

Cooper Pedy Area School

Annual Report

2014

Unity through Diversity

Our Vision Statement

At Coober Pedy Area School we value students, staff and parents working together as a schooling community to create an environment which is safe and with strong moral standards.

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We aim to provide the opportunity for all students to reach their own potential and become lifelong learners.

Context School:	Coober Pedy Area School
School Number:	0920
Principal:	Mr Luke Kenny
Region:	Far North & Aboriginal Lands

- Coober Pedy Area School is a complex and unique school in the outback of South Australia. It incorporates a preschool centre, which is due for replacement with a new facility in 2015.
- In the past 3 years enrolment figures have risen from 196 (end of 2010) to 290 (beginning of 2012) excluding preschool (35). Over the last 2 years 2013 to 14 the school has stabilized at about 280 students. From 2011 there has been an increase of 25% across the school, but an increase of 70% in Aboriginal student enrolments.
- Approximately 34% of the students are Aboriginal, 22% are Anglo-Australian, 15% are from the former Yugoslavia, and 16% identify with Greek culture, the remaining 13% being comprised of 35 different nationalities and 49 different cultures.
- 40% of our students have been approved as School Cardholders. There has been an increase of 150% in recognised ESL learners.
- Students within the school can speak approximately 20 European and Aboriginal languages.
- The school has over the years been described as multicultural with many students being of Aboriginal (Antikirinya), Middle European and Filipino descent.
- Of late the demographics have changed to include students of Sri Lankan, Pakistani and Indian descent.



Government of South Australia
Department of Education and
Children's Services

Respect Inclusivity Integrity Commitment & Responsibility Excellence

Unity through Diversity



Highlights

Remote school attendance strategy (RSAS)

The Strategy has been running in Coober Pedy in earnest since the beginning of July. The mandate of the Strategy is to work very closely with the Principal, the Guidance officers, the Aboriginal Education Unit, the classroom teachers and the Pre-School as well as the families and the students to improve the child's attendance and engagement at school. The program established relationships with other organisations in town which enable us to work cohesively with the community.

The partnership between the School and the Strategy has been a positive one and there has been some improvements in attendance. We will be continuing to develop other strategies to increase the attendance levels at Coober Pedy Area School.

Preschool National Quality standards

The preschool undertook the assessment in term 3 week 2 for the National Quality Standards rating and received the **'Exceeding National Quality Standards.'**

Red cross Breakfast program

The Red Cross Breakfast Club feed on average about 30 children each day. RSAS team have provided outdoor activities to help engage the children before school, such as basketball, hoops and skipping and indoor activities such as colouring in, making cards and origami. They also provide recess and lunchtime activities.

Mining Scholarships

The various mining companies have been strong in their support for our students' learning. Significant funding was made available to students who focussed on their learning in 2014 and this has carried over into 2015. Students have been notified that this money is again available to them to encourage them to raise their standards. The same companies supported our science curriculum, science week, year 7 and year 12 Graduations.

Thiess School Based Apprenticeship

The school leadership team working in collaboration with Thiess, and supported by the DECD apprenticeship broker have secured two places for apprenticeship training at the Oz minerals Prominent Hill mine. The program is scheduled to start next year and will be school based. Successful students will work two days at the mines in their chosen trade receiving training and three days at school to complete other SACE subjects. Thiess will review the program on an annual basis.

Senior Leaders

The Senior Leaders completed their first year in their new role, successfully achieving a range of outcomes. Together they developed the Programming and Planning agreements for teachers, created a Performance and Development handbook aligned with the Australian Professional Standards for Teachers and used this as the foundation for regular Performance and Development meetings with individual teachers; established through consultation with staff the Whole School Agreements for Behaviour Management and Classroom Environments, Teaching and Learning Whole School Agreements are currently in the initial stage of development and will be completed next year. They also re-designed and improved the Student Reports through feedback and consultation with staff and parents and aligned these with the Australian Curriculum, conducted regular hub meetings with their teams, provided Training and Development in accordance with staff and school needs and worked with the Australian Curriculum Implementation Officers to support teachers with planning, programming, teaching and assessing aligned with the Australian Curriculum. The Senior Leaders also supported one



another to manage and effectively respond to Behaviour Management incidents and utilised the counsellors to support a restorative approach to dealing with these situations.

Aboriginal Parent group

An Aboriginal Parent group took place on a fortnightly basis. On average 10 parents attended the meetings that discussed what parents would like to happen at CPAS and the support they needed. We also had a number of CPAS staff attend the meetings including Senior Leaders and Aboriginal Education Coordinator to offer school information to parents. This has been a great way to build relationships with families and the school. The group was supported by a number of parents who offered to help prepare food, distribute invitations and agendas and take minutes at meeting. Meetings will continue in 2015 and we hope that a number of information sessions will be run for parents on a regular basis around learning and student wellbeing.

Stride Programs

The Online Dreaming Film Making program offered secondary students the opportunity to learn how to produce their own short films. Three groups of students in Year 8 – 10 participated in the workshop with Mr Matthew Key and produced three short films. For the first time this year, students were involved in editing their films which were screened at a community film premiere. The students were also involved in putting together a story about the film making program which featured on ABC's Behind the News.

Two Sport for Life programs were delivered this year with sporting role model Jumpin' Joe Hurst. Students from Year 3 to 9 participated in the sporting and motivational workshops.

Literacy Intervention and QuickSmart Maths Programs

The Literacy Intervention program R-7 was extremely successful this year, demonstrating some exceptional growth in our literacy data. The QuickSmart Maths program 3 – 7 also saw improvements in students' mental maths capabilities and the time taken for automatic recall. The data demonstrated that students in across the school were seeing growth in both literacy and numeracy.

