Meningie is located 160 Kilometres from Adelaide on the shores of Lake Albert at the head of the Coorong and is in the Coorong District Council.
The school is located to the northern end of the main township on the Princes Highway overlooking the lake. The town’s population is approximately 1,000 with around 4,000 people in the surrounding farmlands.
Meningie Area School provides a broad general curriculum from R-10 with opportunity to complete SACE in senior secondary to the students of its district. Our mission is to ensure equitable educational outcomes for all students, whilst striving for excellence.
Our school values the contribution of each and every participant in the education process, whilst striving for social stability, regular attendance, application to work, positive attitude and quality performance.

STUDENT PROFILE

Index of Disadvantage- Category 3 school.
School Enrolment – 204 students
Aboriginal Students –33%
ESL- 70
Students with Disability& NEP- 14%
School Card-40.9%

2011 Highlights

(Report as presented at Presentation Night Tuesday 13th December, 2011)

2011 has been a great year in the life of Meningie Area School. It has been a busy year once again, reflecting the world we live in today. As I look back over the 2011 school calendar, I am amazed at the events that have taken place and the opportunities that students have been able to engage in through both classroom curriculum and extra curricula opportunities.

We began the year with around 200 students Reception –Year 12, and a staff of including teachers, student support officers and Aboriginal Community Liaison officers. Our Site Learning Plan reflects the State Strategic Plan and has a focus on Literacy and Numeracy across the curriculum, a sense of positive well being and an understanding of civics and citizenship. Meningie Area School is a school community that seeks to challenge and inspire all students to maximise their learning potential. We believe in excellence in teaching, leadership, teamwork and strong links and connections to community. To this end we have established and developed over the years strong formal and informal links and partnerships with community organisations, that see both individual and groups of students and their teachers engaged in a range of activities that are reported on regularly in the Lakelander, school newsletters and the annual Magazine. Meningie Area School was invited to become a member of the Friends of Meningie this year, a reflection of our level of commitment and
engagement with community. The Connecting Spirits program continues to evolve, and strengthens our links with community groups, particularly the RSL.

All of our students have an opportunity to engage in a broad based curriculum throughout their schooling at Meningie Area School, as well as participate in a range of sporting and extra curricula activities. As you read through the 2011 magazine the reports and photographs serve as a record of our activities and memories for students and their families in the years to come.

Student well being and engagement are both areas of significant emphasis in the daily lives of students at Meningie Area School. Program Achieve implemented across the school several years ago forms the basis of our Pastoral Care program, R-12, and teaches students key skills in getting along, organisation, cooperation, resilience and getting along. Pastoral Care is complemented by programs such as Friends For life, Mentoring Year7/8, Drumming, Coaching Young People for Success, and Active 8. Governing Council recently entered in to a three year partnership with SHINE SA (Sexual Health Education) as a focus school. The overall aim of the program is to improve the sexual health, wellbeing and safety of young people. Over the years SHINE staff will work in supporting the implementation of work in particular the specific program Yarning On.

The Meningie Area School Governing Council has continued its effective governance in the school under the leadership of Chairperson Mr. David Eckert, and Vice Chairperson Mrs. Felicity Turner. Governing Council is the parent body that has a role in setting the direction for our school in line with the State Government and DECS plan. The elected members of Governing Council and its sub committees ensure that the values, views, and concerns of the wider school community are reflected in decisions made within its capacity. The development of and the passing of the Meningie Area School budget is a major function, but by no means the only one as can be seen in the Governing Council report, as written by Chairperson Mr. Eckert. I thank all the Governing Council representatives for their time and commitment to the school. In particular I thank outgoing Chairperson Mrs. Judy Appelkamp for her tireless commitment to the position and work over the past seven years. The role she had to play as Governing Council Chairperson during the refurbishment of the school gym, 2010-2011 will always be appreciated.

The official reopening of the Meningie Area School Gym, on the 16th September, marked the culmination of the Federal Government Building the Education Revolution stimulus package. Coordinated by Mrs. Judy Appelkamp it saw the opening of a state of the art facility refurbished by Templeton Construction.

The parent group PACSS (Parents and Carers Support Group) carry out an important role in the school that at times goes unnoticed. As well as carrying out fundraising activities throughout the year, it develops initiatives of support and look at ways to enhance the links between parents/ caregivers, staff and students, manage photo day and manage school uniform . These activities do take time and I sincerely thank the committee in particular Mrs. Gwenda Eckert and Mrs. Brenda Blake for their commitment and dedication.

I am very fortunate to have an excellent leadership team of Deputy Principal Mal Jurgs, Senior School Manager, Kathryn Hese, Middle School Manager, Kathy Quinn, Junior School Manager, Katrina Hood (Term 1) and Junior School Mentor, Wendy Starling. We met on a weekly basis throughout the year to develop actions in relation to the Site Learning Plan, and to manage the effective operations of the school and its educational program. I thank them for their professionalism, wisdom and commitment in building collegiate support within the school.

