

Mypolonga Primary School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

Mypolonga Primary School Number: 302

Partnership: Murraylands

Name of school principal:

Rita O'Brien

Name of governing council chair:

Kelly Kuhn

Date of endorsement:

18/2/19

School context and highlights

Our school magazine gives a comprehensive summary of the year's highlights.

Our work, as a team, in 2018 was around ensuring that we very intentionally develop the surface learning to design learning, and then position our students, to have the capacity to go deeper, and then transfer that learning into other contexts. The School Shop is a very real example of this. Now in its 23rd year, this program is our 'normal' and continues to have an extremely positive impact on student wellbeing and achievement. From Brenda Sando, Caloundra, Queensland: 'What an inspiration your school is! From the moment we were greeted by 3 of your students, when we alighted from the coach, I knew we were about to embark on a very interesting and exciting adventure. I was especially impressed with the pegs that were attached to your principal's jacket with the names of the students who had done exceptional work that week. We continued to be treated with respect and friendship as we were shown around the school and the many great projects the school is undertaking. I really enjoyed seeing the kitchen and watching the students fulfill the orders for the chocolate dipped apricots which were a real treat for me'.

New programs, such as White Ribbon, have enabled students to use surface learning to think deeply about social issues, such as gender equity, and then transfer them into actions to change attitudes. Our White Ribbon ambassadors were nominated by students, as males who epitomise the ability to create positive relationships.

In 2018 a focus of teacher PD was around incorporating the General Capabilities into learning design, particularly Critical and Creative Thinking and Personal and Social capabilities. There was also a focus on familiarisation with the Learning Progressions to support teachers and students to monitor learning and determine next steps.

Student voice is at the core of our belief structure. The Lifelong Learning Community, aligned to the partnership's Student Learning Community was extremely successful, culminating in a co-designed unit of work in reading around the theme of 'isolation', for delivery in 2019. The Sustainability Committee, however, faltered, with a disconnect between curriculum and action. In 2019, we will ensure that upper primary teachers will be released to accompany students to these forums to ensure transfer of learning.

Governing council report

Our school has standout recognition far and wide as being progressive and proactive. Rightly so. Students are part of the decision-making process here. Our staff make a conscious effort to stop doing the thinking, instead encouraging our children to spend more time in The Learning Pit! Mypolonga Primary School has an understanding of how educational research is used to drive our Site Improvement Plan. Our attendance rate is being met above and beyond, and we have no unexplained absences. Our leadership skills are exceptional. Students understand they make things happen, rather than let them happen. They are taught how to assess themselves to further encourage improvement.

Our entire school community takes these values of assessing themselves to the next level. We are not perfect and there is always room for improvement. We are here to listen to these ideas. Every 4 years schools in South Australia are reviewed, and this year it was our turn. The Principal of Highgate Primary School and a representative of the External Review Team had 3 focus areas, but before they began, they realised one of these, our 'Student Voice' already had enough evidence. We should be very proud of this. The other areas were about how effective our self-review process in informing and shaping improvement, and to what extent is assessment and planning used to inform curriculum planning and instruction. Thanks to all involved, but special acknowledgement of the outstanding effort in gathering data and demonstration of leadership by our Principal Rita O'Brien during this review. Our vision was well represented and we shone bright in true Tiger spirit.

Thank you to the caregivers and wider community who roll up their sleeves and get involved with the school. To name just a few, the Masterclass projects are incredibly popular with the students, classroom reading and sports day helpers are appreciated, and we continue to be impressed with the number of past and current students who assist with the wonderful shop during school holidays. However big or small, your contribution is valued and does not go unnoticed. Education is not only the responsibility of school. As parents and caregivers, we are not only our children's first teachers, we are the only ones our kids will have throughout their entire childhood. Research shows when we are actively and constructively involved in our children's education, it makes a very big difference how well they do at school.

