Context for the 2010 Annual Report

Swan Reach Area School endeavours to produce graduates with the abilities and confidence to make a difference, work independently and with others, and connect with the world around them. The school's values are respect, participation, success, integrity and care. Swan Reach is a rural community two hours north-east of Adelaide. The R-12 school services a community employed in diverse agri-businesses including dry-land farming, irrigation and horticulture. The school's learning priorities seek to enhance student connection and achievement. Programs are tailored to an individual student's needs and include a broad range of subject choices including university pathways, vocational education and training options and school-based apprenticeships or traineeships.

Vision Statement

Swan Reach Area School is a school where people work together with the wider community to develop all students as successful, resilient, life-long learners, with respect for themselves, others and the environment.
Highlights 2011

- Stage 2 students attained an average Australian Tertiary Admission Rank (ATAR) of 88.70 meaning our students are in the top 12% of the state! Each students gained entry into the Tertiary course of their choice.

- SRAS took part in the Supporting School Improvement (SSI) - Diagnostic Review.

- Implementing Stage 1 of the New SACE with few hiccups and training and getting ready for Stage 2 implementation in 2011.

- SRAS hosted the Doorways to Construction course who completed the extension of the PE Shed.

- The NAPLAN results had 100% of students in Years 5,7&9 achieving Middle to Upper Level improvement in Reading and 100% (Year 5), 60% (Year 7) & 100% (Year 9) with Middle to Upper Level improvement in Numeracy.

- ICAS Science, English, Maths and Spelling Competitions where 38%, 23%, 24% & 4% respectively received honours at a credit level or higher.

- Japanese language program added SACE classes, Kindergarten lessons and the Interschool Japanese Quiz for the Year 2-5s. The student exchange occurred both ways with 6 SRAS students and 2 staff travelling to Hineno High School in September and, earlier, SRAS hosted 18 Japanese students. Strong relationships formed over the blended teams at Undokai where Akagumi was victorious.

- The sporting year started with the intra- and inter-school Swimming and Athletics carnivals where the students excelled in their competition and as ambassadors for their school. SRAS won the CMASSA Swimming carnival.

- SRAS Pedal Prix finished 4th in the state after the 3 races.

- SRAS endeavoured to address the disadvantage students experience simply by their location through external and extra-curricula activities. In 2010 these experiences included: Circus Oz, Dance Workshops, Life Education Van, Mock Accident, Ski Camp, Sailing Camp, Middle School Camp, EPSA Camp, Bush Walking Camp, Zoo Snooze, West Adelaide Footy Clinic, Hills Formal, Clean Up Australia Day, Swimming Lessons, Book Week.

- 80% of families were able to attend the Junior School Acquaintance Night.

- SRAS congratulated Nick Schmidt on attaining his Advanced Skills Teacher accreditation.

- Building Education Revolution: Projects included new blinds, carpet and linoleum through most of Building 2, new bench tops, a refitted science lab and student kitchen, an extended staff room kitchen, additional resource centre storage, ICT cabling, new Interactive Whiteboards, and a sliding door between the two primary classes.

- The 6/7 Class participated in the Growsmart Science Awards and Nathaniel Pillar and Shannon Collins won 3rd prize in their age group.

- Tammy Stoeckel (Year 9) received a commendation for her National Cannabis Prevention Information Centre Poster.
STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Literacy & Numeracy

Intended Outcomes

- Individual student learning outcomes will improve across a range of assessment tools/tasks eg ICAS NSW Competitions, NAPLAN, Westwood Spelling, PAT Maths
- Student improvement is capability driven, based on students' previous individual achievements, interests and learning preferences.

Targets

- 65% increase in student performance outcome in SACSA referenced deficiencies for both English and Mathematics learning areas; as identified in respective longitudinal analysis of NAPLAN data for year appropriate NMS. In 2010 these areas are: spelling and comprehension, spatial awareness, data interpretation, fractions and ratios.