It is well known that the effectiveness of any school is dependent on the quality of staff and the relationships that develop between student and teacher. Some x number of people are employed at Meningie area School, and each and every one of them has contact with a significant number of students on a daily basis They make an important contribution to the lives of our students be it in...
class, in the yard on the bus, in the library or at the front office. I express my thanks to all of those who work in any and all capacities to make this school what it is.

The Validation Day as conducted by a DECS panel in September of this year inclusive of the Regional Director, Mr. Peter Chislett, Principals from two other sites, Regional Office staff Murray and Mallee, Governing Council Chairperson, Mr. David Eckert, and members of our staff, Mr. Jack Rowe, and Ms. Isobell Koolmatrie looked at how the school is going in relation to its Site Improvement Plan. Our Validation report shows that we operate at a very high standard and have much to be proud of. The Validation is an honest reflection of leadership, teamwork and a strong focus on using data to improve the learning outcomes of our school by continuously self reviewing what we do. It is a strong endorsement of our school and the work of all teachers, student support staff, Aboriginal Community Support liaisons, parents and students.

The music program at Year 5/6 continues to be a focus, with all students in these year levels learning a musical instrument at no cost. Our wonderful refurbished music rooms make the delivery of lessons more effective and are an excellent facility for band practices. I am always amazed at just how quickly students at this age pick up an instrument in February for the first time and by Term 3 make up a 25 piece band of like students who have not played an instrument before, and yet can confidently perform to community audiences. It is through the commitment to and belief in their students that the teachers Mr. Peter Longden, and Mr. Rob Williams move students to accomplish such.

It is important that our students are involved in community in ways that connect and build community capacity. This happens through the many programs and events highlighted in throughout the magazine. Just as we strive for excellence by our students in the completion of the South Australian Certificate of Education (SACE) by our Year 12 students, so too do work toward its equivalent, and that is into Traineeships. A number of students left school throughout the year moving into apprenticeships. Sign up of students with local businesses is an endorsement of the success of our program and keeps local young people in their community, building skills, keeping jobs local and ultimately building community capacity. Ultimately the completion of secondary schooling is about earning or learning. Meningie Area School has a track record of successful completion over many years.

In such an environment that is Meningie Area School, our students are well placed to gain the skills, knowledge and abilities to be active citizens in their community and the world.

**Report from Governing Council**

(Report as presented at Presentation Night Tuesday 13th December, 2011)

Tonight I would like to share with you the things Governing Council have been involved in throughout 2011.

Early February we held a parent, student and teacher acquaintance evening. All who attended enjoyed the BBQ tea supplied by the school and Zooper doopers for the kids. It was a great evening which gave the new teachers a chance to meet parents within a relaxed atmosphere.

Our annual swimming carnivals started our busy year, firstly our own school carnival and splash day held at Coonalpyn pool this was a great day and well supported by students and parents. We then had interschool swimming also held at the Coonalpyn Pool, this was a little disappointing as Meningie noticeably had empty lanes in many events during the day while knowing we have very talented swimmers who could be filling these events. This is a concern within Governing Council and we would like to ask all parents to support and encourage their children to participate at an interschool level.
Once again Athletics day was held at the town oval. This proved again to be a great venue, with plenty of room for events and spectators. We would like to thank the oval committee for the use of these facilities, and all others from oval setup to caterers. Congratulations again to Albert for winning the day. Interschool athletics was held at Karoonda. With rain continuing to fall throughout most of the day I would like to thank students, teachers and parents who represented our school on the day.

Reviews of the bus runs to the south east of our school, supplied by DECS did not seem practical to both our school and parents involved. Lots of background work by Governing Council members, bus coordinators and consultation with parents, a comparable outcome was achieved. Thanks to Josie, Judy and Mal for their involvement.

Members of “Friends Of Meningie” gave a presentation to Governing Council about the creation and maintenance of the Pelican Path along the lake. Consequently students became involved in planting trees along the path. It was great to see our school participate in a fantastic community project.

We would like to thank our small parent group PaCSS (Parent and Carers School Support) for their input to the school. Especially with school uniforms which have been made readily available from the school front office, special thanks to Coralie Qualmann who also helps out by selling uniforms when needed. We also thank them for their support with school photos at the beginning of each year, and catering for training and development days for our teachers.

In September our school had validation. This is where every three years a panel of people meet to check the quality of our own self review, the findings of the self review and then the effectiveness of implementing. We are proud to say this came out at a very high standard.

Our school puts a very high emphasis on literacy and numeracy, this was evident in the validation presentations given by teachers. Our school received very positive commendations from this day, and we should be proud of our teaching team and leadership from our principal Monica Williams.

The school hall has taken up plenty of time this year at our meetings, but with it now complete and in full use we would all have to agree it was worth the wait. The acoustics are a pleasure as is every other aspect of this great facility. Thank you to Judy Appelkamp for her work and involvement in organising the official opening of the hall in September.

Thank you must also go to Felicity Turner for her efforts in applying and receiving a grant for $7000 to landscape the bus bay area. Also to the Coorong Council LAP scheme for the donation of $500 worth of plants. A huge thank you to parents, students and teachers for their help and support within this project as this is only stage one.

Governing Council held a special workshop during the October holidays to discuss and compile ideas for the application of a new school, which is now complete. A lot of thought went into this and with our D macs well past their expiry date we hope we are successful with our application.

