We are all life long learners.

Our Site Improvement Plan was designed by students, parents and teachers and was based around the learning dispositions in ELLI as explained opposite. All students from Year 3 - 7 completed surveys, which helped them to measure their dispositions for learning power.

2015 saw us enter the second year of the Teaching for Effective Learning (TfEL) Pilot in South Australia. The purpose of 2015 was to share with other schools in SA, how we engage our students by designing learning which provides intellectual stretch and challenge. As teachers we have stopped doing the thinking for our students and our students have co-designed the learning with us. ‘The work has got a lot harder since Mrs O’Brien stopped doing the thinking.’ (Darcy Elliott, Year 7 student.)

Learning power in action: Tyler, Sienna, Nick and Riley W, who ran the ANZAC service with the late Eric Burrett, Ray Bessen and Barney Holland.

Recognition in 2015

In 2015 Mypo was once again recognized in a variety of forums;

- Sienna and Tyler travelled to Melbourne to present at a ‘Country Education’ conference with Keynote speaker Yong Zhao.
- Regional winner Brand SA Education Awards and inducted into ‘Hall of Fame’.
- Winner Association of Community Services Organisations Education Award: $1 000 prize.
- Newspaper article by Scott Pape, the Barefoot Investor in Herald Sun syndicated papers.
- Visits by a number of schools and teachers to observe the School Shop in particular and the way our school operates in general.
Maths assessment covered the domains of Number, Geometric Shapes and Measure; and Data Display. In addition, the assessment investigated the thinking process areas of Knowing, Applying, and Reasoning.

TIMSS is a large scale, highly regarded international study of mathematical and science performance in Years 4 and 8.

TIMSS provides information about students' strengths and weaknesses in math and science that can be used by governments and policy makers to improve maths and science education all over the world.

It also measures students self confidence in each subject.

Last year's Year 4s completed the tests and the results have just been released.

Again our maths results are outstanding with science data being collected for the first time.

TIMSS Survey Questions

I like being at school: 95%

I feel like I belong at this school: 100%

I enjoy learning mathematics: 90%

I learn many interesting things in mathematics: 100%

I enjoy learning science: 88%

I learn many interesting things in science: 88%

Science assessment covered subject matter from the domains of Life Science; Physical Science; and Earth Science. The assessment covered thinking process areas of Knowing, Applying and Reasoning.

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<thead>
<tr>
<th></th>
<th>Top 10%</th>
<th>Middle 50% of all students</th>
<th>Lowest 10%</th>
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<tbody>
<tr>
<td><strong>Mypo average</strong></td>
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<td><strong>Australian average</strong></td>
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Analysis of NAPLaN Results

DECD has developed standards around the proficiency bands in NAPLaN for Years 3, 5 and 7 students. The table below shows how we fared as a whole site and as you can see we were at or above the Standard of Educational Achievement in all year levels and all learning areas. As our numbers are quite small it is difficult to look at comparison data and we do look at each child's achievement individually to tailor their learning.

The data for Years 3 and 5 was outstanding. Year 7 was somewhat disappointing especially in writing and reading. Grammar and punctuation in isolation was fine, but when students needed to transfer this into writing the Year 7s displayed gaps. This was also borne out by improvement data, which showed that only 6% of Year 7s made upper progress in reading.

This has not been the case at Mypo for many years, however, this has also been a statewide trend. We are concerned that while students get their reading signed off by their parents, their engagement with this process is questioned.

Comprehension continues to be an issue, especially of non fiction texts. We have reviewed our CARS & STARS comprehension program and continue to embed comprehension across the curriculum. PAT Comprehension tests have painted a brighter picture, so we will continue to monitor and review comprehension across the school.

The Mypolonga numeracy story is again a good one, with results at all Year levels well above the Standard of Educational Achievement. As always, there are students who struggle academically, and we believe that all our students should be defined by what they can do, not what they can't do, and our job is to support them to be the best they can be!
Student Feedback: Helping us to become better teachers.

Following on from the 2014 ‘Feedback Ninjas’, 2015 saw students giving teachers feedback about their performance in all classes. The TfEL ‘Compass’ is a survey tool, which enables this but we have also augmented this with feedback stations in every classroom.