Actions taken throughout the year

- SRAS took part in Federal Government Supporting School Improvement Diagnostic Reviews for Low SES Schools, evaluated the findings and planned to implement the recommendations over 2011-2013.
- Principal took part in the program of “Principals as Literacy Leaders” to develop data collection and analysis strategies.
- School funded, promoted, implemented and analysed Uni NSW ICAS Competitions.
- L&N Areas for Improvement were addressed across all areas of curriculum with particular attention to application strategies.
- A continuous “blast” (eg every 5 weeks) of whole school deficiencies was attempted eg spelling or ratio, across all learning areas.
- Primary staff attended “Primary Connections Strategy”.
- SRAS combined with Mannum Community College and Cambrai Area School for a staff meeting to share ideas for literacy practice, people reported that this was worthwhile.
- SRAS combined with Cambrai Area School for a Student Free Day and sourced Regional Office personnel to begin developing a whole school literacy approach.

Achievement of Targets

NATIONAL ASSESSMENT PROGRAM FOR LITERACY AND NUMERACY (YEARS 3, 5, 7 & 9)

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<th>Year 7 (n=6)</th>
<th>Year 9 (n=10)</th>
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</table>

- 58 Year 3-11 students took part in the UNI NSW Science Competition with 5 Distinctions, 17 credits and 36 participation certificates awarded.
- 61 Year 3-11 students took part in the UNI NSW Mathematics Competition. 2 Distinctions, 13 Credits, 46 Participation awards were achieved.
- 58 Year 3-12 students took part in the UNI NSW English Competition. 4 Distinctions, 9 Credits and 45 Participation awards were achieved.
- 26 Year 3-7 students took part in the UNI NSW Spelling Competition. 1 Credit and 25 Participation awards were achieved.
- All Junior and Middle School students took part in the Lexile Framework Reading program. 78% of these students achieved growth in their Reading Comprehension.
- 39 students were registered for the Premier’s Reading Challenge. All of the Junior School took part and all of them achieved their certificate or award. 11 Middle School students nominated to take part in the PRC and 6 of them completed their award.
- Interrogation of the NAPLAN Numeracy data and teacher discussion highlighted a possible incongruity between the language used in Numeracy testing and the language used by staff.
- There were several recommendations made by the panel of the SSI Review, these included:
  o Develop coherence and shared assumptions about literacy and alignment in pedagogy across the school which explicitly identify expectations of teachers in each of the sub-schools and in every learning area.
  o Review approaches to reading including how to explicitly teach and monitor strategies for comprehension across the learning areas.
  o Review the spelling program; evaluate effectiveness of time spent on it; and ensure the learning of spelling is connected with students' writing across the curriculum.
  o Audit the amount and forms of writing students do R-12 in each learning area.
  o Emphasise the application of learning.
  o Explore practice in providing feedback to students.
Evaluation and Implications for the Future

- Numbers in each of the NAPLAN cohort groups are small and caution needs to be taken when analysing these results as the scores of a couple of students impacts on the overall results for the different year levels. A single student could make 33% difference in some cases. Of note are the significant number of students in the top two bands of their respective testing groups and the high percentage of students who showed middle to upper level improvement in their tests. This means that the programs and initiatives that the SRAS community have in place are effective.

- The recommendations of the SSI Panel and those of the PALL program will be included in the 2011 SIP, sourced and resourced:
  - The school will develop and adhere to a Whole School Literacy Agreement (with a 2010 focus on explicit genre exposure, editing, and spelling) where consistent expectations are part of the induction and performance management process. Staff will break down the sub-school specifics around the statement that “Literacy is: exposed, edited, student centred, assessed, modelled, explicit, resourced, and acknowledged”.
  - Student data (NAPLAN, Westwood, RR, Waddington’s, ICAS NSW, Lexile Reading Program) will be delved into more deeply by subschools and individual class teachers to identify individual student’s literacy needs and incorporated into Performance Management processes. Wave 2 students in Middle School will receive additional support through the newly developed Reading Program where ideally all, but initially identified, students will read levelled, multi-genre texts with trained SSOs, volunteers and teaching staff.
  - A revisitation of the use of School Services Officers (SSOs) in the school will be adopted where, for the literacy block or part thereof, Wave 1 students will be overseen and supported by the SSOs who will follow the teacher's program with approximately 10 students and the Wave 2s and 3s will have the focus of the class teacher with no more than three in each group. SSOs will also be included in Professional Learning opportunities and time will be put aside to ensure that communication channels exist between class teachers and SSOs.
  - The majority of 2011 NEPs are in the Middle School and as such the Special Needs teacher will meet with each student for at least 1 lesson / week as mentor and ensure that the students have an appropriate awareness of their required organisation and also coordinate the NEP reviews (with Regional Support Staff) to ensure that class teachers are adapting and adjusting programs to suit the needs of the students. A process will be developed whereby the Special Needs teacher can work with class teachers to exchange ideas for curriculum modifications.