By the start of 2012 we are hoping to have a shade shelter over the junior school playground, and an upgraded sandpit is also on the agenda. We would like to thank our local Lions club for the generous donation of $500 toward the shade.

Governing Council entered a three year agreement with the “shine program”. This is a program focussed on relationships and sexual health education. A presentation was given to Governing Council by representatives from “shine” we all agreed this could be a very beneficial addition to the school curriculum. We are one of many schools in which this program now exists.

A great effort from teachers and students within the junior school in getting the veggie garden going it has made a dull area come to life.
Agriculture has been busy this year with several paddocks seeded, lambs taken to market, cows calving and the aquaculture shed completed enabling commercial fish to be grown next year. Many thanks to local businesses who helped the Ag students reach the outcomes they set out to achieve.

Another successful year with the school led steers at the Adelaide show. The Wellington lodge Black Angus placed third in the ring in its weight class and first over the hooks for its breed. Thanks to Mal Jurgs for leading a great show team and to Wellington Lodge for their long term support to our school, and all other sponsors of our show team.

With the water back our school has been able to reintroduce the sailing program headed by Vic Woolston, who by the way is also fighting to save the schools boat launching area. Meningie will be hosting Regional Team Sailing in 2012, this will be a busy time in preparation for this event.

I thank those parents and teachers who give their time and travel to be representatives on Governing Council, to Felicity Turner as Vice Chairperson her input has been fantastic. You have all made my first year as chairperson a great experience.

Finally, to our year 12’s of 2011. We wish you every success as you move into the next stage of your lives. Whether it be further study or the work force. We trust that your time here has been enjoyable, and hope you can always be proud to say you were educated at Meningie Area school, as our school has been proud to have you.

I would like to finish by wishing teachers, students and the community a very safe a joyous Christmas. May we all enjoy a well earned break and return enthusiastic next year.

Thank you all for your attendance tonight to help celebrate the achievements and projects our students have achieved throughout the year.

On behalf of Governing Council I would like to wish you all a happy and safe Christmas and may we have a great year at Meningie Area School in 2012

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**Site Improvement Planning**

**VALIDATION REPORT**

Site: Meningie Area School  
27th September 2011

**Validation panel:** Peter Chislett (RD), Noel Kneebone (RLC), Sally Wright (AEC), Lesley Murray (Peer Principal Coomandook Area School), Peter Ryan (Peer Principal Karoonda Area School), Jack Rowe (Teacher Meningie Area School), David Eckert (Governing Council Chairperson) and Isobell Koolmatrie (ACEO3 Meningie Area School).

The DECS Improvement and Accountability Framework (DIAF) states that “validation verifies the quality of site self review processes, the findings of site self-review and the effectiveness of the improvement actions undertaken over the three year cycle”.

| **Self review processes** | **Verification that the self-review processes have met the standards outlined in the dial policy guidelines:** *(evidence based, inquiry focused, collaborative, well managed, comprehensive, actioned)*  
Meningie Area School has provided strong evidence to the panel of how it has applied a process of self review to school improvement. This was done in a range of areas but was particularly noteworthy in the area of literacy at the r-3 level of the school where the panel was provided with strong evidence of the achievement of self review standards being met in these areas, including good use of data to drive decision making. The school has a documented process of applying self review across the school and uses data for improvement in a well considered way. Staff are actively involved in self review work. |
| **Improvement cycle** | **Verification that effective plans and processes have been developed to address the findings of the self-review.** *(clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to site improvement plan, annual report and performance plan; evidence of whole site processes and commitment)*  
Comments:  
A continuous improvement culture is in place at the school and is learner focussed.  
It was very evident to the validation panel that staff who were involved in the panel presentations were committed to continuous improvement in a way that is meaningful and resulted in improved processes and outcomes.  
The school gave some excellent, practical examples (e.g.; literacy, friends program,) of how it undertook an effective improvement process – exemplified by the standards described above. |
| **Evidence of outcomes** | **Verification that improvements in quality of outcomes over time have been evident.** *(multiple measures of data demonstrate improvement)*  
Comments:  
A range of data was presented during the presentation which indicated that the school was achieving good standards of achievement. This was particularly evident in such things as the SACE results and certain aspects of growth in literacy. The work occurring at the r-3 level of the school is resulting in demonstrable improvements in oral language abilities. The testing of students in this area provides evidence for measuring growth.  
There is a professional culture of support amongst staff and a commitment to work in partnership with the local community.  
The school is rightfully proud of the education it provides for the students of Meningie and the commitment it has to improvement over time. |
Commendations:

Meningie as is commended for the following evidence of good practice occurring:

- The ‘building leadership focus’ which is resulting in a deprivatised direction for the school
- Building capacity to analyse data using a reflective approach in cooperation with regional support people
- Dealing proactively and honestly regarding parental perceptions and perceived staleness
- The presentation of the school – pride shown in student work in most classrooms including a print-rich environment
- Development of a coherent whole school approach to literacy built on a ‘confronting the truth’ realisation amongst relevant staff – which includes a focus on pedagogy and collection of data to understand teacher impact on learner outcomes
- The use of bedrock sight benchmarks to set year level targets, supplemented by Oxford and Westwood’s testing procedures
- Strong research and evidence base to drive future planning and curriculum improvement
- Alignment of school directions and targets with regional directions and targets (at r-3 level)
- Mapping student progress in sight word identification, sight word spelling that uses colour coding to understand student progress. This also links to wave 3 intervention strategies. This has allowed team management of student progress and staff team performance, promotion of professional team dialogue and personalisation of student learning & progress, including challenging students at a higher level
- The operation of the r-3 curriculum accountability grid
- The use of older students to support younger students in literacy learning
- The use of the oral language assessment tool to build an understanding of oral language capacity of students entering school – 75% of students are below the critical level needed for students and also a way of building future directions at the r-3 section of the school in 2012
- The leadership offered by Wendy in the r-3 literacy development work
- Strategies for connecting with the family and the community including support for Raukkan families through parent/teacher interviews at Raukkan, teachers connecting with ILP’s of Raukkan students and looking at ideas to improve student attendance of Raukkan students
- The personalised approach to support learning through such programs as ICAN, Friends for Life, ITAS reading program and the Drumbeat Program
- The conduct of a bullying audit to support student well being
- Library support & development as a response to feedback
- The strong progress by students from year 7 to 9 in writing that reflects staff learning through the Stephen Graham approach
- Implementation of the friends for life program to support improved resilience, well being and personal problem solving for students. This has been reviewed through a range of ways (e.g. student survey) to monitor program impact
- The setting of contextually meaningful targets for senior school learners that is built on effective learning and contemporary thinking
- The work that underpins student success at the senior school – including, building understanding of the learning space, modes of delivery, vet etc
- The achievement of SACE completion and average achievement scores above state average
- The approach that the school has adopted to ensure that student pathways can be achieved ‘no matter what’. This includes the cooperative work between local schools to support meetings learner needs
- The % of senior students involved in VET (76%) that compares significantly higher than similar national geographical locations (16%). Further the way that this is supporting the strengthening of the local community
- The quality of presentation and observable professionalism of presenters to the validation panel
- The variety of ways that the school builds relationships and partnerships with the local community (research projects, sports days, friends of Meningie project, school excursions, Connecting Spirits program)
- The comprehensive data collection schedules used throughout the school to pick up on a suite of stated multiple measures
- The key focus/ inquiry questions that are being used to drive school improvement
- Developing an individual learning plan for every student
- Building understanding of ‘effect sizes’ to inform staff learning and teaching effectiveness
- The positive improvement occurring against a range of school improvement areas as indicated by progress against the level 2 scan. This is particularly noted in the area of ‘shared leadership’.
- The ‘ownership’ shown by staff in the students and the pride of the school
Recommendations:

Whilst acknowledging the many good things occurring at Meningie Area School – as described in the commendations above, the validation panel believe the following recommendations would support the school’s commitment to continuous improvement:

- Consider how to build a stronger whole school approach to pedagogy and in particular in the R-7 section of the school. This could occur through the good work that has been occurring in the R-3 section of the school.
- Consider building a more evident, robust approach to values driven behaviour at the school that is measured regularly – perhaps by student leadership in order to proactively build the culture of responsible community oriented behaviours.
- Consider how the school annual report can better reflect the excellent data driven school improvement that is occurring at the school.
- Consider how student attendance can be improved through improved community understanding of the impact of student attendance on student learning.
- Build meaningful connections with the Meningie Kindy to support the good work occurring at r-3 and target improved foundations for student learning at the preschool level, particularly in the area of oral language.
- Continue to build relationships with the Raukkan community to promote improved learning opportunities for aboriginal learners. This could be considered in the context of strengthened transition processes between Raukkan and Meningie as.
- Continue to build a whole school approach to literacy through reinforcement of learning through Stephen Graham, the learning through pall and the work at the r-3 level.
- Continue to build expectations within students around school attendance.
- Build up the data to support effective work in student well being.
- Consider reflecting on the friends for life program and how it can be enhanced to build capacity.
- Consider how to increase involvement of students in key whole of school projects and initiatives.

Signed: date: / /  Signed: date: / /

(Regional director)  Principal

Signed: date: / /

(governing council chairperson).

This signature indicates that the GC chair is aware of the outcome of the site validation process.

Note: this Validation Report has been completed by the regional director and is informed by regional documentation and performance management processes. It is usually completed as a summative report at the end of a 3 year cycle.
Student Achievement

In the R-3 Junior Primary Unit, the benchmark for Year 1 students to receive a ‘Satisfactory’ grade for reading at the end of the year is to be at Reading Level 20. The benchmark for Year 2 students to receive a ‘Satisfactory’ grade for reading at the end of the year is to be at Reading Level 26. These benchmarks are the same targets set out by DECD and students are assessed with Running Records to see where they are along the reading continuum.