Preschool

Programming

This year we have altered how the Preschool program is written, developed and displayed through a term overview and a weekly overview. Each week all staff get together and have a Preschool staff meeting to discuss children's interests and how we can extend them. This forms the basis of the play activities we provide for the next week.

Policies and Procedures

A folder has been compiled with of the current Preschool policies and procedures. New policies and procedures were put into place and will be updated in 2015/2016 with the arrival of the new building. A new philosophy statement was developed that was agreed upon by all staff then taken to governing council.

Enrolments and attendance

The preschool has worked closely with the local childcare centres and agencies within the town to increase Preschool enrolments. We currently have 33 enrolments, 12 students are indigenous 3 year olds and 21 students are in their eligible Preschool year. Throughout 2015 new enrolments will be made when indigenous children turn 3 or new families come to town. We applied for funding due to our Preschool having low attendance and received \$12,050, this allowed us to start up a bus run to pick children up and take them home. Due to this we have seen an increase of attendance of children who were finding it hard to access the centre.





Implications and goals for 2015

- Welcoming and supporting a new staff member in the Preschool.
- Updating the QIP and looking into applying for the 'excellent' rating.
- Developing a staff induction and visitors handbook specifically for the Preschool.
- Getting the Preschool ready to move buildings, writing risk assessments during the construction period, setting up the new building and settling the children into the new building.
- Reviewing policies and procedures to match the new building. (2015/2016)

Early Years

Preschool - Year 4

The Early Years team has continued to strengthen their teaching pedagogy this year with two new beginning teachers joining the team. This year saw the continuation of the Literacy block in the first two lessons of the day. Guided reading has remained a core agreement with all classes teaching guided reading 4 sessions each week. The data from running records has shown again a significant increase in the reading development across all classes from reception to year 4, likewise with the PAT Reading Comprehension data from years 2 -4. Maths has been a focus this year and teachers have been working with Mike Chartres to develop their mathematical pedagogy and knowledge. The PAT Maths data has shown an improvement in years 2 and 4, yet the year 3 cohort are having some difficulties in this area and were well under the national standard growth.

Learning Programs

The existing whole school format was further developed this year in line with the Australian Curriculum and expectations are now in place for programs. Teachers are also handing up their assessment practices and each teacher receives written feedback each term with suggestions for further development.

Future Directions: In 2015 we will be further developing our programming with curriculum mapping across the early years so that all areas are covered. We will also need to look at how we can effectively store programs and will need to look at archiving electronically.

Observations & Feedback

All staff are observed and are given regular feedback both written and oral, in a timely manner. This year, all teachers were observed for a lesson and received written feedback in line with the AITSL standards and TfEL. Peer observations have occurred on a smaller, informal basis this year.

Future Directions: The Peer Observations will be re-introduced in 2015 with opportunities for all teachers to be observed and observe others, give and receive feedback to and from colleagues.

Student Behaviour Management

The Early Years team spent time discussing the step process used in classrooms and the environment that we set up for students and the impact this plays on engagement, behaviours and the feeling of connectedness to their own surroundings. As a team, agreements were formed to support the school's behaviour management policy and the step process that is used in each classroom. Senior Leaders support teachers' right to teach and student's right to learn, and are always quick to respond to any issues and requests for assistance or removal of a student due to certain behaviours. EDSAS is used to record behaviour management, and teachers are encouraged to regularly communicate with parents and caregivers any concerns that arise.

Future Directions: teachers to ensure they are recording down incidents as they occur in their diaries and also on EDSAS. Training may be required for new staff so they are familiar with the system. The school relationships Policy will also need to be updated in 2015 as there are elements that are no longer used that need to be changed/ updated.

Building Teacher Capacity

This has been supported by teachers actively taking part in a self-review process against the Australian Professional Teaching Standards and conversations and goals setting that took place in performance and development meetings. Regular meetings were held each term with their Line manager and classroom observations also became part of this process. Engagement with the Australian Curriculum and TfEL were focuses this year and supporting teachers to plan using learning design, and moderate with peers has opened staff up to the idea of working closely with colleagues and deprivatising their practice even further.

Middle Years

Year 5 – Year 9

Cooper Pedy has not implemented a Middle Years Senior leader for some years, prior to this year having focussed on Primary and Secondary sections of the school. With a focus now on the middle years of schooling, this year has seen the middle years teachers reflect on their current practices and structures, looking at what works and what must be developed.

Earlier this year Megan Winen the 4/5 teacher won a \$1500 grant to participate in the New Media Film Production competition run by DECD. The children learned to brainstorm script, story board, direct, act and edit, resulting in a three minute short film on the theme of Inclusivity tied to one of the core school values. It was a high engagement task aimed at extending high performing students and engaging those who struggle with traditional literacy rich topics. The children reflected on the unit as their most positive achievement of the year.

To improve structures, practices and student achievement within the middle years the Senior Leader sought evidence from middle year's students, teachers and support staff in relation to wellbeing, best learning practices, academic achievement data, methodology and pedagogy. Responses from this indicated that transition from Primary to Secondary is a sudden leap and currently the transition process does not support students in preparing for the different expectations of high school. Data showed that many students in Year 8 at CPAS had not progressed and in some cases were going backwards (refer to PAT data). NAPLAN data showed that students in Year 9 had made very little if not any progress from Year 7 to Year 9 in Literacy and Numeracy. Feedback showed that many students felt disengaged in small class sizes and that they had difficulty socially with few people to connect with. Students wanted consistency amongst teachers and their expectations of them, they also expressed that they wanted to develop positive relationships with their teachers and have enough time for teachers to work with them and get to know them. With this information in mind the Middle Years Senior Leader worked with middle year's staff through collaborative discussions to identify factors/blockers that were prohibiting the success of the teacher and student in the middle years and to then propose changes for 2015.

