1. CONTEXT

School Name: Hawker Area School  
School Number: 0175  
Principal: Elizabeth Walsh  
Partnership: Far North

Each year that I have been Principal at Hawker has brought its own set of challenges and highlights, 2014 has been no exception. At the beginning of the year we started off with 37 students. Over the year we have enrolled thirteen students and said goodbye to eleven. As we are a small site each time there is a change of personalities there is a change in the dynamics of classes and of the school as a whole. Each new student brings with them a whole raft of talents, expectations and challenges. Over the year we have put into place a range of programs to suit the needs of new and existing students. This includes around 80 hours a week of class room support.

2. REPORT FROM GOVERNING COUNCIL

During 2014 we have demolished two old sheds and one new larger one has replaced them, making access of sports equipment much easier. It has also improved the look of the school in that area. Many minor decisions have been made that keep the school running smoothly and well, including making uniform compulsory.

I would like to thank all the committee members for their time, dedication and interest in making our school a great place to learn. Your efforts are appreciated.

I would like to wish Janice McInnis well on her retirement and any other staff that are moving on all the very best for the future.

To all the students leaving us I wish them Good Luck for the future and hope they enjoy the next chapter in their lives.

Thanks again to our committee members whom, along with myself, wish all the staff, students and families of Hawker Area School.

3. 2014 HIGHLIGHTS

- Yura Muda Camp– This was a fantastic experience for the staff and students who attended. It was an amazing time of learning not only about the landscape and its cultural significance, but also the experiences of the Andnamatna people and the early settlers.

- Combined Swimming and Sports Day at Leigh Creek– It was great to participate with Leigh Creek and Marree in both the combined swimming carnival and sports days. All those students who were involved showed great enthusiasm and team spirit.

- Digital Learning Project– This project showed the potential for using new technologies to support student learning. As a remote school we need to be able to give our students the opportunity to become effective citizens in a digital world. We are currently investigating the more effective provision and use of digital technologies for teaching and learning.

- Harmony Day— Harmony Day this year saw us celebrate the diversity of our school not only with a range of activities but also with guest speakers from a variety of places. This gave the students a real insight into what it is like to live in other countries.

- Romeo and Juliet- The biennial school production this year was Shakespeare’s Romeo and Juliet. All students participated in the production of this play including set design and production and stage management.
4. SITE IMPROVEMENT PLANNING AND TARGETS

The 2014 Site Improvement Plan had only one priority, which was to ‘Improve student achievement in Literacy and Numeracy though curriculum, pedagogy and assessment’. The targets were

- All students with 90+% attendance will achieve State and Partnership Standards in Literacy and Numeracy
- Increased % of students in NAPLAN upper growth levels from 25% in 2013 to 35% in 2015

The strategies we use to achieve these targets were

- Review and revised Whole School Literacy Agreement and develop Whole school Numeracy agreement
- Literacy focus on spelling, vocabulary, punctuation, grammar, sentence structure, elaboration of ideas, cohesion and reading of a variety of text to improve writing.
- Numeracy focus on automaticity in number and problem solving
- Cross curricular planning sessions to ensure better connections and deeper understandings

Results against Targets

- 100% (8 out of 8 students) of students with 90+% attendance achieved state PATR standard
- 75% (6 out of 8 students) of students with 90+% attendance achieved state PATM standard
- A further 12 students from Year 1-10 met the state PATR standard for Years 3-10
- A further 12 students from Years 1-10 met the state PATM standard for Years 3-10
In the 2014 NAPLAN students who attended Hawker between 2012 and 2014 the following achieved percentages above the National Mean

- 60% Reading,
- 80% Writing
- 80% Spelling
- 40% Grammar and Punctuation
- 40% Numeracy

92% of NAPLAN scores achieved by students who attended Hawker Area School between 2012 and 2014 were at state standard or better

80% percentage of students who attended Hawker between 2012 and 2014 achieved at least 1 score in top 2 bands of their Year level. Overall 32% of these students’ scores were in the top 2 bands.

All students who sat the 2012 and 2014 NAPLAN achieved Medium growth for reading and numeracy. Only one student achieved upper level growth in reading.

Spelling

Spelling is taught regularly up to Year 9 level. 2014 spelling results continue to show that the Secondary students remain the poorest spellers.

All but two R-2 students who attended 90% or more achieved at or above State Target bands for Running Records
By the end of the school year, four of the six Receptions and Year 1 students and all of the Year 2 students achieved Running Record Levels consistent with the state standards.
4.1 Junior Primary and Early Years Scheme Funding

Early Literacy Learning Strategy $4329.09
Early Assistance $1449.47
DSP Early Years Component $1166.59
6 hours per week classroom support for developing Early Years Literacy skills
SSO run reading program for students not achieving appropriate Running Record levels
Classroom support to support small group work in multi age level class.

4.2 Better Schools Funding

Hawker Area School received $3082.69 in Better schools funding. This funding was used to provide
2.5 additional hours per week class support for students in the Year 3-6 class and the Year 7-12 class
to improve outcomes for students in literacy and numeracy and SACE achievement.