**Year 1** results for the ‘Running Records 2011 Term 3 Report’ were:

- Approximately 27% of students were reading above Level 20.
- Approximately 23% students were reading between Levels 16-20.
- Approximately 3% more female students than male were reading between Levels 16-20.
- Approximately 12% more non-indigenous students than indigenous students were reading between Levels 16-20.
- School Reading Levels between Levels 16-20 were approximately 11% lower when compared to other schools at the regional level.
- School Reading Levels between Levels 16-20 were approximately 16% lower when compared to other schools at the state level.
- School Reading Levels between Levels 16-20 were approximately 17% lower when compared to other schools of the same Index of Educational Disadvantage Category 3.

**Year 2** results for the ‘Running Records 2011 Term 3 Report’ were:

- Approximately 65% of students were reading between Levels 21-26.
- Approximately 9% more female students than male were reading between Levels 21-26.
- Approximately 34% more non-indigenous students than indigenous students were reading between Levels 21-26.
- School Reading Levels between Levels 21-26 were approximately 11% lower when compared to other schools at the regional level.
- School Reading Levels between Levels 21-26 were approximately 20% lower when compared to other schools at the state level.
- School Reading Levels between Levels 21-26 were approximately 24% lower when compared to other schools of the same Index of Educational Disadvantage Category 3.

The R-3 Team continues to explore strategies that will encourage the reading development of all students. One of the key strategies will be our response to the results of an ‘Oral Language Assessment (OLA)’ conducted on R-3 students throughout 2011. Results from the OLA are tied significantly to the reading performance of our R-3 students (please refer to the information below the following dot points). Examples of strategies to be used in 2012 are:

- Increasing the range and amount of non-fiction texts at the classroom level (e.g. approx. $2000 has been allocated to these resources)
- Increasing the oral language component in our curriculum planning.
- Targeting comprehension skills, especially in the area of inferential questioning skills.
- Continuing to update the professional skills of R-3 teachers in literacy.
- Mapping the reading progress of all R-3 students in order to determine the appropriate level of intervention needed for students at risk.
The Oral Language Assessment and its Links to Reading for our R-3 Students

1. One of the key concerns to emerge from our 2011 Literacy Journey has been the results of the Carmel Crevola test ‘Oral Language Assessment (OLA)’, undertaken by our ESL teacher, Barb Mann. This is a new diagnostic tool for the R-3 Team and it has assessed all R-3 students between February-September 2011.

2. **Key Points on the OLA (by C. Crevola & Dr. Deslea Konza):**
   This is an assessment which measures the receptive language of students. Receptive language is the ability to comprehend vocabulary, directions, concepts and questions. Understanding language also involves attention, memory and sustained concentration.
   - All six year old students should be able to repeat 15 sentences accurately from the OLA.
   - Is scored out of 15.
   - Has a critical score of 12/15.
   - Students scoring less than 12/15 have serious difficulties understanding school language. (At Risk Students).
   - At Risk Students entering ‘Year 3 will have very little chance of making sense of the texts they read or of being able to construct meaningful texts when operating as independent writers.’ (C. Crevola ‘Oral Language Project Report 2009-2010’).

3. **OLA Results for Meningie R-3 (February-September 2011 Snapshot):**
   - 42 R-3 students aged 6-8 years of age have been assessed.
   - 31 students out of these 42 students are in the Red Zone - **at or below the critical score of 12/15 - e.g. approx 75%**.

4. **Summary:**
   - OLA assessment data clearly indicates to the R-3 Team that oral language is a top priority in setting future directions in literacy for 2012. It raises many questions for us, and we are left wondering if this is the key to unlocking a literacy growth for our students.
   - The link between a child’s confident oral language skills upon entering school and their future reading development is critical.
Year 3 Mean Scores

Year 5 Mean Scores

Year 7 Mean Scores
Much has been made in the Media about NAPLAN results here in South Australia, and how our students in this state are not achieving as well as students in NSW and Victoria in particular.

From a Meningie Area School perspective, I am particularly pleased with student progress over time. In particular, the Year 9 progress for individual students’ and as a group were outstanding. Students at this year level are expected to progress ¾ of a band.

This is particularly so of the writing genre. The Year 9 results are above the National Average. Some of the individual student results were well above. This is outstanding and it reflects the priority we have placed on writing across the school, not just in the last year, but for several, with a focus on Non-Fiction Text. English teacher, Kathy Quinn, is to be acknowledged for her work in this and commended for students’ achievements. Writing is explicitly taught. There is a focus on high student expectation from all students and achievement that leads to this result. Our students in Year 9 are well placed to move into Senior Secondary school.

Between Years 3 to 5 students are expected to progress 11/2 Bands on average. In analyzing the data, it is rewarding for our teachers Anyupa Giles, Anne Wright, Wendy Starling and Barbara Mann to see that their persistence and focus on targeting student intervention and explicit teaching has paid off. Most students in Year 5 have moved at least the expected band. Some have moved 2, 3 and 4 Bands in two years. This is fantastic. At this rate and at this level of intense attention to student engagement and individual student intervention we will continue to maximize every student’s potential.

Between Years 5 to 7 students are expected to move about 1 Band. The data shows that both class and individual progress was sound, with several individual students moving 2 or more bands. Yvonne Palka and Kathy Quinn can see that the explicit teaching of Reading and Writing skills has paid off.