Strategic Direction 2: Student Wellbeing

Intended Outcome 1
- The SRAS School Community promotes healthy eating patterns as set out in the EatWellSA Healthy Eating Guidelines through curriculum and the canteen.

Targets
- 100% of foods and beverages sold in the canteen will be compliant with the EatWellSA Healthy Eating Guidelines by December 2010.
- Canteen sales will not decrease by more than 20% 6 months after the canteen is 100% compliant as determined by the 6 monthly Canteen Reconciliation Sheet.
- Qualitative data from teachers will reflect that students are choosing green and orange foods in their lunch boxes.

Actions taken throughout the year
- Each family received a magnetised Lunch Box Choices poster. The poster was presented in Classes / Pastoral Care and recommended in the newsletter.
- Healthy Lunch Box Competition was held and results published in the newsletter.
- Staff used the common language of the EatWellSA guidelines to ensure a consistent message across the school.
- Canteen Review: Completed student-run, curriculum-based audit of current canteen offerings (Year 7/8 Home Ec class), Students were surveyed to determine Green and Orange preferences (Year 4/5 class), and compliant products were sourced ready for 2011.

Achievement of Targets
- 31 out of 33 children participated in the Healthy Lunchbox Competition!
- Canteen sales decreased by 8% in the 2010 year and enrolments declined by 7%. Anecdotally students brought their lunch from home more when the Healthy Lunch box competition was running so that they could take part.

Evaluation & Implications for the Future
- The canteen is now compliant but not as popular as it could be. In 2011 wraps, local fresh fruit (terms 1&4), local dried fruit, soup (terms 2&3, cooked by Home Ec students) will be sold in 2011.
- The canteen will run a come and try day so the students can try the dried fruit. We will aim for the no sulfur type to avoid asthmatic reactions.
- Each class will oversee a Special Lunch Day per semester and include healthy items that can’t be stored eg sushi, subway etc.

Intended Outcome 2
- Students will take part in student-run lunch time activities.

Targets
- 60% of R-12 students will agree that there is a lot to do at school during recess and lunch time in the 2010 DECS Opinion Survey (40% in 2009).
Actions taken throughout the year

- It was intended that SRC would determine a student roster for Student Run Lunchtime activities eg netball, badminton, soccer, volleyball, cricket at least once per term and that the sports would be offered in three sectors Junior, Middle and Senior on separate days with a finals series. Staff would also elect to take part in a supervision roster. As it happened a pair of Community Studies students organized a lunch time sports competition in Terms 3 & 4.

Achievement of Targets

- 31% of R-12 students agreed that there is a lot to do at school during recess and lunch time in the 2010 DECS Opinion Survey (down from 40% in 2009).
- The netball competition in Term 3 was a big success with 6 teams, including a staff team. However in term 4 students lost interest and only arrived when they were scheduled to play the staff team, this tournament was cancelled three weeks into the roster.

Evaluation & Implications for the Future

- There is the perception that students want to be engaged and entertained at recess and lunch whether it be through teacher-run activities or teacher supervised activities. It is not that staff are not willing to supervise student-led activities. The staff as a unit believe that students need down time, away from the teacher driven activities to develop non-structured peer relationships. We also believe that students need time away from ICT, preferably outside. In 2011 staff will ask the students what activities they would like to occur at lunch times, efforts will be made to include these activities however they will be evaluated in light of the aims of the Eat Well Be Active strategy.

Intended Outcome 3

- Student learners will take a proactive stance in the multiple decision making opportunities at SRAS.

