As an ongoing Improvement and Accountability process for the Department for Education and Child Development our Annual Report provides accountability to the Eudunda Area School Community on the monitoring and reporting of achievement of our school priorities and performance.

Lynne-Maree Hastings- Principal Eudunda Area School 2012
Welcome to the Eudunda Area School 2012 Annual Report. This report captures many highlights and work achieved towards making Quality Teaching and Learning our priority.

Eudunda Area School Context within Community-

Eudunda Area School is situated 108km north of Adelaide in the Mid North Regional Council of Goyder. The town with a population of approximately 900 is central to a rural area characterised by diverse farming interests and families that are employed within the local area or commute to other townships for employment. Eudunda is the birthplace of Colin Thiele, author and educator, and has a local heritage gallery and many community based committees and clubs. Some local sporting clubs make use of the Community Gymnasium located at the Eudunda Area School. The Regional Council of Goyder has recently renovated the town’s Swimming Pool with facilities adjacent to the community oval and this gives another recreational pursuit. Eudunda Area School hosts a Eudunda and Districts Community Library catering for many residents as well as the students at the school.

Eudunda Area School is part of the Department for Education and Child Development- Yorke and Mid North Region. The original school was opened in 1946. The school is identified as a category 4 school on the DECD Index of Educational Disadvantage with an Index of Community Socio-Educational Advantage (ICSEA) of 987\(^1\). Unemployment and financial hardship affects many families, and as a result of this the Governing Council supports the annual school fees being set at the school card rate.

Robertstown Primary School and St. John’s Lutheran Primary are nearby schools. Eudunda Pre-School and Eudunda Child Care Centre are both located 500 metres from Eudunda Area School. Students transition to Eudunda Area School in Reception and Year 8.

General Introduction-

2012 began with the fabulous news that the application for a federally funded Trades Training Centre was successful! Thanks go to all community and business members who supported our application. The Trades Training Centre will enabled students to access certificates in Rural Operations diversifying in Horticulture, Land Management, Organic Farming and Sustainability. Automotive, Welding and Electronics is also offered. The Home Economics Centre will receive an upgrade with the intent that produce grown will be used to prepare gourmet foods. Nuriootpa and Kapunda Secondary Schools are our partners and can offer our students other choices of trade programs such as the Wet Trades and Hospitality.

The integration of the Early Years Framework- Being, Belonging & Becoming within our Junior Primary enabled stronger links with Eudunda Pre-school. This ensured the continuity of socialisation and learning for our new students.

As a part of the DECD Improvement & Accountability process, Eudunda Area School was successful once again in our Self Review process, and, validated by a panel of four external members. The outcome was 11 commendations for our work and efforts as Leadership & Staff continue to improve learning and wellbeing for our students.

Eudunda Area School Mission Statement

Eudunda Area School in partnership with the wider community is committed to excellence and providing the best educational opportunities for all students within a respectful learning and teaching environment.
COMMUNITY

“We will promote active citizenship through engagement with the wider community.”

2012- Strong links with community as evidenced by:

- Dedicated Governing Council that includes community & SAPOL representation, that have been advocates for school based events, reviewing school priorities and the work achieved as part of the improvement process
- Continuity of SAPOL assistance with student wellbeing through Drug Awareness, Cyber-bullying, and Safety sessions for students
- Involvement of the Regional Council for Goyder’s staff and funding in EAS Youth Week in the community
- Involvement of Wellbeing Coordinator & Principal in review of Regional Council of Goyder’s Youth Strategy 2012-2013 plan
- Many businesses offering work experience to students
- Eudunda Medical staff & services offering support for some students
- Australian Business Week and Round Table Assessments support for students through community volunteers, mentors and involvement
- Community members enrolling for some subjects

CULTURE & WELLBEING

“We will foster a culture that promotes school pride, common values and genuine care and concern for the well-being of all school community members.”