Students in the primary years undertake ten English lessons per week with students in Year 8 and 9 currently dropping to four lessons per week. With data also reflecting a drop in literacy growth in Year 8 and 9, 2015 will see an increase of English lessons for Year 8 and 9 students, from four to six lessons per week and including two intensive double lessons to be integrated into the literacy block in the unit with the remaining middle year's classes.

Middle schooling promotes collaborative teaching, integrated curriculum, a seamless transition between primary and secondary schooling, and small learning communities that provide students with sustained individual attention. In 2015 teachers will work within their own small learning communities to plan, program and assess collaboratively. Teachers will collaborate and work together to form



curriculum maps for English, Maths and HASS from Year 5 – 9. Data collection practices will also be revisited and modified for consistency throughout Year 5 – 9 along. The introduction of flexible learning environments will be introduced to the unit, providing diverse learning spaces to support the individual needs of the students. Methodology and pedagogical practices will be an area for development in 2015.

Senior Years **Year 10 - Year 12**

Careers Expo 2014

Our Year 10, 11 and 12 Students went to Adelaide for the Careers Expo in term 2; the students also took the opportunity to visit a number of Universities. This afforded them the opportunity to explore the various careers available to them.

Senior Secondary Year 12

In 2014 6 students gained their SACE Qualification out of 6 Potential completers. This represented a 100% SACE completion.

SACE Stage 1 **Numeracy** Requirement (2014)-Compulsory (Semester 1)

Grade	Number of Students
A	0
B	2
C	6
D	1
E	0

Number of students = 9

Number of students who achieved this requirement= 8

Percentage of achievement= 88.89%

SACE Stage 1 **Literacy** Requirement (2014)-Compulsory (Semester 1)

Grade	Number of Students
A	0
B	0
C	2
D	2
E	6

Number of students = 10

Number of students who achieved this requirement= 2

Percentage of achievement= 20%

SACE Stage 1 **Numeracy** Requirement (2014)-Compulsory (Semester 2)

Grade	Number of Students
A	0
B	1
C	3
D	0
E	2

Number of students = 6

Number of students who achieved this requirement= N/A

Number of Students who achieved another 10 credits towards their SACE= 6

SACE Stage 1 **Literacy** Requirement (2014)-Compulsory (Semester 2)

Grade	Number of Students
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A	0
B	3
C	5
D	0
E	0

Number of students = 8

Number of students who achieved this requirement= 8

Percentage of achievement= 100%

Apprenticeship Broker

The school has received support from the broker to enable students access Vocational Education Training (VET) of their choice. We have had a number of students enrolled into Vet courses that will enable them to receive SACE credit at Stage 1 and Stage 2 in order to help student's complete year 12

Literacy and Numeracy

Key literacy focus at this site in 2014

Guided Reading- Teacher explicitly teaches the focus reading strategy, which has been determined by running record analysis→provides a text orientation→students read the text and the teacher records when they use the focus strategy→teacher provides feedback on focus strategy and students discuss the text.

Reciprocal Reading- Students are provided with a text that is at their instructional level. They are then given role cards to be discussed before, during and after reading. Some roles include: Inferer, text typer, summariser, synthesiser, word wizard, predictor, connector, visualiser.

Genre writing- Explicit teaching of focus text types using the teaching and learning cycle with a specific focus on individual, small group and whole class learning needs.

Key numeracy focus at this site in 2014

Quick-Smart program to develop automaticity in basic number facts for students in Year 3-7, students accessed 15-minute number skills mini lessons four days a week. The lessons were broken into five minute blocks Strategies→Speed Sheets→Flash cards.

Self -review of how we teach Maths, confidence in planning, differentiating, and instructing - through coaching.

Teachers planning maths using the 5e's instructional approach to increase student engagement and learning outcomes.

Mike Chartres Numeracy workshops for years R-7 focussing on the engage and explore phase.

NUMERACY		
What the Data Says	Achievements	Directions for 2015
<u>PAT-MATHS TEST</u> 53% of students at stanine 4 or above compared to 31% in 2013 10% of students at stanine 7 or above compared to 4% in 2013 <u>OZCASS Quick-Smart Assessment</u> All students showing high improvement	Managed and implemented the Quick-smart Maths program in all classes from 3-7, which aimed to develop automaticity in the basic number facts for all students not meeting the standard Introduced modelled and coached staff on the 5E instructional approach in Maths, focussing on the	Introduce the numeracy block which outlines common components and teaching pedagogies with a key focus on the 5E instructional approach, Problem Solving and Reasoning. Consolidate quick-smart program and ensure the 5 minute strategy mini-lesson occurs every day Develop common approach for



