 directions for development:

1. Build teacher capability through a cycle of formal observation, reflection and effective feedback.
2. Design rich learning tasks that use formative assessment data to differentiate individual learning.

Our students were engaged in numerous learning activities this year including gardening, and then cooking with the produce. Creating art pieces using clay, glass and a variety of other mediums engaging all students who proudly display their creations in the entrance foyer. In STEM they have designed and created solutions to problems, learned some coding and robotics; getting their robots to move in specific ways. This year they participated in the 'Commissioner for Children & Young People's computational thinking challenge', 'Learn to Speak Robot' which teaches students coding and computational skills. Through this involvement we won a robotics kit donated by VEX Robotics.

Throughout the year we have been able to see increased growth in learning with every student and improved confidence. Our preschoolers have adapted well into the Integrated School environment and have learned many new skills particularly in teamwork, fine motor skills and recognising numerals, letters and some basic phonics. Our early year's students continue to develop their reading and writing skills along with their maths, which is a favourite subject with these students. Our older students have all shown positive growth this year particularly in writing and continue to develop their confidence in maths. Our senior students have had success in all areas, with 100% successful completion of SACE. VET provided support for our students with successful completion of a Certificate III in Health Services and a local School Based Apprenticeship for our Year 11 student.

Ann O'Sullivan
Principal

Governing council report

As the year comes to an end I reflect on the year that was 2022. We started the year hopeful, continuing to advertise for another teacher to assist with all classes. The bus was sold successfully at Pickles Auctions! The school participated in the 75th anniversary of Woomera celebrations, selling school merchandise to fundraise.

Term 2 there were still no suitable applicants for the teaching position, so advertising was set on hold to resume in term 3. A visit from Natalie from Talk Speech Pathology was agreed to be funded partially by the school, with the majority to be funded by the successful application of the Parents in Education grant. This visit was well received with positive feedback from all in attendance. By the end of term 2 there were 3 preschool children enrolled meaning an SSO could be employed for 15 hours per week to assist with Preschool. As term 2 progressed the Honour Board from the school found a new permanent home where it can be viewed by the public, at the Heritage Centre. The air-conditioning and roof issues with the Gym became an ongoing saga, continuing to this day, though the roof has now been fixed.

Unfortunately term 3 began with a two day closure as the school staff came down with Covid. This presented its own set of challenges. We are so glad that everyone recovered well. An SSO had been found who successfully assisted with the preschool children throughout the week. Our Junior Primary teacher also announced her transfer from her position at the school after 6 years. She will be greatly missed, we would like to thank her for her service to the school.

The playground finally arrived, in boxes! This was a huge celebration for the kids, it seemed like it was never going to happen, so to actually have it arrive was exciting to all. We were also made aware of the Weapons Research Scholarship, something that had been around for many, many years, but left dormant as the school diminished in size. A plan was made to adjust the "goalposts" so that the scholarship could again be used by our students completing their SACE here, an outcome on those recommendations is yet to be heard from the Public Trustee.

In term 4 I participated in the On Track Evaluation as the Chairperson, it was good to be a part of this process and I learnt a bit along the way. The gym air-conditioning saga continued, and is yet to be resolved, we hope there is good news in the new year. The playground has finally been installed and is very much enjoyed by all the students.

Throughout the year I have enjoyed hearing of some of the wonderful art and science projects that the children participate in, with wonderful results, it was also great to see some of their work as the year progressed.

As a governing council, the council member Roles and Descriptions were updated, as was the Code of Practice, the Standing Orders and finally at the end of term 4 the 21 year old Constitution was also rewritten.

Ben Kleemann
Governing Council Chairman

Quality improvement planning

The Site Improvement Plan goals in the 2022 – 24 plan are:

- Increase number of students achieving SEA and higher bands in Numeracy
- Increase number of students achieving SEA and in higher bands Writing
- Increase number of students achieving SEA and higher bands in Reading

The actions in 2022 which had the highest impact were principal and teachers working together to develop SIP and PD sessions for staff meetings developing a culture of discussion, ownership and collaboration. Teachers are using the scope and sequence documents to plan sequential learning opportunities. Teachers have used student specific data to develop individual One Plans and continue to develop a regular process which involves students and families in the setting and review of learning goals

Designing rich learning tasks that use formative assessment data to differentiate individual learning.