Compass data was very positive and showed that students were feeling challenged and supported. However, state-wide trends are mirrored at Mypo with dips in:

- **Negotiate Learning**: we are working with our students to unpack achievement standards to design learning with challenge and rigour
- **Explore the construction of knowledge**: so that we understand how we learn and how the brain works.
- **Apply and assess learning in authentic contexts**: ensuring that students are able to demonstrate their learning in meaningful ways. While this has been a strength in upper primary for some time, we are expanding this into all classes.

In 2016 we will continue to embed student voice into our culture to enable all of our students to become powerful learners.

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**Attendance 2015: 94.8%**

Attendance rates at Mypo are above the DECD target and well above index schools. It is great to see so many families understanding that attendance is a critical component for educational success. Lateness is also rarely an issue. Congratulations to all our families.

Not only do our kids attend school regularly, they often attend when they don’t have to! Participation in the School Shop and catering programs by students as well as teachers is exceptional. We use all of these programs to extend the boundaries of learning.

This year also saw voluntary student participation in professional development on student free days as well as participation in committees such as Lifelong Learning and Sustainability. That’s real commitment!

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![Boogie Wonderland](image)

At Mypo teachers and SSOs are committed to improving their practice by being lifelong learners. All teachers are involved with Professional Learning Communities at a site, partnership and cluster level.

Teachers are informed by research to challenge students and stretch them intellectually. I wish to congratulate our committed and professional staff on another great year.

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<table>
<thead>
<tr>
<th>Teacher Qualification Level</th>
<th>No of Qualifications</th>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>9</td>
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</tbody>
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*Can you feel the love tonight?*

*At Mypo students are:*

- evaluators
- teachers
- designers
- advocates
- researchers
- decision makers
Building a Culture of Success

In 2015, we were once again at capacity, and our waiting list continues to grow. This is evidence that we have a strong partnership with our families. We are proud to offer so many extra curricular opportunities for our students and we do so because they appreciate the effort we put in to extend their learning.

This is a two-way street. We are all learners and the way our community supports us is inspiring. In lots of little ways, whether by phone calls, Facebook posts or chats, your support keeps challenging us to do better.

I have talked about the ‘snowball effect’ and our snowball continues to gain momentum every day.

Currently we have over 30 parents and children participating in playgroup to support our young children to transition to school beautifully. This has been a huge success and I congratulate Amy and Dee on providing a service our community obviously appreciates.

Cricket has also been an amazing success story. I love watching practices after school with so many parents using their initiative and stepping up to help.

But most importantly, it’s about our kids. To continually be told in public forums that our kids are respectful, well-mannered, articulate and confident means more to me than any NAPLaN results, and I am so proud of what our community has achieved leading into our 100th birthday celebrations next year.

A highlight of the year has been the introduction of the Stephanie Alexander Kitchen Garden program. Evidence of its success has been the change in our students’ attitudes to food. They are trying all sorts of healthy options, even kale chips! A big thank you must go to Annie and David, and our volunteers Cass, Yvette, Helen, Ian, Michelle and Nat.

Would you buy a used car from these boys?

School Shop in the holidays; take special notice of Chloe and Mitchell, currently in Year 9 but still proud of their primary school.

Annie organizing the Steffi crew
A whole-school approach to literacy has seen significant improvement in literacy achievement over the past 6 years and will continue to be embedded in our school culture.

For the first time, our students have been able to access DECD dyslexia assessments. Assessments have confirmed our judgement, as we have always used approaches to support students with dyslexia across the curriculum. Again, as with NAPLaN, we focus on what our kids can do and we try to give them opportunities to be successful.

We are using Playgroup as a strategy for early intervention: to talk to parents about the importance of oral language, creative play and immersion in books. Teaching children how to rhyme is a critical factor in early reading success.

Leadership of literacy through House Competitions will continue to be a feature of 2016. Parents can support their children by ensuring they read as many times and from as young an age as possible.

We will continue our whole – school approach to writing with particular emphasis on non - fiction writing. Jolly Phonics (R-2) and Jolly Grammar (R-5) are embedded in our literacy learning and will support the introduction of German in 2016.