<p>20% of year 4 students meeting the addition standard compared to 0% in 2013</p> <p>15% of year 4 students meeting the subtraction standard compared to 0% in 2013</p> <p>The quick-smart program was run in class, 4 days a week for 15 minutes</p>	<p>engage and explore phase.</p>	<p>teaching students how to read, solve and break down questions</p>
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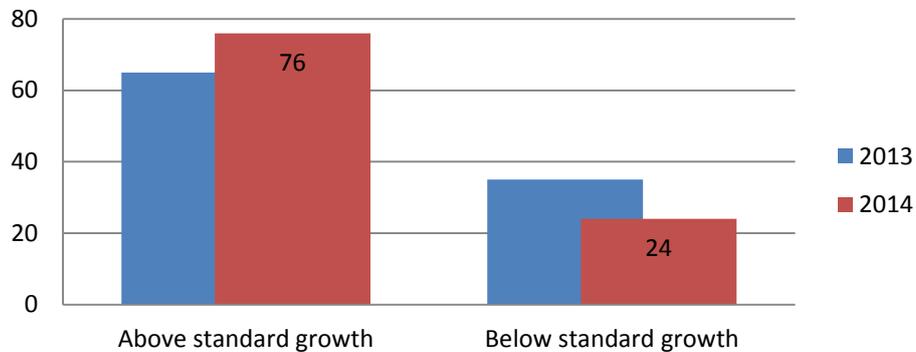
LITERACY		
<u>What the Data Says</u>	<u>Achievements</u>	<u>Directions for 2015</u>
<p><u>PAT-R Comprehension Test</u></p> <p>Doubled or tripled National Average growth in year levels 2-7</p> <p>Above national average growth in years 8-10</p> <p>15% of students at stanine 7 or above compared to 6% in 2013</p> <p>57% of students at stanine 4 or above compared to 48% in 2013</p> <p><u>Running Records Data*</u></p> <p><i>This data includes students with >60% attendance</i></p> <p>Average growth of 2.5 levels per term</p> <p>55% of students reading at or above their year level standard, compared to 38% in 2012</p> <p>18% of students more than one year below their year level standard, compared to 42% in 2012</p>	<p>Consolidation of the Literacy block from Pre-School to year 7 with a focus on the Big 6, that included the following components:</p> <ul style="list-style-type: none"> • Shared reading with a focus on reading comprehension strategies • Phonics/Vocabulary/sight words • Guided/Reciprocal Reading • Writing using the TLC and CPAS genre map <p>Worked directly (in class) with 11 teachers from R-10. Some strategies included classroom observations with targeted feedback, and pre and post meetings, modelling, team teaching, team planning using learning design, data analysis to define long and short term goals, the provision of resources and research papers, and the development of the whole site approach and agreed teaching strategies in reading and writing.</p> <ul style="list-style-type: none"> • Led the whole site moderation of the EAL/D levels. • Led whole school data collection and analysis to support whole site planning, and long and short term teaching goals. • Supported teachers with running records, particularly conducting MSV analysis to determine guided reading goals 	<p>Continue consolidation of the CPAS Literacy block</p> <p>Continue with data collection to monitor whole site effectiveness and support teachers with determining teaching goals</p> <p>Ensure Reading Intervention occurs for the 18% of students that are more than one year below the CPAS standard</p> <p>Review the 8-10 literacy agreement, genre map and design of assessment task sheets with a literacy focus</p> <p>Develop whole site approach to developing tier 2 and tier 3 vocabulary</p> <p>Continue the EAL/D levelling and moderation, and ensure the whole site data is analysed effectively.</p>



CPAS PAT Reading Comprehension Test 2014

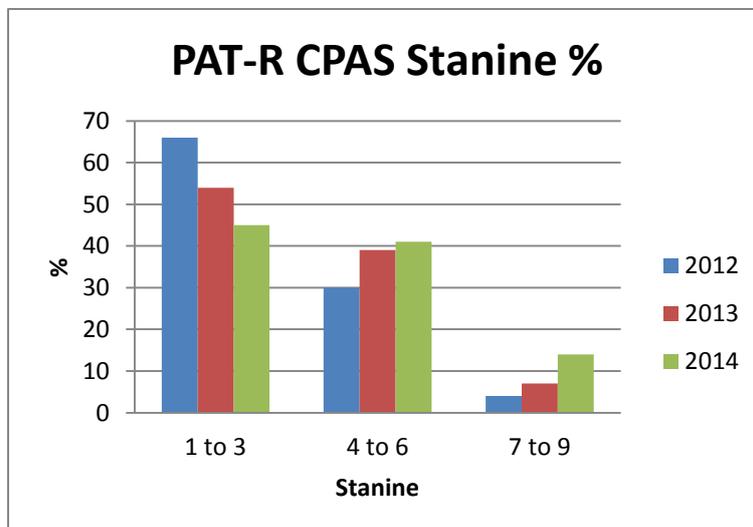
Year	2	3	4	5	6	7	8	9	10
NAT Standard Growth	9	9	8	6	3	2	4	3	6
CPAS Mean Growth 2014	22.7	20.6	15.1	14.6	8.4	6	4.8	8.4	6.8
CPAS Mean Growth 2013	-	11.1	10.1	11.1	8.32	4.9	1.4	7	10.7
CPAS Mean Growth 2012	-	11.1	11.8	6.24	0.84	3.38	0.88	3.55	3.35

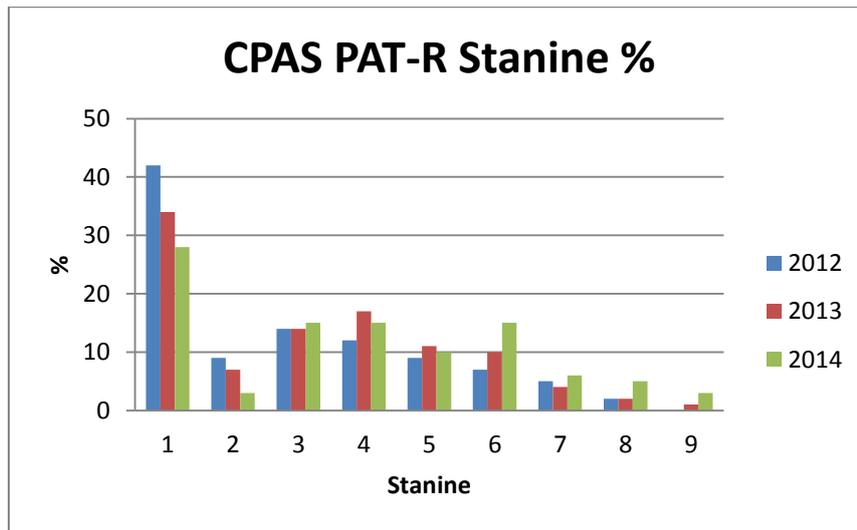
PAT-R CPAS Standard Growth Percentage



Stanine 1-2	Very low
Stanine 3	Below average
Stanine 4-6	Average
Stanine 7	Above Average
Stanine 8-9	Very high