Collaboration with all staff has increased the sense of ownership, purpose and value of the SIP as a working document which directs the decisions made within the school particularly Professional Development and expectations. Staff have provided feedback that states they now feel part of the process and understand the direct impact this has on student learning. By regularly reviewing the SIP we are able to make adjustments as required to ensure we are meeting our goals and the specific needs of our students. Developing this collaborative team approach has improved the consistency and clear expectations across the school.

Writing daily with prompts and structure provides support to students in their writing. Explicit teaching is strategic and regular formative assessment and feedback using the Brightpath model and Project Officer is a focus.

Our implementation of our synthetic phonics program, RWInc., has improved in 2022 with a greater understanding of the process and how to adapt to our small site. This continues into 2023 with all staff trained to continue the momentum. We will also work closely with our Small School Alliance and our Ruth Miskin trainer to ensure the programme is delivered with fidelity and meets the specific need of each student. We are looking at implementing a programme to support students in developing writing skills with an early years focus. This will be done through research and consultation with LGU and schools in our partnership. We have learned that common agreements provide consistency and that we need to continue to review and reflect to ensure we are on track, meeting our commitments and making changes as required.

Having regular reading time for students and teacher reading has had a positive impact on student engagement with reading. Discussions and rewriting of texts help students with both comprehension and construction of texts. Increased fidelity in the implementation of RWInc. has improved student outcomes. Purchase of decodable readers in JP has provided opportunity for more success for readers which has increased lift in ability and confidence. Working with the Speech Pathologist helped parents support their children with reading: we need to continue to provide parents with information to support their child's learning at home. Middle school class having regular reading time and use of class novel has provided more opportunity for discussion developing comprehension.

PIE funding saw our Parents engaged early in the year and attend training with a Speech Pathologist resulting in them understanding the need for regular reading with their child/ren and the development of language. This provided information to support them help their child read at home

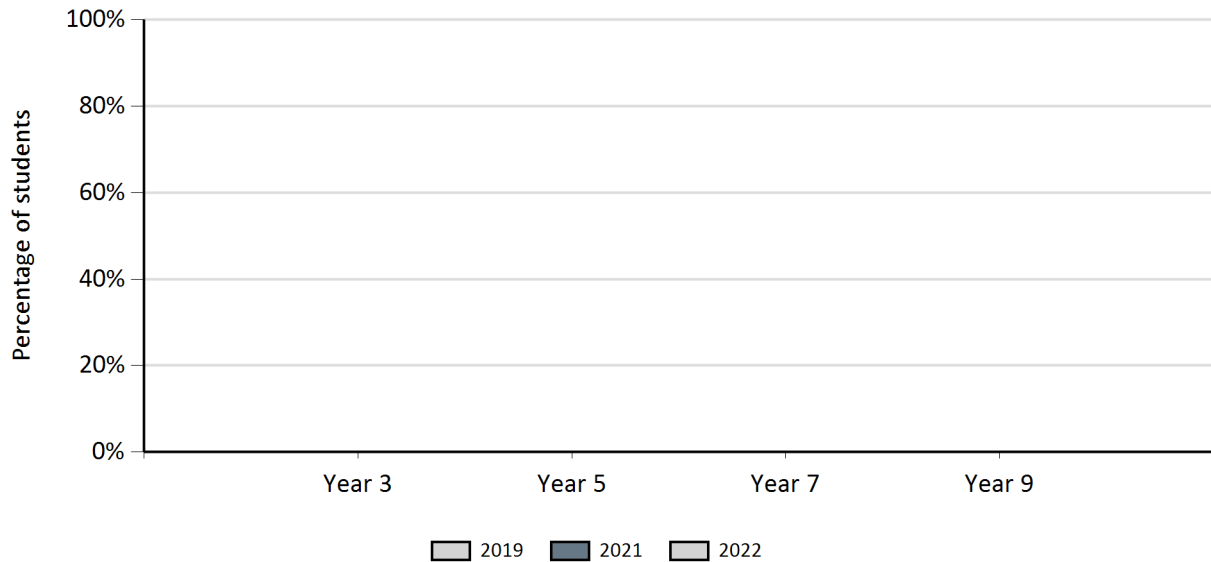
Classes are structured differently each year due to changes in demographic. In 2023 we plan to have 2 teachers working collaboratively in the K-3 class to provide maximum support for all students.