2012- Strong commitment to action as evidenced by:

- Student Leadership Team working in conjunction with Principal and Wellbeing Coordinator to develop leadership skills, profile, and Mission Statement for student voice. As below- “Change Agents”
  “To be a valued, powerful team. Together we will contribute in creating an enjoyable, safe and successful learning environment”
- Staff, Student, and Parent Grievance procedures reviewed and updated
- Continuation of School Values related to wellbeing for learning focus & alternative program for the first week of the school year involving all classes & staff- Rec- 12 setting their individual goals for both wellbeing and learning.
- Success Assemblies to acknowledge achievement and individual performance goal outcomes for students
- A Wellbeing Action Team comprising of students & staff created to focus on the implementation of The National Safe Schools Framework, review of policies concerned with Wellbeing.
- All staff updated training & certificates on the Responding to Abuse and Neglect Program.
- Eudunda Area School acknowledged in Kids Matter- Australian Primary Schools Mental Health Initiative Edition of the positive work achieved “growing wellbeing step by step”
- A dedicated learning time for Pastoral Care in secondary, with the implementation of “Bounce Back” resilience program for primary classes
Considered Highlights for 2012 - A taste of the Culture at EAS!

- **The official opening of the upgraded facilities** in the Eudunda & Robertstown Districts School Community Library by Senator Alex Gallagher- Federal Minister of Parliament for S.A.
- **Participation in the National Tree Planting Day** – students had grown the trees in Agricultural studies that were planted in the community
- **Participation in the Junior Youth Environment Forum** at Farrell Flat by Primary SLC members discussing environmental issues, conducting waste audits, and learning about conducting a biodiversity audit.
- **Combined Harmony Day** with Robertstown Primary and community members
- **Youth Week Celebrations in the main street of Eudunda** – a showcase of services represented by Eudunda/Kapunda Health Promotion Team, Carers Link, Inner North Health Services, Kids Matter SA, SAPOL, Regional Council for Goyder, local Eudunda Businesses, local Ambulance and Country Fire Services, whilst our students enjoyed a “Purple Brick Road” approach to learn about each aspect and being a part of their local community
- **Art Gallery Exhibition** - A display of student work in the Eudunda Town Hall supported by families and community who voted for a “People’s Choice Award”
- **Participation at Operation Flinders** by a group of 10 students who excelled in their teamwork and leadership skill development climbing a mountain 770 metres high
- **MusO Magic Workshop** for students working with artists to write songs and make a You Tube Clip displaying their work about Teenage Issues and Resilience
- **Reisling Trail Ride & Pedal Prix 24 hour Endurance** participation of a team of riders enjoying a 33k ride along the Reisling Trail as a build up to the 24 hour Endurance Australian International Pedal Prix event at Murray Bridge
- **SANTOS Sport** – a team of students competing at State Level with students receiving first places in Shot Put, the 800 & 400 metres sprints & High Jump
- **Swimming Carnival & Sports Day** - Kavel victories for both
- **The Duke Of Edinburgh Award**- three students have begun by becoming involved in their local community and undertaking the challenges of the internationally recognised development program.
- **Defence 2020 Youth Challenge**- participation by 16 students in a program delivered by The Australian Defence Force
- **Donation of Blood** by those members of the Student Leadership Committee who were age appropriate as part of the “Club Red” Program
- **Participation at the Adelaide Festival of Music** for our Primary choir students
Eudunda Area School Guiding Principle - In preparation for lifelong learning we will encourage all members of the school community to achieve to the best of their teaching and learning potential.

**SPALL (Secondary Principals As Literacy Leaders)**

Eudunda Area School became a part of the SPALL project resulting in professional development that enabled a review of the cycle of Whole School Literacy Planning.

**Outcomes Achieved**

- Staff development and work towards whole school agreements to use a trial unit planner to cater for the Literacy Capabilities as part of the Australian Curriculum and SACE expectations.
- A comprehensive review of previous years data from NAPLAN to inform areas of focus for 2012 onwards.
- Literacy Action Plan developed 2012.
- The use of ACER’s Progressive Assessment Testing online tools to accurate gauge areas of needed improvement of students in Reading Comprehension, the use of Vocabulary and Numeracy.
- The review of Literacy within the Early Years with a focus on Oral Language Development, and Running Records for Reading.