PAT-R CPAS Stanine %





Reading Growth Number of Levels R-7

Standard Growth-2	Number of reading levels increased	Average growth per student
Term 4 2012-term 1 2013	153/73 students	1.1
Term 2 2013	368/95 students	3.9
Term 3 2013	238/77 Students	3.1
Term 4 2013	178/72 Students	2.4
Term 1 2014	214/89 students	2.4
Term 2 2014	196/78 students	2.5
Term 3 2014	186/77	2.4

*Does not include 21 students, who had <60% attendance

R-3 Reading Ability Bands

	Term 1 2013 Number / %	Term 2 2013 Number / %	Term 3 2013 Number / %	Term 4 2013 Number / %
More than one year below	33(42%)	18(23%)	15(18%)	21(24%)
0-12 months below	16(20%)	24(31%)	24(29%)	20(22%)
At or above	29(38%)	36(46%)	44(53%)	46(52%)

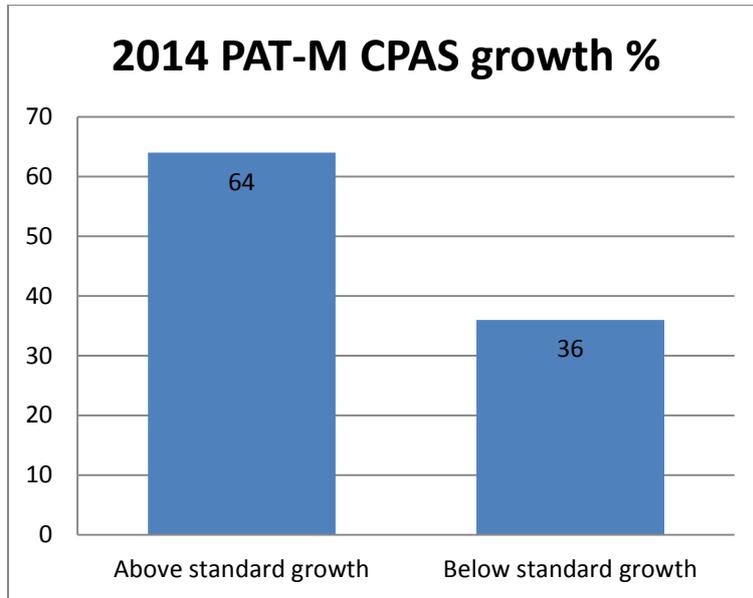
R-3 Reading Ability Bands*

	Term 1 2014 Number / %	Term 2 2014 Number / %	Term 3 2014 Number / %	Term 4 2014 Number / %
More than one year below	23(28%)	17(23%)	14(18%)	
0-12 months below	18(22%)	20(27%)	20(26%)	
At or above	40(49%)	37(50%)	42(55%)	