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

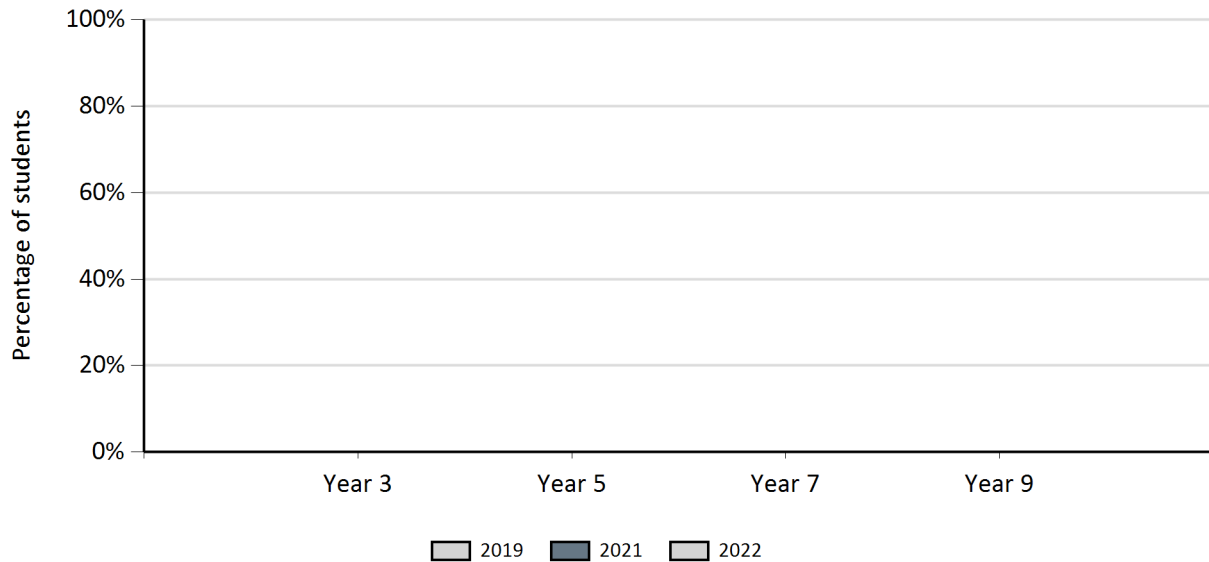


*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*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: Quality Teaching

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

In 2022 we enrolled 1 Indigenous preschool student and we continued with our focus on incorporating more Aboriginal history and knowledge across the curriculum areas. This included learning Indigenous games in some Physical Education lessons, learning about famous people in all walks of life and scientific knowledge we have learned from our original inhabitants. We have also looked at our local environment and have started to develop a Bush tucker garden incorporating Quandong trees we already have on our school grounds and planting a variety of other plants which we plan to use in our food preparation. This is something we plan to continue to grow in the future.

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

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. We had 1 Aboriginal student in our preschool.

South Australian Certificate of Education - SACE

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

2019	2022
*	*

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	2022
B	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

2020	2021	2022
*	*	*

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	#Error	0%	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	100%	#Error	#Error

School performance comment

As our school has fewer than 20 students and many of those are here for 2 or 3 years only, small changes in the number of our students can cause large changes in the percentages of identified data sets. The transiency of our students also means 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 across the school from year to year. Instead we use specific student data throughout the year to show the growth of each individual student. Our focus continues to be to provide high quality teaching and learning programmes with individual learning plans for each student, providing them with the opportunity and resources for continual growth and development. Our 2022 SACE students have all achieved success in completing a Certificate 3 and engaging in a School Based Apprenticeship. This year 1 Year 7 and 1 Year 5 sat NAPLAN with 2 students in year 1 completing the Phonics Screening Check.