Improvement planning and outcomes

In 2019 there were 3 priorities in our Site Improvement Plan:

STEM

The school has seen improvements in:

- The development of a greater whole-school understanding of design thinking.
- A coordinated approach to sharing resources human and physical more systematically and creatively
- Greater student ownership of problem finding and solving
- Earlier uptake of leadership roles by students
- Spatial reasoning explicitly taught across multiple learning areas leading to greater uptake of STEM pedagogy (eg languages)

Challenges and lessons learnt in 2018

- The Sustainability Committee did not work as well as it had in the past, leading us to re-think the membership and purpose of the group. In 2019 we will open the group up to younger students who have shown an interest and commitment to sustainability issues.
- The Young Environmental Leader structure needs to change
- Use of digital resources (robots, 3D printers etc) still not being used as well as they could be due mainly to a lack of teacher expertise. Better use of human resources to support teacher and student engagement occurred to some extent, but need be much more effective. Significant financial outlay has not been used as strategically as possible and we need to re-think structures and processes to support this.

Guided Reading

A whole of partnership approach was implemented in 2018. Two teachers were identified as guided reading leaders who attended PD and then shared their learning with the whole staff. Fountas and Pinnell resources were adapted for mainstream classroom use. In Junior Primary, extra teacher time was dedicated to the implementation of Jolly Phonics and Grammar. The Phonological Awareness Skill Mapping tool identified that many students in reception were not ready to read; leading to poor Year 1 Phonics test results where only 35% of achieved the benchmark. This is a concern and we will continue to work with parents in Playgroup and our kindergartens on EPOP (Emergent writing, phonological awareness, oral language and print concepts).

Consistency of Student and Teacher Judgement

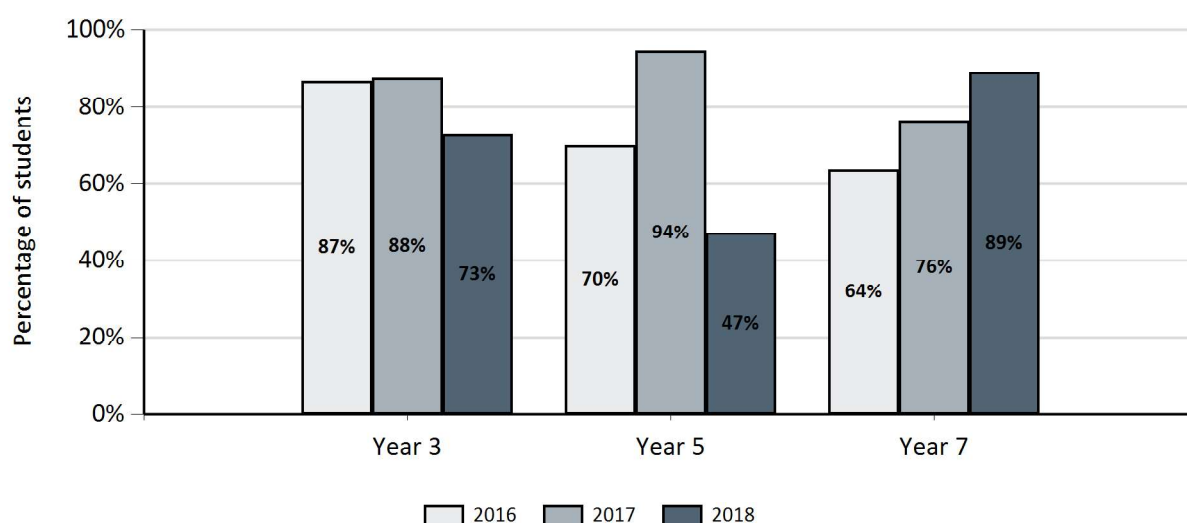
The DfE LDAM (Learning Design and Moderation) strategy supports school to develop consistency of student and teacher judgement. In 2018 we worked across the partnership with Murraylands schools to moderate student work samples, with varying degrees of success. In 2019 we will collect a bank of our own student work samples and retain them to use as evidence for moderation, and to support students to have visible examples of high quality work.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