**Performance Development Processes**

Teaching Staff participated in developing a whole school understanding and agreement on Performance Planning and Review.

**Outcomes achieved**

- All teaching staff monitored their performance with line managers based upon the National Professional Standards for Teaching, the use of The Teaching For Effective Learning document, including feedback data from students and Literacy observational checklists.
- All staff were involved in Classroom observations of their teaching practice.

**Flash back 2011 - students R-12 surveyed teaching area for improvement was 3.1 - Teach Students How To Learn**

(The teacher develops students’ understanding of learning and expands their strategies for thinking, learning and working collaboratively. pg. 46-49 Tfel)

**2012 Acting on the Feedback Provided by our Students**

3.1 Develop Expert learners - Teach students how to learn

“Learners are capable of higher levels of thinking and learning when they are aware of their thought processes.” – SA Tfel

Develop our metacognitive strategies with Professor Mike Lawson with Max and Elle (School Captains) representing Learners at training & development.

**Outcomes Achieved**

- The teacher develops Learners’ understanding of learning and expands their strategies for thinking, learning and working collaboratively.

**Overall increase of 17% of students in the agree or strongly agree**

- Develops Learners’ self awareness re strengths, preferences, & areas for improvement

**Increase of 26% of students in the agree or strongly agree**

- Explicitly teaches and names strategies for thinking and learning

**Increase of 22% of students in the agree or strongly agree**
Statistics for 2012

Where do students come from and how many travelling on school busses?

- Australia Plains
- Bower /Sutherlands
- Hansborough
- Julia/Hampden
- Neales Flat
- Robertstown/Area
- Stonefield
- Eudunda Township within 5k radius

107 students on busses out of 166 students total for

Student Cohort 2012 Total
166.2 (August Census)

New Enrolments total 2012 = 39

Students Leaving Primary = 29

Students Leaving secondary (including Year 12) - 40

Reasons for leaving include

- Seeking /or Employment - 19
- Interstate - 2
- Moved Unknown - 1
- Transfer - 8
- University - 4
- Apprenticeship - 2
- TAFE - 4

The number of students for 2012 both enrolling and leaving is less than 2011. (2011-57 students were new with mobility being a large factor in 31 leaving)

Student numbers entering at the transition point of Reception and the early years of Schooling have been in decline, however at the transition point of Year 8 numbers are slightly above the 2010/2011 totals.
In 2012 an Attendance plan was actioned to attempt to increase EAS Attendance Levels to the DECD Target of 96%. Strategies included regular following up of unexplained absence and working with the Yorke/Mid North Attendance Officer to make contact with families who had more than 10 days absent from school within a term.

Attendance average improved from 2010/2011 from 88.5% &87.8% to 2012- 93%

Illness and Family days were main reasons for lack of attendance.

Lateness will be targeted for 2013 as many students came to school late- after 9am

It is pleasing to note that in 2012 Retention rates of students in Years 8 to 12 has improved greater than 2010/2011 school results to 75% compared to the region- 64%. This however slightly below the DECD rate of 84.7% FT.
Site Summary Data- 2012

2012 progression ratios are indicative of student transience. The cohorts from Years 3 to 6 are much lower than Region and DECD data.

The black diamond represents current score, and the white dot your previous result (if your site participated last year).

It is pleasing to note that Parent and Staff perception data indicate that 2012 scores have improved in the areas of Support, Relationships, and Leadership from the previous year.

Percentage of parents that Strongly Agree & Agree

Students from all backgrounds and cultures are treated fairly at this school. 82%

Parents have the opportunity to participate in decisions about their children's education. 93%

Percentage of Staff that strongly Agree or Agree

100% Assessment processes used in the school provide information on students' strengths and areas for further development.

