



Raukkan Aboriginal School

2020 annual report to the community

Raukkan Aboriginal School Number: 845

Partnership: Coorong & Mallee

Signature

School principal:

Mrs Cheryl Bawden

Governing council chair:

Rose Rigney

Date of endorsement:

18 March 2021



Government
of South Australia
Department for Education

Context and highlights

Raukkan Aboriginal School is located on the traditional lands of the Ngarrindjeri people and is an important part of the Raukkan Community, which is a strong and proud Community. Due to low enrolments last year the school was reclassified as an Early Learning Centre consisting of a Preschool and School, only catering for students Reception to Year 2. However, this year the school enrolments have increased from 3 students to 11 students and the Educational Director has allowed students up to Year 5 to be enrolled.

Raukkan is a Category 1 site within the Department of Education index of disadvantage, with Category 1 being the most educationally disadvantaged sites in the state.

All children who attend Raukkan Aboriginal School are Ngarrindjeri and identify English as a second language (EALD). Community members have been employed to provide cultural activities and the ACEO teaches Ngarrindjeri language. We have a strong, positive relationship with the Community Council and the school is included in all Community projects. Community members have assisted with Cultural programmes and general work to maintain the school. This has made the school a real "Community School".

Each child at the school has a One Plan which specifically details their learning goals, accommodations and interventions. These are reviewed and updated at the end of each term. All One Plans are shared with family, who have input into their child's learning. A data collection and analysis timetable has been established to assist with planning and programming for effective teaching.

The improvement goal for 2020 is based on site self review and reflection, and the use of contextual data. Whole school Literacy and Numeracy Agreements have been written by staff, in line with SIP goals, and approved by Governing Council.

As students will eventually transition to Meningie Area School, we work closely with the school and have regular integrated lessons with an Early Years buddy class. Raukkan Early Years teacher also attends Meningie PLC meetings each fortnight.

Governing council report

2020 has been a significant and satisfying year for Governing Council. A Constitution was adopted and a new Council, consisting of 5 parents, and 2 Community members (Chairperson and Community Representative) was formed at the AGM in August. Meetings have had regular attendance and Council have taken a keen and active interest in School business. The inclusion of Community Council members on Governing Council has strengthened the productive relationship between School and Community.

The Governing Council have been involved in:

The allocation of funds towards a playground development in partnership between School and the Community.

Reviewing and updating the school Vision Statement, Philosophy and Values.

Allocation of budgets and approval of Budget Variations.

Council fully supported the high expectation of Aboriginal students as stated in the Aboriginal Education Strategy.

New projects:

Purchase a new school bus to replace the present aging vehicle.

Purchase and erect a large notice board for the front of the school.

Occasional Care Programme has been approved

Quality improvement planning

This year we had one Literacy and one Numeracy goal. The Literacy goal is to improve all students' reading, with a particular focus on oral language. The Big 6 in Reading was the pedagogy used. Results from the Phonic Screening test and the PAT-R showed that students were working well below age/grade expectations. Teacher knowledge and expertise was a concern and the following supports were put in place.

Fortnightly Zoom meetings with the Partnership Early Years Coordinator and the Aboriginal Education Co-ordinator

Teacher regularly attended Meningie Area School PLCs and worked with Early Years Teachers

Weekly meeting with me to provide feedback on programme and support with planning

Aligning Literacy goals/One Plan goals for individual student's needs

Establishing a data workbook to track student progress and identify areas for improvement

Partnership SLIP provided support with using the Australian Curriculum to plan and programme for Literacy

Staff PD on The Big 6 of Reading

LGU in class observation of Literacy lessons and mentoring of teacher

A change from Jolly Phonics to InitialLit because it is a more scaffolded and tightly scripted programme

Library fully functioning, promoting reading for all

PAT-M results showed Numeracy was well below age/grade expectations and in this area there are similar issues to Literacy. As Literacy was the major focus for teacher support in 2020, Numeracy will be picked up in 2021 and we will work closely with the Partnership Numeracy Advisor.

Future Actions:

Aboriginal Learner Achievement Action Template collaboratively completed by all staff to commit to direction and expectations.

A student audit will occur early in Term 1 to identify key elements, in Literacy and Numeracy, which need improvement.

There will be a review of the assessment schedule and more time will be given to analysing the data collected.

Support for the teacher will continue and appropriate PD will be organised for support staff.

Improvement: Aboriginal learners

Staff will work collaboratively to complete the Aboriginal Learner Achievement Action Template to assure Data-informed planning, tracking and monitoring growth and achievement and consistent, high quality classroom practice.

Staff will make a collective commitment and document (as above) to drive direction and action.

