Mypolonga Primary School

2020 annual report to the community

Mypolonga Primary School Number: 302

Partnership: Murraylands

	Signature
School principal:	Mrs Rita O'Brien
Governing council chair:	Kelly Kuhn
Date of endorsement:	5 March 2021

Government of South Australia

Department for Education

Context and highlights

2020 was a year of challenges for all schools in South Australia. Mypolonga Primary School commenced the year at capacity with an enrolment of 139 students. For the first time, in the school's history, 6 classes were formed; making junior, middle and upper primary teams. These teams worked collaboratively to ensure a consistent delivery of curriculum across year levels. COVID presented challenges initially, however, once protocols were established, this became less of an issue. The challenge of providing face-to-face and online learning was greatly alleviated by the introduction of Google Classroom as a tool to support learners at home and at school. The implementation of this tool was extensively supported by Murray Bridge High School. Google Classroom is now embedded in the day to day running of classrooms from Year 2 and has had a positive impact on high quality curriculum delivery.

Challenges around COVID, especially around parent involvement in school events and programs were problematic in 2020. Decisions around limiting parent and community involvement in events such as Sports Day, the School Shop and the concert were not made lightly, or in isolation, however, the health and safety of the school community, given the information available at the time, was the paramount consideration in all decision making.

Another significant direction for 2020, was laying the groundwork for Year 7s to High School in 2022. A great deal of planning went into determining leadership structures for students in 2021, to ensure both Year 6s and 7s have access to leadership opportunities. A collaborative partnership between out Year 6/7 teachers and Year 8 teachers from Murray Bridge High School was established, to ensure consistent curriculum delivery at transition points.

A particular highlight was the Advertiser article (July 31st), detailing high scoring regional schools in NAPLAN in 2019. Our students were the third highest scoring in Year 7 (and the highest scoring public school), and the ninth highest scoring Year 5s in South Australia.

Governing council report

The year 2020 will be remembered for times of great change. Covid 19 has tested our patience, our and our ability to function in our normal tight and social community we know as team Mypo. Adapting has been taxing on our energy and our resources, and we have risen to the challenge many times throughout the year. Our parents and caregivers have been the missing ingredient in so many of our events and learning opportunities. Without the occasion to share in our normal end of year activities like assembly, choir etc, it feels to me as though the year has come to a sudden halt. Importantly, our children have displayed incredible resilience. Some of the younger students have thrived with the kiss and drop scenario Covid has created, which was evident on transition day.
Our staff have continuously gone above and beyond and it's hard to put into words how to express enough gratitude. Their endeavours to be flexible, to adapt and to be as fair as possible, have not gone unnoticed. Congratulations and heartfelt thanks to each and everyone of you.
We have our sights focussed on calmer waters in 2021. This will be the last year that all Year 7 public students will be taught in Primary school in South Australia. The strategy we adopted starting this year to form 6 classes for the first time in our school's history has been well received. The leadership opportunities for the year 6 and 7s has been thoroughly considered.
We will have a new adult toilet block arrive over the summer period, and there will be some upgrades to facilities during 2021. We thank the Department for Education for their funding opportunities and leadership during this time.
The School Governing Council is a sounding board for Rita and the management staff. Please consider joining the Governing Council. Meetings are Monday evenings at 7.30pm of Week 3 & 8 each term, averaging 1.5 hours. The AGM will be held Week 4 on Monday 15 February and we hope to see you there.
Mypolonga Primary is a high performing school. Our NAPLAN results are one way this is measured and so is our community involvement. As parents and caregivers, we walk side by side with teachers in helping our children thrive and learn. Every best wish as you spend time with your children over the festive season. This is a time we will never forget, and perhaps the opportunity to reflect on things we take for granted.
In the words of our children singing online at the concert 'Here comes the Sun' for a brighter 2021.

Quality improvement planning

Our 2020 SIP had 3 goals:

Increase student achievement in reading from Year 5-7
An intervention program for students who had not yet achieved Running Record Level 30, was established. PROBE data identified vocabulary as a significant barrier to good comprehension. The intervention program focused on building:
Tier 2 vocab, through the implementation of the 'Thematic Vocabulary' program for targeted students. The program involved using Cloze as a way of predicting vocab choices, as well as activities to promote better word choices for students.
Tier 3 vocab, through explicit teaching of subject – specific vocab across all learning areas.

The Year 5 cohort improved from 54% (6/11 students) meeting SEA in PAT Reading the previous year, to 91.7% (11/12) in 2020.
The Year 6 cohort improved from 69% (16/23) meeting SEA the previous year to 91% (20/22) in 2020.