100% Staff at this school care about each other.
The graphs in both Reading and Numeracy indicate the percentage of EAS students above the National Minimum Standard. (This is attaining to the DECD Standard of 1 Band or more above the National Minimum Standard) For Year 3 this is Band 3 or above, Year 5 Band 5 or above, Year 7 Band 6 or above, Year 9 Band 7 or above.

It is notable that the results for Reading, Numeracy, Writing and Spelling at Year 9 for 2012 are higher percentages of students above the NMS than the previous years.
**Table 5: Year 3 Mean Scores**

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Numeracy</td>
<td>330.6</td>
</tr>
<tr>
<td>Reading</td>
<td>366.0</td>
</tr>
<tr>
<td>Writing</td>
<td>402.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>352.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>376.9</td>
</tr>
</tbody>
</table>

- Year 3 Numeracy Mean scores are lower in 2012 than the previous 2010 & 2011 Mean scores. It is recommended that professional development with current Numeracy Teaching Practice continues with the assistance of a Regional Numeracy Coach for 2013.
- Both Reading, Grammar & Writing Mean scores are lower in 2012 than the previous years. It is recommended that Quality Teaching of Reading and Writing continues in 2013, with assistance of Regional Professional Development programs to enhance learning opportunities for students.

**Table 6: Year 5 Mean Scores**

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Numeracy</td>
<td>427.8</td>
</tr>
<tr>
<td>Reading</td>
<td>435.7</td>
</tr>
<tr>
<td>Writing</td>
<td>429.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>438.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>424.3</td>
</tr>
</tbody>
</table>

- Year 5 Writing has improved in mean score for 2012 compared to previous years. The focus of teaching explicitly on the new genre of persuasive writing may attribute to this result.
- Grammar mean scores are higher than the previous years, with Spelling and Reading higher than 2010.
- Numeracy Mean score is lower than previous years and as indicated above the utilisation of a Numeracy Coach for 2013 is a recommendation.

**Table 7: Year 7 Mean Scores**

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Numeracy</td>
<td>508.4</td>
</tr>
<tr>
<td>Reading</td>
<td>497.3</td>
</tr>
<tr>
<td>Writing</td>
<td>506.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>507.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>493.1</td>
</tr>
</tbody>
</table>

- Reading Mean scores are higher for 2011 than previous years, this is due to a concerted effort of explicitly teaching reading programs and teachers attending professional development of Reading Comprehension strategies.
- Writing, Spelling and Grammar are lower in mean scores than previous years.

**Table 8: Year 9 Mean Scores**

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Numeracy</td>
<td>545.2</td>
</tr>
<tr>
<td>Reading</td>
<td>550.5</td>
</tr>
<tr>
<td>Writing</td>
<td>547.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>564.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>545.8</td>
</tr>
</tbody>
</table>

- Numeracy continues to be an area of concern based on the 2013 Mean score results. Access to professional learning through a Regional Numeracy coach remains a strategy for 2013 to increase results.
- Reading Spelling and Grammar have dropped in Mean score results for 2012. It is recommended that a whole school approach to explicit teaching of Literacy occurs in 2013.
## Growth Rate Comparison

### Table 9: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site</td>
<td>All students</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td>43%</td>
<td>25%</td>
</tr>
</tbody>
</table>

It is pleasing to note that the growth rate for Year 3 to Year 5 Reading has 43% of students achieving in the Upper level of progress.

In the growth rates for Year 5 to Year 7 and Year 7 to Year 9 in Reading EAS students are in the middle progression groups. Strategies for improving the rate of growth in Reading are to focus for 2013 through a whole school approach toward Literacy Learning.

### Table 10: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site</td>
<td>All students</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>60.0</td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>20.0</td>
<td>50%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td>20.0</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>100.0</td>
<td>50%</td>
</tr>
</tbody>
</table>

In all areas of progression EAS students have greater percentages in the lower to middle progression groups, compared to all other students. Numeracy remains a focus for 2013 to improve the rate of progression for students.