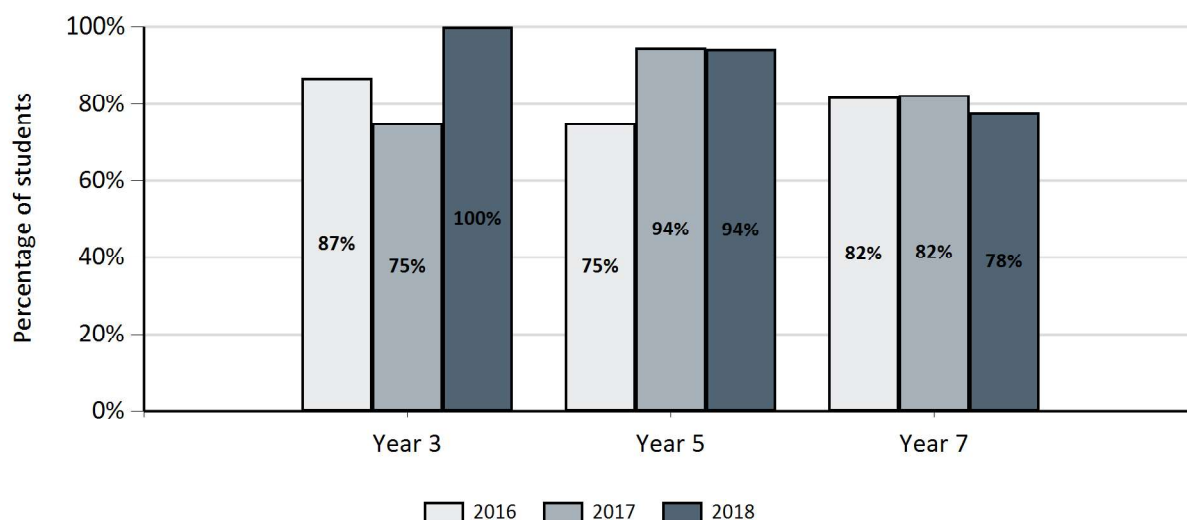
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	15%	25%	25%
Middle progress group	38%	38%	50%
Lower progress group	46%	38%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	20%	31%	25%
Middle progress group	67%	56%	50%
Lower progress group	13%	12%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	11	11	3	3	27%	27%
Year 3 2016-18 average	16.7	16.7	6.7	5.0	40%	30%
Year 5 2018	17	17	5	2	29%	12%
Year 5 2016-18 average	18.3	18.3	6.3	3.0	35%	16%
Year 7 2018	18	18	6	5	33%	28%
Year 7 2016-18 average	15.3	15.3	4.3	5.0	28%	33%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

It must be noted that small cohorts of students can cause skewed data. One student leaving, and one student enrolling can cause significant shifts in the data. That being acknowledged; analysis of the data reveals:

- numeracy results are always historically higher than literacy results. There is a whole-school focus on multiplicative thinking to enable students to be able to move from surface to deep learning.
- of concern is that 47% of Year 5s met the Standard of Educational Achievement in reading.
- of concern is that 46% of students made low progress in reading from Years 3-5 and 38% from Years 5-7; while at the same time data collected showed that each cohort had a high level of home reading.
- Also there was a significant cohort of Year 4 students identified by our PAT data who were just below or just above SEA.

All students identified by the data will either be in an Levelled Literacy Intervention group in 2019 or a small targeted guided reading group. Guided reading, for students at the 30+ level, will continue to have systematic, targeted lessons with a focus on comprehension and higher-order thinking. In lessons such as Science and HASS, texts will be unpacked to build prior knowledge to improve comprehension. Writing, particularly exposition will come from a research base and include multiple perspectives to again build prior knowledge to improve comprehension.