2. Increase student achievement in writing from Years 3-5, through explicit teaching around compound and complex sentences.
NAPLAN writing data is the normal measure of student achievement in writing, however, following the cancellation of NAPLAN, student improvement was measured against the literacy learning progressions in Grammar. Students were mapped across the year and significant improvement was made.

3. Increase student achievement in reading from Reception to Year 2.
The Heggerty phonological awareness program, implemented in 2019 was continued in 2020. An intervention program, with a strong phonics emphasis was established for targeted students in Year 1. While we were disappointed with the results, (with only 27% reaching the Year 1 benchmark) PASM data in Reception identified many students had poor phonological awareness and speech and language issues. In 2021 intervention will commence at the Reception level in Term 2

# Improvement: Aboriginal learners

In 2020, the cohort consisted of one student, who although in a phonics intervention program, reached Running Record Level 5 (Reception benchmark) by the end of reception.

Performance Summary

NAPLAN Proficiency

The Department 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.
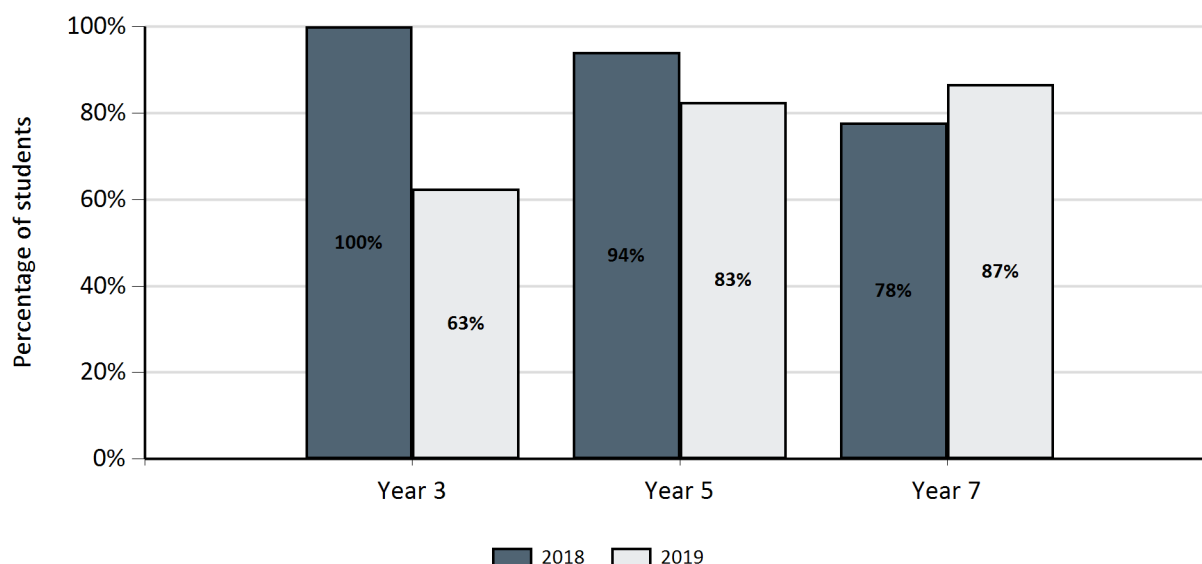
Reading
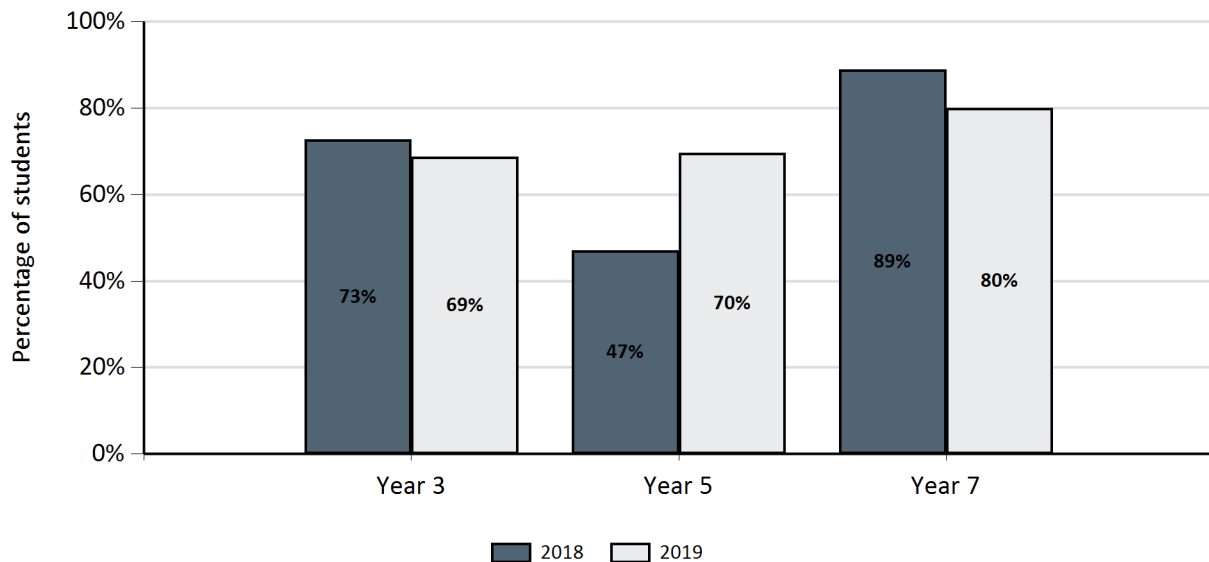
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	32%	*	25%
Middle progress group	37%	58%	50%
Lower progress group	32%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	45%	*	25%
Middle progress group	50%	62%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	16	16	5	5	31%	31%
Year 3 2017-2019 Average	17.0	17.0	6.7	5.0	39%	29%
Year 5 2019	23	23	9	7	39%	30%
Year 5 2017-2019 Average	19.3	19.3	6.7	4.7	34%	24%
Year 7 2019	15	15	4	7	27%	47%
Year 7 2017-2019 Average	16.7	16.7	5.0	6.7	30%	40%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^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