### Table 11: Year 7-9 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 7-9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Site</td>
<td>All students</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>16.7</td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>66.7</td>
<td>50%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td>16.7</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>8.3</td>
<td>25%</td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>75.0</td>
<td>50%</td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td>16.7</td>
<td>25%</td>
</tr>
</tbody>
</table>
In 2012 the Year 1 cohort reading levels remained slightly lower than the State; however more students achieved level 21-26, compared to the Region. A focus of Reading in the Early Years remains a priority for 2013 with the Early Years teaching staff becoming a part of the Edith Cowan University & Yorke Mid North Literacy Project.

The percentage of Year 2 students in the higher levels of reading were below both the State and the Region. Speech and Oral Language Development continues to be a focus in 2013 to assist with
Site Summary Data- 2012

SACE DATA

As indicated by the graph a higher percentage of grades for Stage One (year 11) SACE were in the B & C Levels. By a whole school approach to using Intended Learning and teachers planning for quality lesson segments that ensure students are engaged in learning, it is an area of improvement in 2013 to raise the standard of students achieving comparable A grade levels to the State data.

SACE Stage Two (Year 12) Data-

2012: Total 20 students + 1 Yr 13 student
Term 1: 17 students at EAS
3 Students Riverton enrolled Local Delivery Chemistry but left during the year
1 Year 13 student returned for a higher ATAR score
Three students left during 2012 due to family and wellbeing reasons
Total 14 students Term 4
All but 3 achieved ATAR scores required to enter Uni and TAFE for their first preferences.
1 student did not achieve SACE, but has completed TAFE Certificate 2 in Hospitality

It is pleasing to note that in 2012 the percentage of students completing their SACE was equal to the state, compared to 2011.
Students studied VET competencies as a part of their Australian School Based Apprenticeship, or committed to external study with a registered Trade Organisation.

In 2012 Eudunda Area School enjoyed partnerships with six RTOs-

- TAFE SA
- Flexible Construction Training Assessment
- ARO Educational services
- William Angliss Institute
- KMC Community Service Training
- Enhanced Training Services

Students studied-
Certificate 3 Retail, Certificate 3 Agriculture, Certificate 2 Horticulture, with one student studying a Diploma in Children’s Services.

1 student achieved an outstanding merit award in the Barossa VET student of the Year Award.
Principal Report Summary

As a part of our Improvement and Accountability Framework Eudunda Area School was validated in the areas of

- Quality Teaching and Learning
- Curriculum Coherence
- Learner Outcomes
- Leading Improvement
- The use of the Self Review Process and Improvement Cycle

_Eudunda Area School received 10 commendations some of which included-_  
- A strong Commitment to improving pedagogy through use of the National Professional Standards for Teachers and TFEL  
- Initiatives to improve continuity of curriculum across the Early Years  
- The Collaborative Team Approach to improvement  
- Building Leadership capacity to Lead Learning  
- Use of educational research to meet the needs of the school  
- The development of a positive culture reflecting a strong learning environment  
- The rigorous analysis’s of a broad ranging set of data to inform strategies  
- Developing classroom environments that reflect a significant improvement in scaffolding for learning and attractive display of student work.  
- Processes to observe each other’s practices and in doing so “de-privatising” classrooms  
- The work done on developing a reporting process that aligns with the Australian Curriculum

This year Eudunda Area School was recognised at a regional level (Yorke and Mid North) for our partnership with Flinders Uni and the work staff began in understanding Metacognition and how this could improve the student learning process.

Eudunda Area School staff also provided a workshop for other leaders in the region on how classroom observations could be used to enhance performance development and learning for students. Three principals from other schools attended Eudunda Area School to observe our practice.

The Assessment and Reporting template aligned to the Australian Curriculum enabled staff to begin reporting formally in English Mathematics, History and Science. This report format was used by the regional office curriculum officer to share with other sites in our region.

The National Safe Schools Framework was developed to incorporate Grievance Procedures, and updated approaches to Child Protection Curriculum. All staff updated their training on Responding to Abuse and Neglect.