Targets

- Delegated students will attend at least 50% of committee meetings in 2010- Governing Council, Grounds & Facilities and Canteen (0% in 2009).
- SRC Agendas and Minutes will demonstrate 80% of business focuses on Student Issues not fundraising.
- 65% of R-12 students agree that they get to help make decisions about things like school rules and student activities in the 2010 DECS Opinion Survey (47% in 2009).
- 60% of R-12 students agree that they are involved in making decisions about their education in the 2010 DECS Opinion Survey (41% in 2009).
- 60% of R-12 students agree that there are a number of different ways that they can be involved in making decisions about the school in the 2010 DECS Opinion Survey (41% in 2009).

Actions taken throughout the year

- The role of the SRC as student advocate was promoted through the student population and newsletter.
- Students from SRC nominated for school based committees eg Governing Council, Canteen.
- Students from the SRC provided reports to the Governing Council.
- R-5 developed and managed Primary Student forums run by the Middle Primary students to table items for discussion at Senior SRC.
- Junior school issues became a permanent agenda item on whole school SRC meetings.

Achievement of Targets

- Students attended several of the committee meetings in 2010- Governing Council (30%), Grounds & Facilities (0%), and Canteen (100%).
- SRC Agendas and Minutes reflect the majority of meeting time being spent on Charity Fundraising and the social events of the students. The former can be seen as a form of advocacy in that the students are raising awareness and raising funds for the disadvantaged in the community whose voice may not be heard. The minutes also reflect that students had been nominated for committees and had the opportunity to raise their voice in various manners. The only issues of note raised by the students were appliances for the Year 12 Room, blinds for the gym and the addition of an undershirt to the school uniform.
- 43% of R-12 students agree that they get to help make decisions about things like school rules and student activities in the 2010 DECS Opinion Survey (47% in 2009).
- 48% of R-12 students agree that they are involved in making decisions about their education (41% in 2009).
- 47% of R-12 students agree that there are a number of different ways that they can be involved in making decisions about the school in the 2010 DECS Opinion Survey (41% in 2009).

Evaluation & Implications for the Future

- Students feel that they get a say in their education but not in the organisation of the school, it would be interesting to see if the students who are on committees fed back to the students and decisions that they had been involved in filtered down to the student level.
- The Junior School forums were particularly effective with many more events held for and by the Junior School than in previous years. Qualitative evidence suggests that the Junior School representatives felt more confident speaking up at whole school meetings due to the fact that they had run the Junior School forums and knew they were going to get a chance to speak about their issues because they were on the agenda.
- The Senior SRC did not attend or participate as hoped in the out of school hours meetings. Leadership will follow up committee members to check that they can attend and address any barriers to the students’ attendance in 2011. The principal will regularly meet with the SRC Executive to ensure that issues are raised and addressed.
- Students need to be shown what advocacy is and how it and conflict resolution can occur. In 2011 SRAS will run an Induction Day early in Term 1 and ensure attendance at a Leaders Day conference in Adelaide to reaffirm what has been discussed.
- The SRC in 2011 will change somewhat in that elections will occur at the end of Term 3 and the tenure will run from Term 4; this will address the lack of student leadership in Term 4 due to study and work commitments of our Year 12 students.
Intended Outcome 4

- The School Community will be aware of the learning programs offered at the school through multiple communication channels.

Targets

- 80% of parents are satisfied with the learning programs offered at the school and 95% of parents feel that their child's teachers clearly inform them about the learning programs at the school in the 2010 DECS Opinion Survey (69% and 81% in 2009 respectively).
- 85% of parents agree that there is a broad variety of communications that inform parents about the school in the 2010 DECS Opinion Survey (75% in 2009).

Actions taken throughout the year

- Communication with Parents were developed and improved: Newsletter, Email or Website. The newsletter was posted on-line in Term 4 and the website was current and up to date. The ICT staff trained in adjusting the website and as such it is now a living document. Each family was contacted in regard to taking part in the Parent Opinion Survey, this increased the participation rate by 200%, making the results more statistically viable.
- Learning Areas and ICT were showcased in some of the newsletters.
- Junior School Open Morning changed to Acquaintance Night & Dinner with clear emphasis on students presenting their own classrooms.
- Progress reports and minutes were publicised in school and at local shops in an ad hoc manner.
- Community members were encouraged to enter the school for scheduled, public events such as Assemblies, Japanese Exchange Experience, Book Week, Sports day.