As no NAPLAN data was collected, PAT data was collected, PAT data was one unit of measurement used to measure performance.

PATM
100% of students in Years 3 and 7 achieved SEA.
91% (20/22) students in Year 6 achieved SEA
75% (9/12) students in Year 5 achieved SEA
69% (11/16) students in Year 4 achieved SEA.

PATR
92% (11/12) students in Year 5 achieved SEA
91% (20/22) students in Year 6 achieved SEA
83% students in Year 3 achieved SEA
75% of students in Year 7 (12/16) and Year 4 (12/16) achieved SEA.

Running Record data
Year 1: 40% (6/15) met SEA
Year 2: 33% (5/15) met SEA

Historically, meeting SEA in Years 1 and 2 has been low because teachers are reluctant to push students through the levels when there is poor comprehension. We find that by Year 3 students 80-90% of students are achieving SEA.

Attendance

Year level	2017	2018	2019	2020
Reception	96.9%	92.3%	91.1%	87.6%
Year 1	97.5%	94.1%	91.4%	89.0%
Year 2	96.3%	94.5%	92.1%	90.9%
Year 3	95.7%	94.2%	92.3%	93.1%
Year 4	97.0%	94.8%	91.1%	91.7%
Year 5	96.8%	95.3%	95.3%	91.3%
Year 6	97.3%	94.1%	94.2%	93.1%
Year 7	90.7%	93.1%	93.3%	92.6%
Total	96.0%	94.0%	92.8%	91.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance is historically high and there are 0% unexplained absences, due to careful monitoring by staff. There are however, a few chronically late families, who all live a significant distance from the school.

Behaviour support comment

Behaviour is generally excellent. There was one suspension in 2020, however the overwhelming majority of our students are positive role models and pro-actively leaders. Our positive behaviour processes and a strong student voice approach supports this. A number of families are experiencing significant relationship issues. Our Wellbeing Leader works collaboratively with Centacare to support these families.

Client opinion summary

Due to the impact of COVID, opinion surveys were not undertaken in 2020.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	13.6%
Transfer to SA Govt School	18	81.8%
Unknown	1	4.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

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

Qualifications held by the teaching workforce 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	15
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	8.2	0.0	4.7
Persons	0	10	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$1,545,639
Grants: Commonwealth	$5,000
Parent Contributions	$41,596
Fund Raising	$11,754
Other	$14,811

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

2020 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 2020 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 wellbeing and engagement	Not applicable	Not applicable
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	Not applicable	Not applicable
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	All students identified with additional learning needs in literacy are in an intervention program with either the principal or SSOs. Intervention commences in Year 1. Funding is also attached to enterprise programs such as the School Shop (where students complete a Certificate of Financial Management based around the Business and Economics curriculum) and class enterprises, as well as the Stephanie Alexander Kitchen Garden Program. All enterprise programs have clear literacy and numeracy outcomes and support students with learning needs to be successful.	While our Junior Primary phonics results are disappointing, there is clear evidence (phonics screening, Heggerty data) that students are moving forward.
Program funding for all students	Australian Curriculum	Resources to support learning design against the Australian Curriculum.	Percentage of students achieving SEA in Pat tests show improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Better school funding was used to fund SSO support in classrooms around literacy and numeracy.	Students meeting SEA - between 75% and 100% from Years 3-7.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a