5. STUDENT ACHIEVEMENT

This year has seen the students continue to make good progress in all areas of their learning. Recent
school based testing shows that 80% of Year 1-10 students at Hawker are now at or above the state
standard in PATR reading comprehension tests, with more than two thirds of Reception–Year 10
students reaching age appropriate spelling levels in the South Australian Spelling Test. These are
strong results and are supported by the NAPLAN data where all students are above the National
Minimum Standards for reading and many are above the national average. The NAPLAN data also
showed that 60% of students were above the national average in their writing. This reflects the
strong school focus on literacy over the last two years. However, numeracy results are not as strong
with only 60% of Year 1-9 students at or above state standard in the PATM maths test and most
students in the NAPLAN only achieving medium growth over 2 years. The continuing challenge for
the school community is to improve in the area of Numeracy and to that end all primary teachers
have attended three days professional learning with the Mathematician in Residence program and
will participate in a further three days in 2015.

The school uses a three wave process to identify students who need extra support. In 2014 we have
used three intervention strategies. A reading program for all students under the DECD Running
Records standards, Multil Lit and Quicksmart. Each of these programs has proven to be effective with
no continuing students left in Multilit and most students having graduated from QuickSmart. In the
Junior Primary reading program some students made exceptional growth of up to 19 Running
Records levels. However some younger students continue to struggle and this program will be
reviewed in 2015

5.1 NAPLAN

All students but one student sat all sections of the NAPLAN Test. Due to confidentiality apart from
Year 5 individual year level results cannot be reported. By aggregating the data across year levels we
are able to provide some data on student growth rates and students in relation to national minimum
standards and state, national and regional mean. The small numbers of students participating means
that any statistical analysis may be skewed by individual student results. Analysis of the data is
provided in an early section.
### Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>
2014 NAPLAN results compared to State and National Results (All students)

2014 NAPLAN results compared to State and National Results (Students attending HAS 2012-14)
5.2 Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training

100% of students in Year 12 undertaking vocational or trade training

50% of students in Year 11 undertaking vocational or trade training

100% of students in Year 10 undertaking vocational or trade training

Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

No Year 12 student attained a Year 12 certificate or equivalent VET qualification

6. STUDENT DATA

6.1 Attendance

This year we have seen an improvement in the number of students achieving the state target of 93% attendance. Nearly one third of the students reached this target and a further 5% attended over 90% of the time.

Due to reasons of confidentiality the Semester 1 attendance results have been aggregated into levels of schooling. Improvements in attendance have occurred since last year however they have not yet returned to 2012 levels.

Table 12: Attendance by Level of Schooling
### Attendance by Year Level

<table>
<thead>
<tr>
<th>Level</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-2</td>
<td>86.4</td>
<td>78</td>
<td>86.6</td>
</tr>
<tr>
<td>Year 3-7</td>
<td>91.1</td>
<td>87.2</td>
<td>80.9</td>
</tr>
<tr>
<td>Year 8-12</td>
<td>84.2</td>
<td>79.3</td>
<td>84.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>86.5</td>
<td>82.2</td>
<td>84.3</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>87.7</td>
<td>80.3</td>
<td>82.6</td>
</tr>
</tbody>
</table>

The attendance rate for the whole year looked better than the Semester 1 results with an overall attendance rate of 86%. There were however 7 students with more than a term’s absence each. Removing those students from the data reflects an average attendance rate of 90%. We recognise the efforts of those parents and caregivers who have taken on the challenge of ensuring their children attend regularly, despite the complexities of living in a remote setting.

This group of chronic non-attenders is a significant concern. Many of them have poor learning outcomes and considerable resources are invested to ensure that their time at school is as productive as possible. Every effort has been made increase the attendance of these students including regular contact by teacher, home visits by the ACEO and referral to Regional Attendance Officers.

### 6.2 Destination

#### Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>No</td>
<td>3.4%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>1</td>
<td>11.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>2.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>5.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.0%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>1</td>
<td>11.1%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>5</td>
<td>55.6%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>22.2%</td>
<td>18.6%</td>
</tr>
</tbody>
</table>
7. CLIENT OPINION

2014 Parent opinion Survey

2014 Staff Opinion Survey
2014 Student Opinion Survey Reception to Year 6

- My teachers expect me to do my best: 4.1
- My teachers provide me with useful feedback about my school: 3.8
- Teachers at my school treat students fairly: 3.9
- My school is well maintained: 3.0
- I feel safe at my school: 3.7
- I can talk to my teachers about my concerns: 3.8
- Student behaviour is well managed at my school: 3.0
- I like being at my school: 3.9
- My school looks for ways to improve: 4.0
- My school takes students' opinions seriously: 3.4
- My teachers motivate me to learn: 4.4
- My school gives me opportunities to do interesting things: 3.8