The writing tests this year expected all students at Years 3, 5, 7 and 9 to write a persuasive text from stimulus pictures and information given. This is the first time students have been tested in this genre. The previous three NAPLAN tests of 2008, 2009 and 2010 have required students to write a Narrative.

Our results in Numeracy were equally as pleasing. Year 5 students’ results were particularly impressive, with 40% of students progressing in the upper limit between Years 3 to 5, as compared to 25% of all students across Australia.

At Year 7 students showed consistent progress with 50% in the Upper limit, as compared to 25% across Australia.

At Year 9 progress between Year 7 and 9 was 22%, as compared to 25% across Australia.

Math teachers across all levels were pleased with student individual and class progress.
The real value of NAPLAN is looking at distance travelled over time and the information it gives our teachers to intervene and plan curriculum to student needs.

There is no doubt that daily attendance is the key to individual and class progress.

### Senior Secondary

#### Stage Two

The percentage of year 12 students undertaking VET or School Based Traineeships/Apprenticeships in their Stage 2 year equates to 6 out of 11 (54.5%). However, if you consider the opportunities and participation in VET and SBA’s over the course of these students’ senior schooling you will find that all or 100% of students in this cohort have taken part in this type of training, with 6 of the 11 students attaining a Certificate 2 before beginning their final year. In terms of average achievement scores in SACE subjects at this level it was pleasing to see that in the “A+” grade band our school out performed Like Schools and the State Average, however, in the other “A” bands we were slightly under other schools. In the “B” grade bands we performed very well, once again out ranking Like School and the State Average in the “B+” grade band. However, the majority of our grades were achieved in the “C+” grade band and it was pleasing to see that we are did not have any achievement in the “E” and below bands, which also puts us above the other schools in these categories (graph 2.3). Therefore we are making some progress towards our site and regional targets or achieving in the higher grade bands.

This year our ATAR rankings are stated as being slightly lower than Like Schools and the State Average at 59.90. However, SACE Board data this year does not take into account any student that may have been a year 13 and had their compulsory subjects determined under the “Old” SACE arrangements. When taking this into account our average ATAR score rises considerably to 69.25 which is slightly above the average for Like Schools and importantly an improvement on last year (graph 2.5).

Pleasingly there was a 100% attainment rate in the year 12 cohort in terms of gaining SACE or the equivalent VET qualification (Certificate 11). This matched our Site Plan targets and surpasses those set by the region where 90% attainment was being strived for. Among the 10 students that attempted year 12 studies 8 gained their SACE, while 2 gained some Stage 2 credits along with gaining their Certificate 2. There was one student with special needs who also attended MAS with the sole aim of completing her Certificate 11 in Health Support Services and therefore attaining her SACE equivalent, this student was successful also.

#### Stage One

When looking at the year 11 cohort in 2011 there were 4 out the 10 (40%) students involved in VET or SBA’s in their Stage 1 year. Once again if you look at participation in these two areas across this cohort’s senior schooling you would find that 9 out of 10 (90%) students have taken part. In terms of SACE subjects and achievement scores we were slightly higher in the “A”, “D” and “N” categories than Like Schools and lower in all other grade bands. It is pleasing to see that the “A” grade achievement is on the rise, we just need to work on eliminating the lower grade bands (graph 1.1).

#### Year 10

The year 10 (stable)cohort for 2011 had 100% participation in VET or School Based Traineeships/Apprenticeships, with 50% taking part in both.

*(stable= those students that were in this cohort for the majority of the year)*
1.1 Stage 1 School Subject Results – by Grade Distribution

This report provides an overall grade distribution for the school, Like School and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for the current year.

2.3 Stage 2 Results - Mean Grade by Learning Area

This report provides school level information on the number of results in each learning area, and the average (mean) grade for each learning area. An overall School, Like Schools and State grade calculated using the grade of all enrolments that were awarded a result in any subject, is shown as a line across the graph.
5.1 School Mean Australian Tertiary Admission Rank (ATAR) By Year

This report provides school level information on the number of students who received an ATAR and the mean ATAR. The means have been calculated using the ATAR of all students who completed the SACE in the year and who were eligible for an ATAR. A Like Schools group and State mean ATAR are included.

### Student Data

### Attendance

#### Attendance by Year Level

![National Attendance Rates Semester 1](chart)

- Year Level:
  - Reception
  - Year 1
  - Year 2
  - Year 3
  - Year 4
  - Year 5
  - Year 6
  - Year 7
  - Year 8
  - Year 9
  - Year 10
  - Year 11
  - Year 12
  - Total 2009
  - Total 2010
  - Total 2011
Regular attendance is critical for student success at all levels of schooling. Not only does it increase the opportunity for individual success. It builds year level capacity, good relationships and a sense of belonging within the school and wider community. Educating the community with respect to daily attendance as well as arriving on time and remaining at school all day continue to be a priority at this site. There is no doubt that being connected with school has long term benefits and is reflected in school achievement data.

We have developed a number of strategies and initiatives to support and improve individual and site attendance.