Achievement of Targets

- 73% of parents are satisfied with the learning programs offered at the school and 62% of parents feel that their child's teachers clearly inform them about the learning programs at the school in the 2010 DECS Opinion Survey (69% and 81% in 2009 respectively).
- 87% of parents agree that there is a broad variety of communications that inform parents about the school in the 2010 DECS Opinion Survey (75% in 2009).

Evaluation & Implications for the Future

- Parents feel satisfied with what SRAS is achieving and what we are communicating but do not necessarily know what their students are doing. In 2011 students will be encouraged to share their learning with their family and staff will be encouraged to share the relevant parts of their planning with interested families.

Strategic Direction 3: ICT

Intended Outcomes:

- Staff ICT abilities will align to the needs of their teaching. Staff will be proactive in addressing their ICT needs and endeavour to incorporate ICT as an integral component of student learning.
- Students will have improved their research skills by applying the Inquiry Learning Strategies developed by SRAS in 2009.

Targets:

- Each student R-11 will experience at least 1 scaffolded and 1 independent Learning Inquiry.
- Qualitative evaluations of the Inquiry Learning Strategies have positive feedback.
- Audit results indicate that 80% of staff are “Skilled” in MS Word, 50% in MS Publisher and 35% in MS Excel (53%, 31% & 5% in 2008) as key tools of current teaching.
- 80% of staff will use on-line learning Knowledge Presenter software to improve their ICT skills (10% in 2009)

Actions taken throughout the year

- Assessed the current usage of IWBs within the sub-schools, determined training & resources needed.
- Completed Staff ICT skills audit and compared to 2008 results. Addressed some deficiencies and acknowledged achievements.
- Demonstrated Knowledge Presenter On-line learning tool to staff as T&D and provided on-going support for staff who determined their areas of need.
- Implemented Inquiry Learning Strategies developed 2009 R-11.

Achievement of Targets

- Audit results indicate that 79% of staff are “Skilled” in MS Word, 54% in MS Publisher and 36% in MS Excel. All areas of the ICT Skill audit saw a shift from people having “never used” a tool or having “basic skills” to becoming “skilled” in a particular package.
- The 4/5 class did experience the ILS through their SOSE studies and the Year 11s explicitly experienced them through the Research Project and Biology. The senior students reflected that these skills were in use already but handy to have explicitly pointed out.
- All staff attended the T&D session on the online training tool that the school subscribes to. All staff reported this tool as useful and 3 staff have since followed up this initial session with further training.
- The IWBs were used in the main as presentation rather than interactive tools.

Evaluation and Implications for the Future

- More IWBs have been purchased as part of the Federal Government’s stimulus package; training for these will occur early in 2011 and staff will be encouraged to visit other sites that use them effectively. The school will source an on-site trainer for the IWBs.
- The questionnaire asked staff to indicate which training they would be interested in in future and as such Digital Photography has been added to the training package in place of MS Access.
- It was determined that the ILS have not been used as often as practical due to publicity between staff and a common language. This is part of the 2011 SIP.
**Strategic Direction 4: New SACE**

**Intended Outcome:**
- Senior School Learners will succeed in the NewSACE to meet their needs and those of their families, further education providers, employers and the community.

**Targets:**
- 100% of 2010 Learning & Assessment Plans are accepted by the SACE Board without adaptations.
- All stage 1 students develop their area of interest and have consolidated the Inquiry Learning Strategy ready for the Research Project in 2011.
- Confirming sessions for Regional Clusters (compulsory and self-developed) reaffirm SACE Stage 1 grades allocated by SRAS teachers with minimal movement.
- 100% of staff intending to teach Stage 2 in 2011 will attend Information and Planning sessions for their subject areas in 2010.
- 50% of SACE staff implement a Moodle for their Stage 1 or Stage 2 subject.

**Actions taken throughout the year**
- Improvement Phase of PLP- adjusted rubrics and strategies, reflected on 2009 moderation results.
- Year 11s allocated lessons at end of 2010 to identify initial areas of interest for the Planning Phase Research Project.
- All SACE teachers attended the Stage 1 Regional Clarifying sessions and PLP, Literacy and Numeracy teachers attended Cluster Confirming sessions.
- Stage 1 teachers independently attempted to develop a cluster or join a regional cluster for their subject area to generate own clarifying and confirming sessions.
- Staff for Stage 2 in 2011 attended Information and Planning sessions for their subject areas in 2010.
- Staff investigated SRAS Moodle strategies to address face to face impetus.