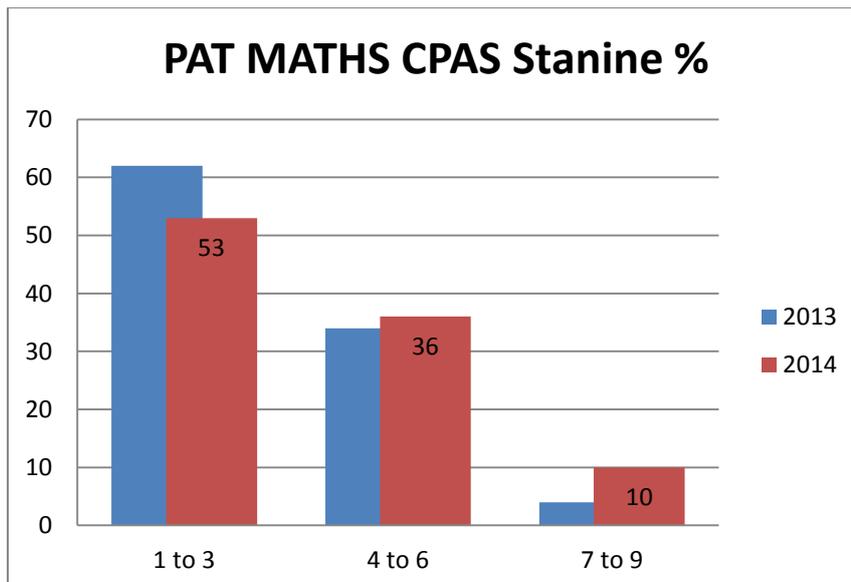


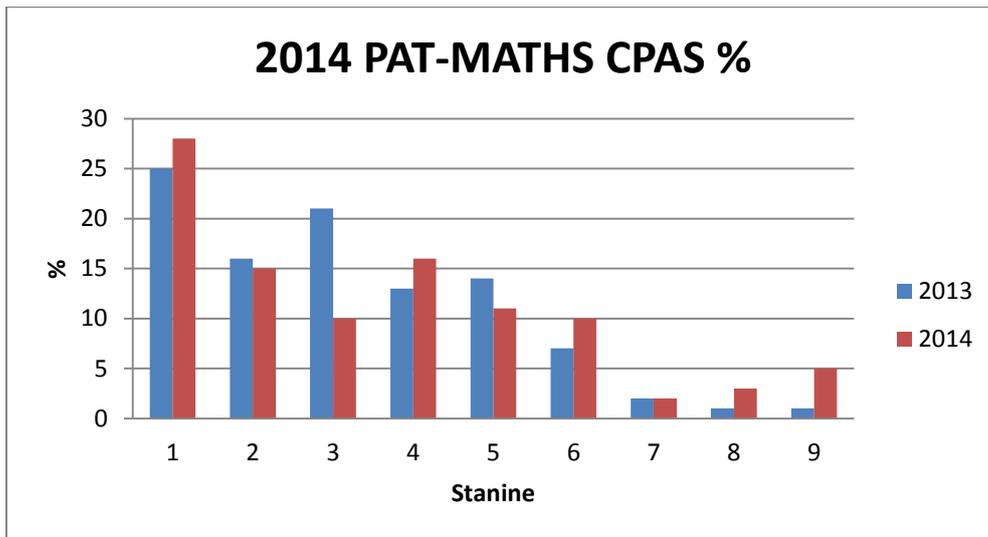
CPAS PAT Maths Test 2014

Year	2	3	4	5	6	7	8	9	10
NAT Standard Growth	15	14	6	6	4	1	2	1	4
CPAS Mean Growth 2014	18	9	10.8	9.6	8.3	11.1	8.9	3.3	3.3



Stanine 1-2	Very low
Stanine 3	Below average
Stanine 4-6	Average
Stanine 7	Above Average
Stanine 8-9	Very high





Aboriginal Education

School and Community Partnership agreement

At the start of 2014 the two Aboriginal Community Engagement Officers (Pearl Austin and Sandra Warren) and the Aboriginal Education Coordinator (Tamara Sutton) developed the Aboriginal Education Action Plan for 2014-2016. This documented the future direction of Aboriginal Education at Coober Pedy Area School and supports the *Aboriginal Strategy 2013-2016* which was developed by the Department of Education and Child Development. The Action plan covers the areas of *Engagement and Connections, Pathways, Attendance, Readiness for School and Literacy and Numeracy*. The action plan was developed in consultation with CPAS staff members, Community organisations and families. The plan has been approved by the Governing Council and will now be the CPAS School and Community Partnership agreement.

Emergency lunches

Each class is provided with bread, margarine, cheese and spreads for those students who may require an emergency lunch to ensure that all students have enough energy to learn to their potential. The Remote Schools Attendance Strategy team also started providing a variety of hot foods as an option for students who needed emergency lunches.

Aboriginal Perspectives and Antikirinya Language Program

This year class teachers have taken on the responsibility of incorporating Aboriginal Perspectives and Antikirinya language into their classrooms with support from the ACEO's. This has been important as Indigenous Perspectives are an important cross- curriculum priority in the Australian Curriculum.

Case management

Teachers and students have been involved in the case management of Aboriginal Students in two ways. All students in the school have been involved in completing an Individual Learning Plan (ILP). Students have been developing goals and reviewing these goals every three weeks. ILP's are filed in Aboriginal Education room for all Aboriginal students as well as being kept in student files. Teachers also completed *Getting Them on Track* data for every Aboriginal Student from Reception to Year 9 and *Keeping them on Track* data for students from Year 10- 12.

DEADLY Centre

The DEADLY Centre was taken over by Sarah Turner this year and has had a number of exciting activities and achievements. One of these was the development of a book based on a recount of a cultural visit to the Breakaways by Local Elder Ian Crombie. Dave Laslett, a local photographer, accompanied students and staff on the excursion and took photos of the day. On returning to school



the students worked together to write a recount of the day. The book was then translated into Yankunytjatjara by Marion Baker. The book will now be used as a learning resource in the school to encourage students to understand the cultural significance of the Breakaways and inspire students to read in English and Yankunytjatjara. There has been improvements in literacy and numeracy particularly in student reading levels and the use of QuickSmart Mathematics. There has been a number of students who have returned to and reengaged at school have being away for a significant period of time. There has been a reduction in disruptive and violent behaviour and a decreased number of suspensions.

Counselling

Early in the year it was discovered that having a flexible and collaborative approach to school counselling was required in order to meet the needs of the school community. In total for 2014 the two school counsellors have been case managing 88 students. Within this group of students there is almost an even split between students seen individually and jointly case managed.

The two counsellors have also case managed several long term non-attenders by conducting home visits and working through barriers that may be impacting on their attendance and wellbeing. In addition to home visits, regular communication is maintained between the counsellors and families/caregivers and other agencies that may be working with the family.

As part of the ongoing case management of students the counsellors are regularly communicating with local agencies including Families SA, Aboriginal Family Support Services, Community Health, Uniting Care Wesley.

Student Representative Council (SRC) / Students Working Actively Together (SWAT)

There were a number of challenges that the SRC felt limited their effectiveness as a group. One was the inconsistency of trying to have class meetings during Pastoral Care when so many other things were supposed to happen during those lessons. As a result of discussion the school has agreed to start up a SWAT program (Students Working Actively Together) starting in 2015.