Impress high expectations, through:

Consistent approaches and /or programmes

Clarity and coherence in expectations

Implement classroom practices that engage and stretch students

All students have a literacy and numeracy goal in their one plans

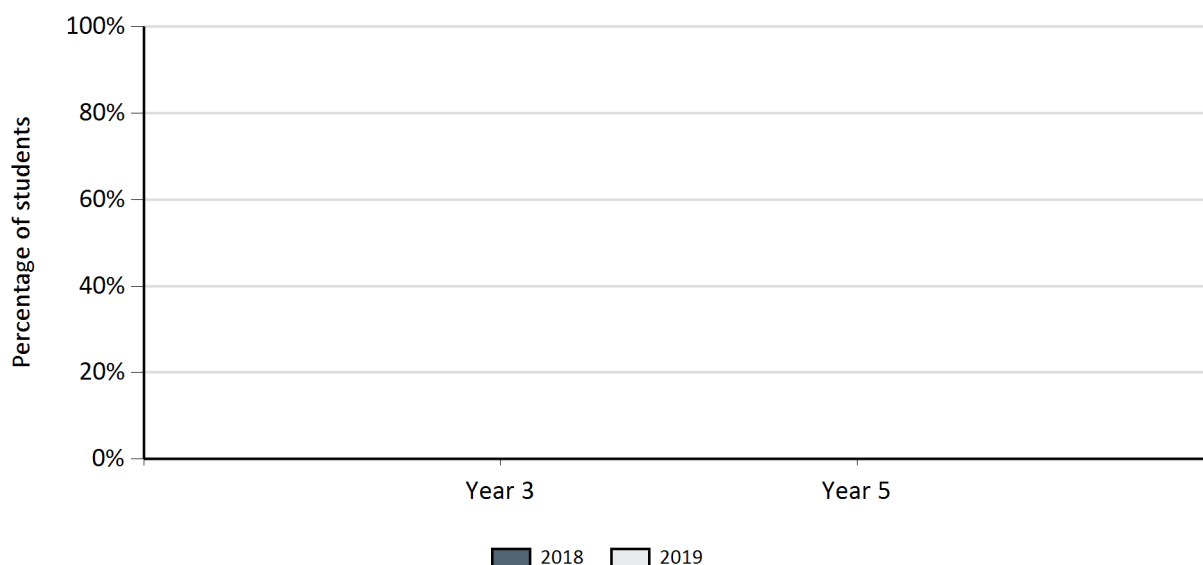
Use a variety of coaching and support models including peer, leader, expert, mentor.

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

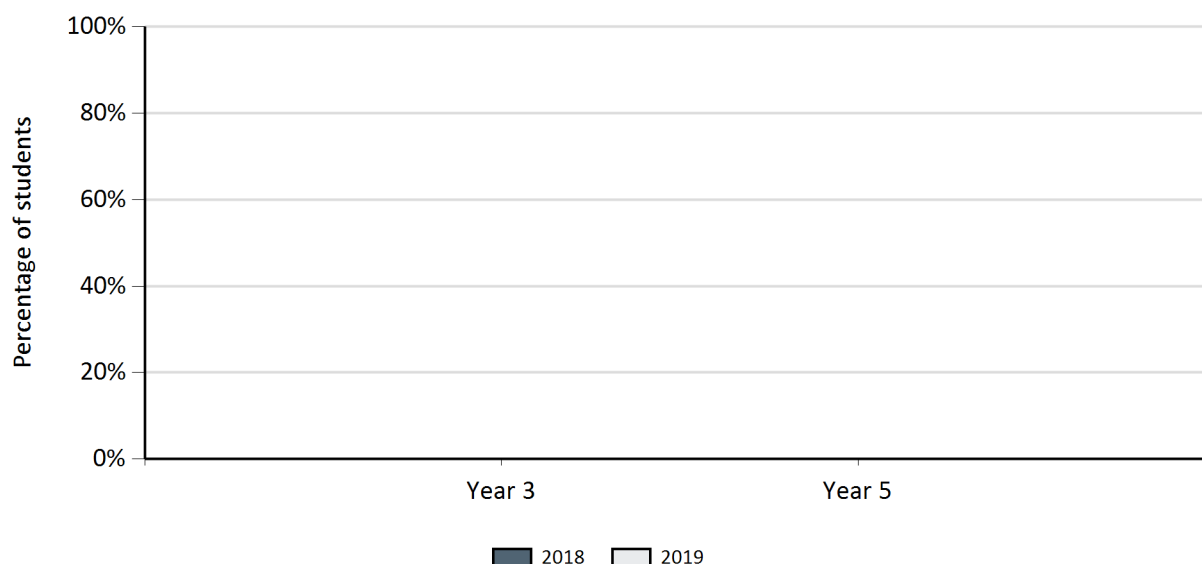


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | * | 25% |
| Middle progress group | * | 50% |
| Lower progress group | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 3-5 | State (average) |
|-----------------------|----------|-----------------|
| Upper progress group | * | 25% |
| Middle progress group | * | 50% |
| Lower progress group | * | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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^ | | 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 2019 | * | * | * | * | * | * |
| Year 3 2017-2019 Average | * | * | * | * | * | * |
| Year 5 2019 | * | * | * | * | * | * |
| Year 5 2017-2019 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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.

School performance comment

Most students achieved their One Plan Literacy goal but these were below expected achievement for age/grade. Little growth in reading was measured this year. A number of supports and strategies were put in place to improve performance in 2021.