**Achievement of Targets**
- By the end of 2010 all Learning & Assessment Plans were accepted by the SACE Board, there were several L&A plans that were adapted due to different interpretations of the assessment criteria of the teachers and the SACE board.
- All Stage 1 students completed their Research Project Proposal and had started their investigation phase by the end of Term 4 2010.
- Stage 1 Confirming sessions verified SACE Stage 1 grades allocated by SRAS teachers with minimal movement. Several attempts were made for sharing between sites at the Stage 1 level to no avail.
- All staff intending to teach Stage 2 in 2011 attended Information and Planning sessions for their subject areas in 2010. SRAS held a SACE Planning day in term 4 in order to step staff through the development of Stage 2 Learning & Assessment Plans and task sheets.
- No staff implemented Moodles for their Stage 1 or Stage 2 subject.

**Evaluation and Implications for the Future**
- The reason that no Moodles were implemented was due to the efficiency of the SRAS intranet where staff initially posted information and assignments and the resultant lack of need for change, this will be developed further in 2011.
- DECS organized clarifying sessions ran smoothly with little to no movement however several staff will need to adapt their assessment tasks in 2011 to ensure that students are able to achieve an A standard in each assignment. This clarification phase continues in 2011 with the introduction of Stage 2 SACE and the Research Project.
- Each of the teachers who independently tried to source a Riverland group for their SACE subjects felt quite isolated by the end of their attempts. They reported that other teachers were interested however did not return in-kind support such as reciprocating the sharing of task sheets or presentations.
Enrolments over the past 5 years have shown a gradual decline in student numbers however 2010 bucked the trend as those that left were replaced with people new to the district. What is evident however is that there is only small numbers of reception students enrolling each year. In 2011 the Junior School will contract to two classes to ensure equity amongst classes and that students are exposed to a variety of different students in their schooling.

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**GOVERNING COUNCIL**

In 2010 there were 15 members consisting of: 1 Principal, 8 Parent Members, 2 Community Members, 1 Staff Representative (2 staff members, 1 semester each), 1 Parents & Friends Representatives, 1 SRC Member (2 students, attendance depending on availability). In addition to the AGM in March there were 7 meetings scheduled in 2010. One meeting did not achieve a quorum however at other meetings attendance was between 53 and 100% with an average of 77% attendance.

Achievements of the Governing Council include advocating on behalf of the staff and students in regards to the condition of school buses and the use of the NAPLAN data. They were also consulted as part of the “Supporting School Improvement- Diagnostic Review” program and resolved student requests to modify the uniform and purchase blinds for the gym.

**ATTENDANCE**

Swan Reach Area School continues to have very strong attendance records above the region, state, district and Index averages. Non-attendance is managed by the school by following up unexplained absences by home group teachers and coordinators, referrals to the attendance counsellor for persistent non-attendees. Staff also make the effort to assist families in addressing reasons and barriers for attendance. The attendance policy was reviewed in 2010 as part of the Policy Review Cycle. Adjustments included an update of the referral system for chronic non-attendees and the criteria by which a letter is sent home for non-attendance. In semester 1 students who did not miss more than 2 days school were awarded certificates.

**RETENTION /DESTINATION**

2009 retention figures show that our school retained the vast majority of its students from Year 8 to Year 12. Care should be taken in the interpretation of apparent retention rates since a range of factors affecting the rate are not taken into account eg repeating students, students undertaking Open Access Subjects or inter-sector movement. Particular care should be taken with this data as there was a particularly small cohort (3 students) in 2010 who attended the school from Reception to Year 12.