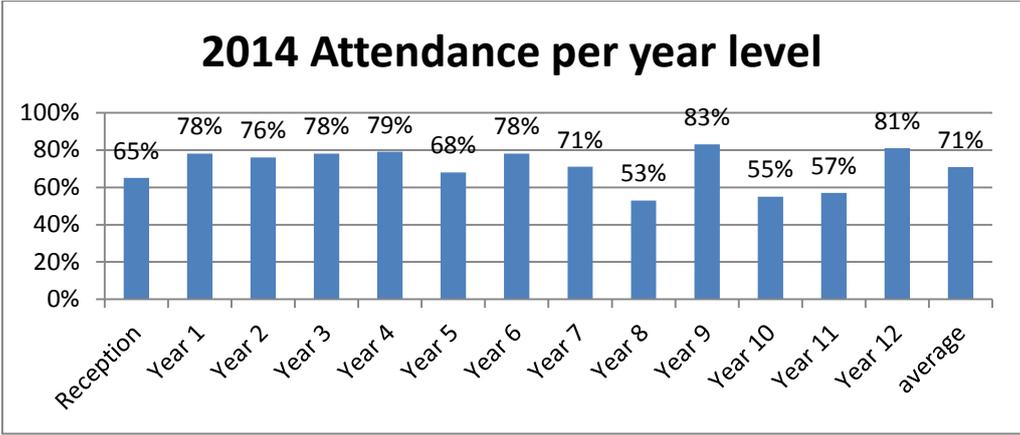
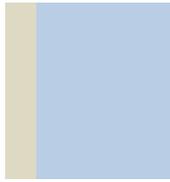
What it looks like:

- These teams would run throughout the year: Wellbeing, Indigenous Perspectives, School Community and Be Active.
- Other teams would form as issues or ideas are raised and would go for a set period of time.
- Student Forums for each issue will run by the counsellors before S.W.A.T teams are formed. All students have the opportunity have their voice heard at the forum and a small team will be formed after.
- Students are to be on only one team at a time.

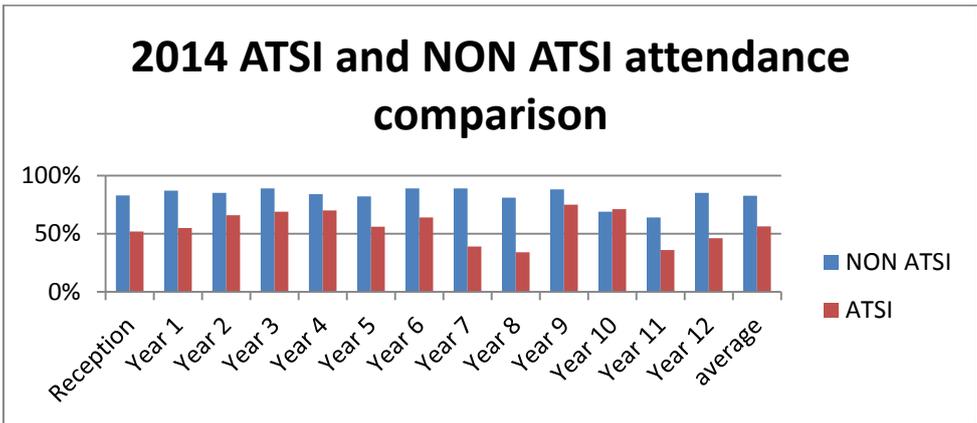
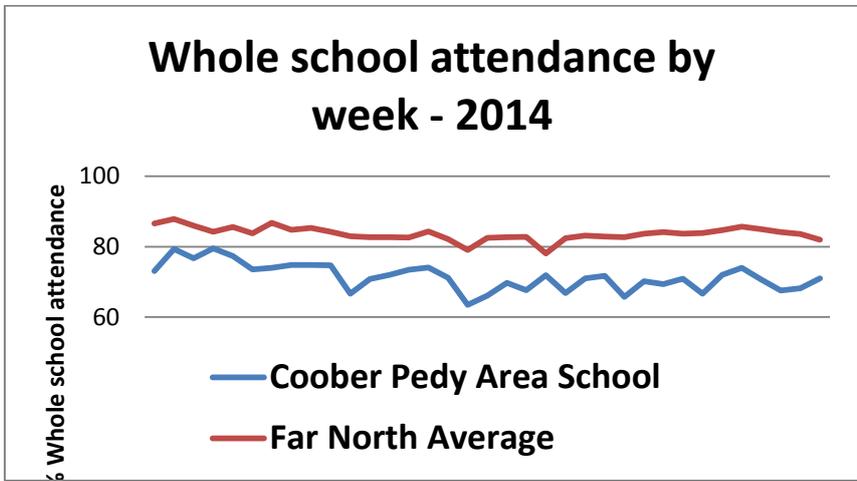
Attendance

The Student Attendance Team consisting of the secretary, two counsellors, Aboriginal Education Coordinator, Aboriginal Community Education Officers, and representatives from the Remote School Attendance Strategy meet weekly to discuss reasons for student absence and ongoing case management.

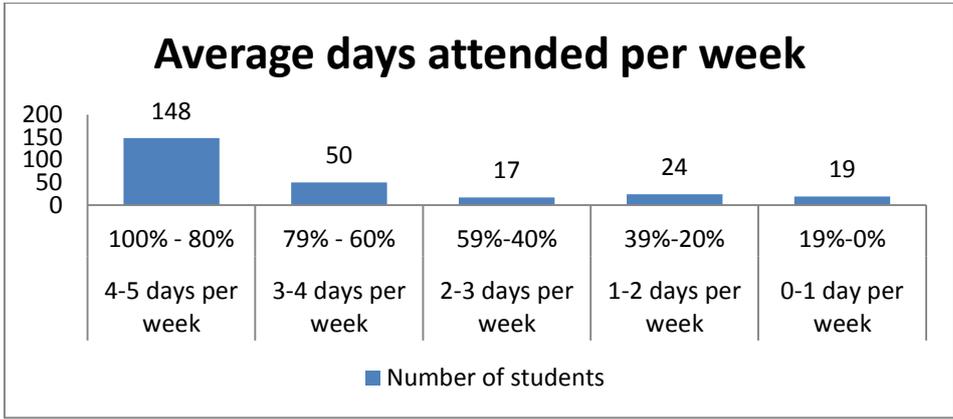
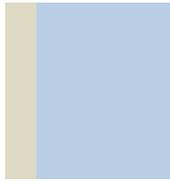