Jolly Phonics was replaced by InitialLit as this is a very scaffolded and scripted programme designed to support teachers who don't have a good knowledge of phonics.

The Principal has regular curriculum support meetings with the teachers to ensure a guaranteed and viable curriculum for all students in all curriculum areas

Experts have worked with the teacher this year to assist with planning and programming for Literacy.

A mentor from the LGU is working with the teacher on Literacy teaching, and this will continue in 2021. Regular classroom observations of Literacy lessons occur and feedback given.

New decodable readers, from the InitialLit programme have been purchased.

Training in the Big 6 will be a priority for the beginning of 2021.

Attendance

| Year level | 2017 | 2018 | 2019 | 2020 |
|---------------|-------|-------|--------|--------|
| Reception | N/A | 97.5% | 76.3% | 74.8% |
| Year 1 | 91.2% | N/A | 93.1% | 61.0% |
| Year 2 | 86.6% | 92.1% | N/A | 93.2% |
| Year 3 | 86.4% | 80.1% | 92.7% | 97.1% |
| Year 4 | 84.3% | 79.6% | 65.0% | 100.0% |
| Year 5 | 86.9% | 87.4% | 73.2% | N/A |
| Year 6 | N/A | N/A | 100.0% | N/A |
| Primary Other | N/A | N/A | 95.5% | N/A |
| Total | 86.7% | 84.0% | 81.2% | 78.2% |

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

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

Attendance comment

The overall attendance for the year was 79%. The attendance in Term 2 and Term 3 dropped significantly. This may have been a result of Covid, as families were very worried about their children coming into close contact with others and Raukkan Community was locked down.

Some strategies to encourage regular attendance have been implemented:

Morning bus run to collect students

"Fresh Food Friday" lunch day to celebrate weekly attendance

Building relationships with families

Working closely with the Community Council

There have been 8 new enrolments since Term 2, including 2 non-indigenous students from the surrounding area

Average attendance is currently 95%

Behaviour support comment

Behaviour development is based on school values, as created in collaboration with the school community and Governing Council. Restorative strategies are used for more serious breaches, which are rare. Community, staff and volunteers support behaviour with culturally appropriate strategies - care, respect, pride
There has been a significant improvement in behaviour and engagement

Client opinion summary

Parents do not have access to the internet so online surveys have not happened this year. Next year the school will provide parents with facilities and support to do the DfE online parent survey. However, anecdotal evidence of client opinion indicates satisfaction with our school.

1. Parents and Community frequently drop into the school
2. 100% attendance at Parent Teacher days
3. Comments about the school being "bright and clean", the environment being "warm and welcoming" and having a "nice feeling"
4. Community Council include the school in all projects and events
5. Moorundi Health Service provide and excellent support service, and resources, to the school
6. Regular Community participation in school programmes - arts/culture
7. Families have transferred their children here from Meningie Area School
8. 2 non-indigenous students from the local area have enrolled

Intended destination

| Leave Reason | Number | % |
|-----------------------------|--------|--------|
| Employment | 0 | NA |
| Interstate/Overseas | 0 | NA |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 7 | 100.0% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and volunteers have current Working with Children certificates.

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 | 4 |
| Post Graduate Qualifications | 2 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 | 2.0 | 1.9 | 0.0 |
| Persons | 0 | 2 | 4 | 0 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$759,666 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$0 |
| Fund Raising | \$0 |
| Other | \$3,267 |

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

2020 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 2020 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 | 1. Provide 1:1 classroom support for priority areas of Literacy and Numeracy 2. Purchase additional targeted resources 3. PD for class teacher | 1. Increased attendance 2. Increased student engagement |
| | Improved outcomes for students with an additional language or dialect | Elder employed to teach language and culture | Increased student knowledge of their language and culture |
| | Inclusive Education Support Program | Engagement through pride in identity and community connections with school | Increased attendance and engagement with school |
| 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 | 1. PD for teachers in priority areas of Literacy and Numeracy 2. Purchase of InitialLit program and decodable readers 3. IT equipment to engage students in practice of explicitly taught skills | 1. Increased engagement 2. Some improvement seen in phonemic awareness and phonics which will lead to improved outcomes in reading. |
| Program funding for all students | Australian Curriculum | 1. Provide extra classroom support for Literacy and Numeracy 2. Purchase new resources in line with Guidebook and LGU recommendations 3. Increase IT capacity 4. Subscriptions to programmes eg ABC Reading Eggs, | 1. Students increased engagement 2. Increased teacher knowledge |
| Other discretionary funding | Aboriginal languages programs Initiatives | 1. Access Ngarrindjeri via Meningie Area School 2. Community Elder employed to integrate language with culture | 1. Students integrating Ngarrindjeri words into their learning |
| | Better schools funding | Upgrade of facilities in learning environment | Improved conditions for teaching and learning Focus on wellbeing as crucial to l |
| | Specialist school reporting (as required) | Library reorganised and being used by students to foster a love of reading | Foster love of books and reading |
| | Improved outcomes for gifted students | There are no gifted students | n/a |