- **SMS Tracking System.** This system automatically sends out messages daily to parent/caregivers if children have not arrived at school by given times. We have noticed that parents response is prompt and will now often notify the school early in the morning of student illness before the automatic messages are sent out.

- **Regular articles and correspondence to parents in the newsletter linking attendance and outcomes, particularly in Literacy, Numeracy, and Retention to Year 12.**

- **Clear processes regarding attendance inclusive of phone calls, notes home, home visits by ACEO staff for targeted students, and involvement of DECD attendance personnel within the Murray/ Mallee Region.**

- **Enrolment processes that focus on engagement processes seeking commitment from parents/caregivers around attendance.**

Attendance at Meningie Area School 2011 shows that the data remains relatively consistent over the past three years. There are few surprises for us. Variations in student attendance at Year 8 and Year 11 is a result of the poor attendance pattern of one or two students on small cohorts. The school has used a range of specific intervention strategies to develop closer links and connections with both the individual students and their families.

We know that regular attendance is enhanced by having:

1. Successful transition from both Kindy and Raukkan Aboriginal School is important in developing a sense of belonging and connection to the school community.

2. Good communication to the community about Student behavior and anti bullying programs, policies and procedures give families confidence that the school is a safe place.

3. Positive relationships with teachers and peers builds a sense of belonging and worth.

4. Parents support, and understanding that being at school is important and is actively supported.

Programs at Meningie Area School that directly link students and support and develop good attendance included.
- ESL student support 1:1 or small group
- ITAS for Indigenous students Year 6-12
- Music Program. Expansion so that all students in both Year 5/6 learn a musical instrument.
- Friends for Life Program – Identifying students at Risk R-5
- ACARE support for students at risk through Drumming Program Year 7/8
- Mentoring Year 7/8
- Diverse individual SACE patterns individually case managed in the school

**Destination**

**Destination Data**

Of the 11 students that were striving to complete their SACE or equivalent in 2011 the following destination data has been collected.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study-Tafe (or equivalent), University</td>
<td>2</td>
</tr>
<tr>
<td>Part-time work</td>
<td>4</td>
</tr>
<tr>
<td>Full-time work</td>
<td>2</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>2</td>
</tr>
<tr>
<td>Return to secondary schooling</td>
<td>1</td>
</tr>
<tr>
<td>Actively seeking work</td>
<td>0</td>
</tr>
</tbody>
</table>

*please note this data represents the main occupation of the students, it is possible that some students actually undertake a mixture of activities (i.e. they study and also have a part-time job).*
Client Opinion
All stakeholders (parents, students and staff) were involved in opinion surveys. Students from Year 3-12 completed surveys online with class teachers. Parents were informed through DECD letters posted home by the school on how to access the surveys and were given the option of completing a
hard copy on request. The number of parents completing the survey was up on 2010, but with very similar responses.

**PARENT RESPONSE**

1. **Quality Of Teaching And Learning**

   **Positives:**
   - 77% of parents say their child/children receive high quality teaching, while 10% disagree and the remainder did not give an opinion.
   - 77% of parents felt informed about the learning program, while 6% disagree. The remainder did not have an opinion.
   - 74% of parents say teachers at this school really want to help children learn, the remainder did not have an opinion.

   **Areas for Improvement:**
   - More focus on improving the learning environment.
   - High expectations of all students.

2. **Support Of Learning**

   **Positives:**
   - 80% of parents say that the school encourages all students to have a sense of pride in their achievement, while 10% disagree.
   - 85% of parents say that students know how they are expected to behave at school while 10% disagree.
   - 74% of parents say their child/children have quality resources, while 6% disagree.

   **Area for Improvement:**
   - What processes are in place to support all students with special needs, and how well is this communicated to parents.

3. **Relationships And Communication**

   **Positives:**
   - Most parents feel welcome in the school. 97% of parents feel that they can approach their child/children’s teacher and talk about learning progress.
   - Most parents say that communication is good, in relation to how their child/children is going, what activities are on, and how they can be involved.

   **Areas for Improvement:**
   - There is a perception that not all children are treated fairly, with 21% saying this is the case.

4. **Leadership And Decision Making**

   **Positives:**
   - Most parents believe that the school is well organized with effective leadership and confidence in school management. Parents see the school as being well organized, looks for ways to improve, and invites parent participation.

   **Areas for Improvement:**
   - Given that 53% of parents do not feel they have opportunity to be involved in school decision making. How can we improve this? Governing Council struggles to attract representation year after year. This is where parents can get to have their say.
STAFF OPINION

1. **Quality Of Teaching and Learning**
   - All staff say that the assessment processes used within the school provide good information to parents about students’ strengths and areas for improvement.
   - Most staff say they are enthusiastic about their teaching and that a range of strategies and teaching methods are used to support student learning.

**Areas for Improvement:**
- What strategies can teachers use to more actively engage students in their own learning?

2. **Support of Learning Positives**
   - 100% of staff indicated that they were supported by leadership in the school in relation to student behavior, that there is a strong focus on learning and the environment that supports high expectations.
   - 100% of staff agreed that the school puts emphasis on students developing skills to be life long learners.