Average Rating

2014 Student Opinion Survey Year 7-12

- My teachers expect me to do my best: 4.4
- My teachers provide me with useful feedback about my school: 3.5
- Teachers at my school treat students fairly: 2.8
- My school is well maintained: 3.2
- I feel safe at my school: 3.5
- I can talk to my teachers about my concerns: 2.3
- Student behaviour is well managed at my school: 2.7
- I like being at my school: 2.3
- My school looks for ways to improve: 3.7
- My school takes students' opinions seriously: 3.2
- My teachers motivate me to learn: 3.3
- My school gives me opportunities to do interesting things: 3.1

Average Rating
It is really positive to see the recognition from all aspects of the school community that the school now expects students to do their best. The school has worked hard in the last two years to promote high expectation from teacher for students and from students of themselves. Over 80% of all respondent groups agreed or strongly agreed that the teachers expect students to do their best with the figure being 80% for R-6 students and 100% for Years 7-12.

Most students also recognise that teachers motivate them to learn (81%) and are providing useful feedback about their work (56% agree 13% strongly agree).

In 2013 65% of students agreed or strongly agreed with the statement “I like being at my school”. In 2014 this had dropped to 55%. Significantly only 2 students in the Year 7-12 cohort agreed with this statement.

Over the year we have faced some challenges with the way we deliver our Secondary curriculum. Teachers are often teaching multiple year levels sometimes outside their areas of expertise. Throughout the year we have adopted several different strategies to ensure students have access to quality teaching particularly in the areas of Maths and Science.

These challenges are common to all the small schools of the Far North Partnership and a strategy has been developed that will not only see teachers supported to collaboratively develop high quality multi-level teaching materials but also provide opportunities for students to network with their peers in other small remote schools. Along with the redevelopment of the Secondary classrooms and the upgrades in ICT, it is expected that in 2015 the Secondary students will have the opportunity to take part in a more engaging 21st century learning experience.

The other area where promising gains in 2013 have seen a setback is with the question of how safe the students feel at school. In 2014, 44% of parents, 63% of students stated that students feel safe at school. This is in sharp contrast to 86% of staff who state students are safe at school. This reflects a culture of not reporting issues that happen at school but waiting to report to parents at which time it is difficult to put in place any restorative measures.

The area that continues to remain a concern for all sections of the school community is the effectiveness of the student behavior management. Only 34% of students, 22% of parents and 43% of staff believe that behavior management is well managed. This is a significant decline in the satisfaction over the 12 months.

The school has a Code of Conduct that works well for the majority of students with only a handful of students progressing beyond the Time out Admin stage. The perception of the students behaving badly is one that is entrenched and is reinforced by the repeated blatant behaviours of some students for whom the appropriate consequences are ineffective. The exclusions have been used as a consequence but have very little effect in modifying behaviour.
8. ACCOUNTABILITY

8.1 Behaviour Management

The number of violent incidents has reduced to two both directed at teaching staff. However this is not reflected in the perceptions of the school as a safe place. There have been some minor altercations between students but these have not been considered to be serious and a process of talking through issues and apologies has been used.

The school staff and students have worked hard to overcome the perception that the school has a culture of bullying. Most students are now much more likely to seek support to resolve issues if they are being harassed or if they witness harassment. Student complaints are acted on as quickly as possible. Parents are also more likely to report incidents so that they can be dealt with at the earliest possible opportunity.

There were still some low level incidents of harassment and some students proceeded as far as Time out Admin for incidents that they were involved in.

One aspect that we are continuing to work on is the acceptance of new students at school. In the past, new students have had significant difficulty establishing new friendships within existing groups. This year because we had significant numbers of new students they seemed to have very little trouble fitting into school life.

This reduction in bullying behavior in the school yard however was not reflected in the behavior of some students in the community. Two students who had previously been removed from school due to instances of bullying in 2013 returned at the beginning of the year. Despite additional support from the Educational Director, ISBM, Country Health SA and one on one supervision instances of bullying continued to be reported and the students ended up moving schools at the end of Term 1.

8.2 Criminal History Screening

The school underwent a Criminal History Screening Audit. The school is now compliant in all aspects of the audit.

18 staff plus the Christian Pastoral Support worker have current Criminal History Screenings.
2 staff are waiting for updates of their screenings.
20 volunteers have current Criminal History Screenings.

The school has entered all volunteers in to the EDSAS system.

The school runs a comprehensive spreadsheet that identifies who has a current Criminal History Screenings, when they were submitted when they are granted and the date of expiry. This is monitored by the Business Manager.

All but one staff member has completed the Keeping them safe Child Protection Curriculum training or update. That staff member will complete the course at the beginning of 2015.
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>12</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>6.37</td>
<td>.7</td>
</tr>
<tr>
<td>Persons</td>
<td>8</td>
<td>1.0</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>1241943.39</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>10,998.63</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>12150.40</td>
</tr>
<tr>
<td>4 Other</td>
<td>15586.31</td>
</tr>
</tbody>
</table>