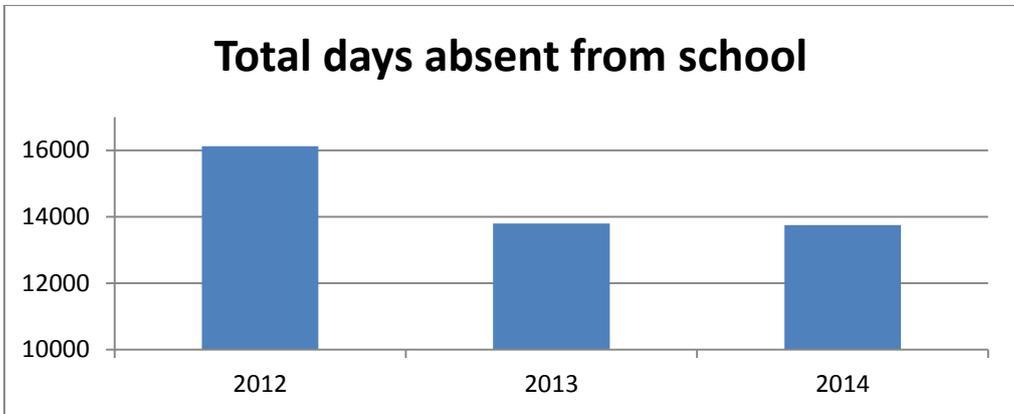
- Data indicates that the attendance of students from R-12 was 71%. This falls below the state average of 90% and the site target of 85%. It is also a decrease compared to 2013 where attendance was 75%.



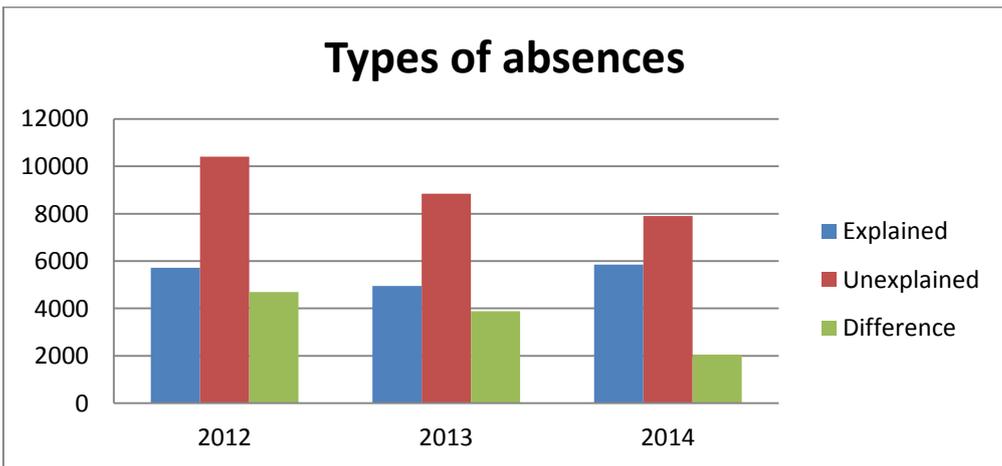
- There was a difference in average attendance of 27% between ATSI and NON ATSI students.



- The data shows that students that attend at least 3 days a week on average have a 76% likelihood of exceeding the expected growth in their year levels in reading and 60% likelihood of exceeding in maths.
- 23% of students fall below the 3 day a week or less average.



The total number of days students were absent from school remained consistent with 2013.



- Although the total days absent from school remained the same as in 2013 the types of absences changed.
- Since 2012 there has been a 27% decrease in the number of unexplained absences.
- As a result of the Student Attendance Team’s consistent meetings explained absences rose by 16% in 2014 cutting the difference between explained and unexplained by 61%.
- 42% of all absences were explained in 2014 where as 58% remained unexplained.

In 2014, SAASTA introduced a new initiative, with the inaugural SAASTA AFL Power Academy. The program is designed to assist schools in driving the retention and success rate of Indigenous students in SACE compared to their non-indigenous counterparts. This program, on top of the commitment to curriculums run in SAASTA schools for year 10, 11 and 12 students, offers another viable pathway for 30 of the best footballers with commitment to all facets of their schooling. In 2015, SAASTA have announced the introduction of a Netball and Cricket academy to supplement the state-wide demand by schools and students for further opportunities for ATSI students. This announcement is all the more exciting for Coober Pedy's academy, as Tequila LeBois, at a recent event, was one of three students asked to join the state youth Indigenous cricket team for training in Adelaide.

Year 11 student shines brightly

This year, without a year 12 cohort of internal ATSI students, one year 11 student stood up to the challenge of completing the stage 2 subject in year 11. Throughout the year, he faced this challenge with remarkable persistence, and was rewarded with excellent results. The student thrived in the course, developed discernible confidence as a leader and showed great creativity and critical reflection with all of his tasks, which were mostly achieved by independently capturing and editing video footage of his involvements and reflections.

Academic Achievement

- SAASTA students achieved C or greater four times more than D, E or N/A
- SAASTA students recorded 16 results below C for a subject

Attendance

- Average cohort attendance for 2014: 81%

Academy Figures

- Students enrolled in SAASTA – Semester 1 (7) – Semester 2 (11)
- Integrated Learning subject taught
- SAASTA cluster created with Roxby Downs AS
- 100% of year 8-9 SAASTA students passed modified Integrated Learning with a C or greater