Year 1phonics data is concerning with only 35% reaching the benchmark. A review of Jolly Phonics and Grammar has identified that students are not completing the required content within the expected time-frame, due in part to the entry level being low, but also due to the time dedicated to the program. In 2019 we will extend the time dedicated to Jolly Phonics and Grammar lessons and regularly review progress.

Attendance

Year level	2015	2016	2017	2018
Reception	95.3%	94.4%	94.4%	92.4%
Year 1	94.7%	95.0%	96.6%	94.1%
Year 2	95.9%	93.9%	95.6%	94.5%
Year 3	95.0%	94.6%	94.3%	94.3%
Year 4	95.8%	94.6%	95.1%	94.8%
Year 5	97.0%	94.6%	94.4%	95.4%
Year 6	91.9%	96.8%	94.0%	94.1%
Year 7	93.3%	94.5%	91.5%	93.2%
Total	95.0%	94.8%	94.4%	94.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

While attendance is generally high, there are some families who are challenged by consistent attendance. This is often due to travel difficulties due to living in Murray Bridge. Another variable is the number of families who take holidays out of school holiday time. Unexplained attendances were 0%.

Behaviour management comment

In 2018, following our involvement in White Ribbon, we reviewed our Behaviour Management policy, culminating in the design of a Respectful Relationships policy, ratified by the Governing Council. We have a very pro-active approach to behaviour management, focusing on, and rewarding, kind and caring behaviours. We use the Stephen Covey notion of 'emotional bank balance' and we encourage our students to fill the 'tank' to ensure that when they make a mistake, they are forgiven. However, if students have nothing in the 'tank' consequences will follow as per the policy.

Client opinion summary

There were 20 responses to the parent survey (22%)
Parent opinion surveys were as follows (maximum 5)
Teachers at this school expect my child to do his/her best: 4.8
Teachers at this school provide my child with useful feedback 4.2
Teachers at this school treat students fairly 3.9
The school is well maintained 4.7
My child feels safe at this school 4.4
I can talk to teachers about my concerns 4.3
Student behaviour is well managed at the school 4.1
My child looks for ways to improve 4.4
My child likes being at this school: 4.3
This school takes parents' opinions seriously: 4.0
Teachers at this school motivate my child to learn: 4.3
My child is making good progress at school: 4.2
My child's learning needs are being met by this school: 4.4
This school works with me to support my child's learning: 4.3

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	10.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	13.8%
Transfer to SA Govt School	22	75.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Structures and processes are in place to ensure compliance with DfE policies.

Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	2

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.0	0.0	6.0
Persons	0	10	0	9

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	1463349.08
Grants: Commonwealth	6072.76
Parent Contributions	53672.14
Fund Raising	32765.43
Other	25703.38

Data Source: Education Department School Administration System (EDSAS).

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	n/a	
	Improved outcomes for students with an additional language or dialect	n/a	
	Improved outcomes for students with disabilities	All students with disabilities receive significant in-class SSO support to enable differentiation with 1:1 or small group support	All students met the goals of their One Plans.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	Extra teachers employed to support maths and guided reading to make classes smaller. In the early years funding has been made available to provide an extra teacher in Jolly Phonics and Jolly Grammar. Significant in-class SSO support for students with learning difficulties. Programs such as Stephanie Alexander Kitchen Garden and Makers' Empire funded to support students to transfer learning into real-life scenarios. Decodable readers purchased to support phonics understanding in junior primary.	PAT data shows that very few students were very or just below SEA in maths and reading. Year 1 Phonics data identifies significant gaps in student achievement.
	Students taking alternative pathways Students with learning difficulties grant		
	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	n/a	
	Better schools funding	An SSO is employed to deliver Levelled Literacy Intervention program across the school.	All students improved their Running Record levels.
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	Primary school counsellor (if applicable)	Counsellor programs are pro-active rather than re-active. Support through NGOs accessed for students with specific needs.	Wellbeing data shows high level of school connectivity.