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<tr>
<td>Year 11</td>
<td>93.1</td>
<td>81.7</td>
</tr>
<tr>
<td>Year 12</td>
<td>96.2</td>
<td>83.1</td>
</tr>
<tr>
<td>Secondary Total</td>
<td>91.1</td>
<td>84.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.7</td>
<td>88.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.7</td>
<td>89.6</td>
</tr>
</tbody>
</table>
SENIOR SECONDARY STUDENT ACHIEVEMENT

SACE

15 Subjects were delivered at Stage 1 level in 2010: this is a large number of face to face subjects for a student cohort of this size. Of the 159 10-credit subjects 35% achieved an A grade, 37% achieved a B grade, 21% achieved a C grade and only 7% did not achieve a C or better.

All students who aimed to complete their SACE in 2010 did. These results are an indicator of the success of the school wide initiative to increase the face to face subject offerings and counsel students over and above requirements. All students who left the school at the end of 2010 received a placement at university in their first preference however two chose to defer their position for 12 months.

At Stage 2 level SRAS students achieved a mean mark of 15.20 and mean ATAR of 88.70 with the following grade spread:

<table>
<thead>
<tr>
<th>Achievement Grade</th>
<th>School (%)</th>
<th>State (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>33.3</td>
<td>20.9</td>
</tr>
<tr>
<td>B</td>
<td>53.3</td>
<td>35.1</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>28.2</td>
</tr>
<tr>
<td>D</td>
<td>6.7</td>
<td>10.3</td>
</tr>
<tr>
<td>E</td>
<td>6.7</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Vocational Education & Training and School Based Apprenticeships

100% of Year 12 students enrolled in December attained their SACE. All three year 12s intend to pursue tertiary education although two will have a gap year in 2011. Of those that left to non-school options one year twelve left to seek employment in Adelaide and one year 11 left on learning he attained an Apprenticeship in Metal Fabrication.

0% of Year 12 students undertook VET courses in 2010 however two of these students attained a Certificate I in Information Technology earlier in their schooling.

OPINION SURVEYS

Opinion Surveys – 31 families, 67 students (Years 4-12) and 10 staff responded to the annual opinion survey. The parent response is significantly improved on previous years, by over 200%, as each family was personally contacted to iterate the importance of their opinion. Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot the previous result.

PARENT OPINION

- This school has high expectations of its students.
- The school has an excellent learning environment.
- My child has access to quality materials and resources that help him/her to learn.
- My child would receive support for any special needs he/she had.
- The school changes its programs and activities to improve student achievement.
- Overall, I am satisfied with the management of facilities at the school.
- This school provides a safe and secure environment.
- This school has information available about other support agencies within the community.
- I feel welcome at this school.
- I am given opportunities to have a say in matters about this school.
- I receive helpful information about my child's progress and achievement.
- I believe that if I have concerns or suggestions, the school would respond appropriately.
- I am encouraged to be involved in the school in all kinds of ways.
- Teachers let me know how well my child is doing.
- This school is well organised this year.
- I have confidence in how the school is managed.
- I believe there is effective educational leadership within the school.
- I am given the opportunity to be involved in the school's educational activities.
- Parents are involved in the development of school plans.
- The school includes parents and community in decision making.
- Overall, I am satisfied with the school's planning.
STUDENT OPINION

- My class activities are interesting and help me learn.
- Teachers clearly explain what students are learning.
- My teachers make learning interesting.
- I am learning a lot at this school.
- The ways my teachers manage the class helps me to learn.
- There is someone at school that I can talk to if I have problems.
- There is lots to do at school during recess and lunch time.
- I get excited about the work I do.
- I really like to go to school each day.
- My teachers regularly discuss my progress with me.
- I am happy to be at this school.
- Students get to help make decisions about things like school rules and student activities.
- I am involved in making decisions about my education.
- My school is clean.

STAFF OPINION

- Teachers are enthusiastic in their teaching.
- Assessment processes used in the school provide information on students’ strengths and areas for further development.
- This school uses student assessment information to evaluate, develop and refine teaching programs.
- Teachers at this school use a variety of assessment methods which give students the opportunity to show how well they have learned.
- Learning programs in this school respond to the range of students’ abilities.
- Staff are supported by the school in the management of students’ behaviour.
- This school has high educational expectations of the students.
- Our school environment is focused on learning.
- Teachers here have high learning expectations for all students.
- Our school's programs provide for the needs of every student.
- This school provides a safe and secure environment.
- Discipline problems at our school are handled fairly.
- Our school has effective procedures to address bullying and harassment issues.
- There are effective student behaviour management procedures in the school.
- I am happy with the opportunities I have to discuss and receive feedback on my work performance.
- Parents’ input is valued in this school.
- Staff and students at this school care about each other.
- There is good communication between staff in this school.
- I am encouraged to discuss and share teaching methods and strategies with other teachers.
- Teachers can freely express their opinions or concerns to other staff at this school.
- There is a broad variety of communications that inform parents about the school.