2021	2022
100%	100%
100%	100%

Attendance

Year level	2019	2020	2021	2022
Reception	N/A	N/A	85.4%	80.0%
Year 1	N/A	95.8%	N/A	79.5%
Year 2	72.5%	86.6%	N/A	N/A
Year 3	N/A	92.8%	82.7%	76.3%
Year 4	87.4%	100.0%	78.6%	82.8%
Year 5	N/A	59.8%	N/A	90.0%
Year 6	91.2%	N/A	100.0%	N/A
Year 7	93.1%	81.4%	100.0%	85.0%
Year 8	N/A	82.5%	N/A	86.0%
Year 9	86.3%	100.0%	73.0%	N/A
Year 10	74.0%	79.5%	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	100.0%	N/A
Secondary Other	83.3%	N/A	N/A	N/A
Total	84.2%	79.5%	85.5%	82.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance average for 2022 was 82.4% slightly down from last year. Our school was severely impacted by COVID-19 and other illnesses over the year. Due to our location our families often need to travel long distances and stay overnight for appointments etc. during school time impacting our data. Due to our low student numbers the absence of a small number of students has a significant impact on our attendance figures.

Behaviour support comment

In 2022 we did not have any incidences of violence or bullying. We worked with individual students to develop systems to support their individual needs to ensure they had processes and support when required. Our small school community allows us to develop strong positive relationships with each individual student and support them develop the skills required to be successful learners and contributors to society. When students have been required to be taken home, we have worked with the family to develop strategies to ensure long term engagement in the school.

Parent opinion survey summary

We had 4 responses, (around 50% of families) to our Parent opinion survey which means each response affects the data in a large way. Consistently across the years communication is a concern of parents although they have highlighted there has been improvement. Effective communication needs to be consistent with all teachers across the school. We are planning to introduce an App in 2023 to improve our communication. This will provide parents with regular evidence of their child's learning and the ability to easily communicate directly with the teacher. This platform will also be used to provide parents with specific information on how they can also support their child at home and consolidate their learning. Our website is currently being updated which will also provide more information both for current and future parents.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	100.0%

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

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 and is regularly updated to ensure all WWC certificates are current.

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 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	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 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$864,593
Grants: Commonwealth	\$300
Parent Contributions	\$2,227
Fund Raising	\$1,022
Other	\$2,265

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	Students worked with teachers in the development of their One Plan and with some of their learning. We provided the opportunity for students to work with Headspace on site as required and supported them in accessing this support. Individual students worked with staff to develop plans and processes to support them in their self-regulation and engagement.	Students are able to work with their teachers to help design their learning and develop process to support them stay engaged and become more successful in their learning.
	Improved outcomes for students with an additional language or dialect	Woomera Area School did not have any students with additional language or dialect.	Information is prepared for when the need arises.
	Inclusive Education Support Program	All students had a One Plan written to support them in their learning created with input from student and parents. Support Services were used to create specific programmes for individual students.	All students showed growth across learning areas particularly in Literacy.
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	We have developed a small schools network in our Partnership to support and train staff to ensure programmes such as Heggerty and Read Write Inc. are implemented with fidelity giving our Early years students a solid foundation of literacy skills. Individual One Plans are developed for all students ensuring their teaching and learning is at the level they require and offers them the opportunity for stretch. We link with like schools so our students can work together and in 2022 this included Professional development for staff and parents from a Speech pathologist both onsite and online. Senior students able to obtain VET in career path.	Increased knowledge and support for staff with these programmes improving literacy outcomes for our students. Increased engagement in learning as students have more awareness and ownership of the process. Increased student awareness of career opportunities and the option
Program funding for all students	Australian Curriculum	Staff have been provided time to work with members of our Learning Education Team (LET) to develop: planning and programming in line with the Australian Curriculum, use of the Scope and Sequence documents, familiarity with DfE units. This is done in both staff meetings and student free days.	Improved pedagogy and clarity in teaching ensuring all students are catered for with multiple entry and exit points and teachers are using high impact teaching strategies.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding has been used to obtain relief teachers to release our staff for training and development opportunities in line with our SIP directions.	Improvement in pedagogy and engagement of students. Learning intentions and success criteria developed in all areas of learning supporting students with understanding their learning.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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