**Areas for Improvement:**
- While 78% of staff agree that student behavior management processes in the school are effective, the question is what strategies can we implement to engage those students whose behavior continues to be of disruption to the learning environment?

3. **Relationships and Communication**

**Positives:**
- 100% of staff say that Meningie Area School is a caring environment in which to work, and are very happy working in this school.
- 100% of staff say that there are effective communication processes between staff as well as to parents and caregivers.
- 92% of staff indicated that relationship between students and teachers is positive.

**Areas for Improvement:**
- How do we engage all parents/ caregivers in the life of the school?

4. **Leadership and Decision Making**
   - 100% of staff say they are encouraged to pursue professional development and that there needs and interests are met by training provided by the school.
   - 100% of staff say that parents have the opportunity to participate in decision making about their child/ children’s education.
   - 92% of staff are happy with the quality of feedback received on their work performance.

**Areas for Improvement:**
- Implement Teacher Professional Standards as a tool to the improvement of teacher performance management feedback.
STUDENT OPINION

1. Quality of Teaching and Learning

Positives:

- Most students agreed that their teachers know what they can do and know how to help them.
- Only 6% of students indicated that learning activities were not interesting.

Areas for Improvement:

- Given that 11% of students indicated that they didn’t know what to do to improve in their learning, what strategies can we develop to improve feedback to students and strategies for increased success?
- How can we as a staff actively engage students in their learning so that they take more responsibility?

2. Support of Learning

Positives:

- Most students want to learn. They have a sense of pride in their achievement and that the teachers and the school encourages this of all students.
- 81%of students said that staff would look after them if they were hurt or unwell. 17% didn’t have an opinion and only 2% disagreed.
- 69% of students responded that they had someone to talk to if they had a problem.
- 69% of students indicated that their teachers expected them to do well. 6% disagreed and the remainder did not comment.

Areas for Improvement:

- What can we do to ensure that every student feels safe and has someone that they feel they can talk to with problems and issues?
- Ensure all class teachers use Program Achieve to teach and promote active anti-bullying procedures and strategies.
- Ensure processes and procedures are in place to identify students at risk in a timely manner.

3. Relationships and Communication

Positives:

- Most students get along well, like to help others, and say that students at this school are friendly.
- 73% of students indicate that they are encouraged and like to try new things.
- 58% of students agreed that their reports are accurate, 12% disagree and the rest were neutral.
- Only 42% of students felt they knew how well they were doing in class, and 27% that teachers discussed their progress with them.
- Students said they learnt a lot about other cultures. 22% said that not all cultures are treated equally, 45% were neutral and 32% responded in the positive.

Areas for Improvement:

- How can teachers improve feedback to students so that students understand how they are progressing?
- How can we ensure that every student perceives that he/she is being treated fairly?

4. Leadership and Decision Making

Positives:

- 51% of students indicated they thought the school was well organized in 2011, while 31% were neutral.
- 48% of students said they were involved in decision making about their education, while 18% disagreed and the remaining 37% were neutral.
47% of students indicated they were able to be involved in decision making within the school, 18% disagreed and the remaining 34% were neutral.

**Area for Improvement:**
- Improve opportunities for student voice and decision making.

**Accountability**

**National Partnerships**

**Secondary Student Mentoring.**

One of the personalized programs offered at Meningie Area School is the ICAN (Innovative Action Networks) program. This mentoring program is one of several programs that are included with other DECD policies, frameworks initiatives. Although mentoring should not be seen as an isolated program within the school, but rather as an integrated, proactive strategy intended to improve student well-being and learning achievement through one-on-one or small group meetings.

The program was conducted once a week with a teacher who did not work within the school community. This was a major reason for the success of the program. Students felt secure in confiding in someone who was not actively engaged in the community, and the co-coordinator’s personalized approach enabled her to connect with the students. The program commenced early in 2011 and continued till the end of the year.

**Student selection and eligibility:**
- Regular school attendees who displayed a range of low to medium risk factors that may have influenced their ability to successfully continue their education or transition into a vocational pathway. The cohort was made up of:
  - 12 students from years 6-8
  - 2 x Year 6 females
  - 10 x Year 8 students (6 females, 2 males)

**What they did:**
- Two students at a time were taken to talk to the coordinator while they worked on art and craft activities in the art room.
- 30 minutes contact time per week for the school year

**Reporting**
- Student assessment at referral, which included using an ‘Engagement matrix and the recording of identified student needs to EDSAS by the end of week 3, term 1
- End of year summary report was returned to EDSAS by week 8, term 4

**Impact:**

From the final survey that each student was required to complete it is evident that the program was a success. Student comments from the post program survey include ‘She understands me. We do lots of fun things. She is really nice. It is fun. I love her.’

These statements are evidence of a successful program.
Staff

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>Graduate Degrees or Diplomas</td>
<td>27</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</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.

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>
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<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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<td>17</td>
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<tr>
<td></td>
<td>1.51</td>
<td>8.43</td>
</tr>
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<td></td>
<td>2</td>
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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>$2,909,879.28</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$40,481.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$72,438.94</td>
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<tr>
<td>4 Other</td>
<td>$63,154.12</td>
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