Conclusions and Points of Interest

On the whole the parents, staff and students were happy with Swan Reach Area School in 2010. Most of the negative results of these surveys have been addressed through the Site Improvement Plan in 2010 or are planned for in 2011 as discussed previously or as part of the other recommendations of the SSI Review. Of note there are five less categories of concerning deviation for the students (13) in 2010’s results and six less for parents (0).

TEACHING STAFF RETENTION

There was only one new staff member in 2010, the Principal Kylie Eggers. At the end of 2010 both Nick Schmidt and Tim Benger completed their tenure as Senior School and Middle School coordinators respectively. Heather Vine, the Reception / Year 1 teacher, also left at the end of 2010.

TEACHER QUALIFICATIONS

All 11 teachers hold qualifications required by the SA Teachers Registration Board. The following is a breakdown of the percentage of teacher qualifications held by teachers at the school in 2010:

- Graduate Certificate – 2
- Graduate Diploma - 1
- Bachelor Degrees – 12 (3 teachers have two degrees each)
- Diploma of Teaching - 2
- Diplomas - 1
- Graduate Certificates - 2
- Certificate IV - 2
- Advanced Certificate - 2

There were 21 staff (11 teachers, 7 SSOs, 1 GSE, 4 HPIs two who are already SSOs in the school) employed at SRAS in 2010 with 9.8 FTE teachers. There were no indigenous workers at SRAS in 2010.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All teaching staff have participated in significant professional learning throughout the year. Professional learning included:

- New SACE: all Learning Areas, Middle Management and School Leadership
- Personal Learning Plan, English and Mathematics: Moderation & Confirmation
- Moodle Training
- Leadership and Cluster Planning Days
- Teacher Rescue and CPR Pool Supervisor Training
- Stephen Graham Professional Learning Programs- almost 12 days between 6 staff members

An amount of at least $3000 was spent on professional learning during 2010, which represents $272 per teaching staff member. This amount does NOT include the funds spent on covering teachers or support staff to attend training and development offsite ($352 inc GST per day).

PROFIT & LOSS FINANCIAL REPORTS for 2010

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for GRANTS : DETE</td>
<td>1,489,333.38</td>
</tr>
<tr>
<td>Total for GLOBAL BUDGET REVENUE</td>
<td>27,159.61</td>
</tr>
<tr>
<td>Total for GRANTS : COMMONWEALTH</td>
<td>62,662.00</td>
</tr>
<tr>
<td>Total for PARENT CONTRIBUTION REVENUE</td>
<td>106,665.93</td>
</tr>
<tr>
<td>Total for OTHER OPERATING REVENUE</td>
<td>59,671.62</td>
</tr>
<tr>
<td>Total for CAPITAL REVENUE</td>
<td>1,000.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>1,746,492.54</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for SUPPLIES AND SERVICES</td>
<td>160,270.49</td>
</tr>
<tr>
<td>Total for GLOBAL BUDGET EXPENSES</td>
<td>1,262,114.92</td>
</tr>
<tr>
<td>Total for FACILITIES AND UTILITIES EXPENSES</td>
<td>66,106.99</td>
</tr>
<tr>
<td>Total for EMPLOYEE EXPENSES</td>
<td>30,019.80</td>
</tr>
<tr>
<td>Total for OTHER OPERATING EXPENSES</td>
<td>0.9</td>
</tr>
<tr>
<td>Total for PARENT CONTRIBUTION EXPENSES</td>
<td>101,651.46</td>
</tr>
<tr>
<td>Total for DEPRECIATION AND AMORTISATION</td>
<td>12,084.30</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>1,632,248.86</strong></td>
</tr>
</tbody>
</table>

**Surplus or (Deficit) funds** 114,243.68