



Marion Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Marion Primary School Number: 993

Partnership: Marion Inland

Name of School Principal:

Cheryl Ross

Name of Governing Council Chair:

Simon Johnson

Date of Endorsement:

1/3/2017

School Context and Highlights

2016 February enrollments (161) increased from 2015 (129). The Principal and Counselor provided leadership and a total of 7.4 teachers and ancillary staff (155.5 hours) worked with 6 classes. Staff numbers increased during the year to support students with additional learning needs.

We proudly celebrated our community's diversity through whole school events including Harmony Day, National Day of Action Against Bullying, Sports Day and Carols Night. 2016 saw representation in the Arabian Rainbow Horse competition and OzAsia Moon Lantern Festival where we carried our signature lantern and students' lanterns in Elder Park.

Students were supported in quality class and intervention programs that included:

- Introduction of TooSmart Maths Program for Y2/3 and QuickSmart Maths Y4-6
- Participation by 3 staff in Partnership PD – Natural Maths, which will be part of whole staff learning
- All teachers completing assessment and moderation of two writing samples for each student
- Development of Whole School Agreements in Writing and Reading
- Participation with Partnership schools by all class teachers in moderation of mathematics tasks and work samples
- More effective use and analysis of student learner data through use of a data management system – MarkIt
- All Y2-7 students completed Progressive Achievement Tests (PAT) in Reading Comprehension & Maths. Y3-7 completed PAT Vocab & Spelling. This information was analysed and recommendations made for 2017 priorities at the Term 4 Pupil Free Day;
- Reading support program (R-4) enabled teachers to work with individuals or small groups
- We hosted Essilor Foundation's first whole-school vision screening in SA; Approximately 32% of students required follow-up appointments and several received free glasses
- Our GREAT (pre-school transition to school) program continues to develop and provide great opportunity for our first learners' smooth introduction to our school.
- The Final Report of the External School Review was received and released to our community. Directives reinforced our directions ensuring continual improvement in Literacy and Numeracy.
- Parent involvement and participation was a priority as part of our implementation of the KidsMatter focus - Parenting Support & Education.
- Introduced MGM Wireless School Star app, improving communication with families, open class afternoon, morning teas.

Governing Council Report

I enjoyed reflecting on achievements and accomplishments at Marion Primary School (MPS) in 2016. Governing Council had an amazing group of parents involved. We welcomed new member, Jacqui McConville and thanked Kahlene Michalanney for her contribution when farewelling her during the year.

Thank you to our long list of volunteers including parents & community groups, especially Rotary Club of Edwardstown. Thank you to all sub-committees overseeing different areas within the school (sports, P&F, canteen, grounds, OSHC, finance). At MPS, large numbers of students participate in sports teams, in/outside of school; it's encouraging to hear how well they represent themselves, families and school.

OSHC and Canteen continued to be well utilized in 2016. Thank you to Sheila and staff & Kym and your volunteers for your dedication.

Many families joined in a number of school community events, including Carols Night, Sports Day, Fun Run and assemblies; support from families was fantastic. Music programs continue to grow. Ukuleles in Year 6/7 class continued this year with Rick Whitehead and added to our choir and string programs.

We farewelled staff, Murray Oliver (Groundskeeper), Russell "Unki" Milera (ACEO) and Barb Bennett (Finance Officer). Thank you for the valued contributions you each made to enrich our community. All the best for the future. We also farewelled Pastoral Care Worker, Sally Henderson. Thanks for all your work Sally, I hope you enjoyed your time at Marion. We have a wonderful group of people continually volunteering their time; for a school this size, this is truly amazing. On behalf of the Governing Council, thank you. Annually the Minister for Education & Child Development provides the "Volunteering Award for Outstanding Service". This was presented to Jacinthia Lyons; congratulations and well done Jacinthia.

I acknowledge and thank our leadership team and staff for their commitment to the education and wellbeing of our children over the past year. We are very fortunate with the calibre of staff at MPS and the quality we continue to attract. They lead our kids in a positive and encouraging manner and I hope they feel that the work they do is appreciated.

I have enjoyed serving on Governing Council at MPS during 2016 and look forward to your continued support as we strive for a better education and an enjoyable school experience for our kids in 2017.

Simon Johnson
Chairperson

Improvement Planning and Outcomes

In Term 4, staff reviews progress against current priorities for improvement and students' learning. Analysis of assessment-data contributes directions, strategies and targets. 2016/17 SIP priorities in 2016 included

Literacy- **■**Consistent whole-school approach achieving improved engagement in reading comprehension – interpreting/infering information and writing expository texts. Measures of learner progress achieved: **■**Number of students in top two bands in NAPLAN increased in Writing at Yr3; **■**Running Records Yr1/2 achieved at/near, expected Year level targets with significant growth for Yr1, 2015 (59%) to Yr2, 2016 (60%); **■**Higher numbers of parents/caregivers responded positively to survey questions re being informed about their child's learning.

Numeracy- **■**Introduce mental strategies moderate work tasks/assessment. Measures of learner progress: **■**Increase in number of students in top two bands in NAPLAN Numeracy at Yr7; Students participating in NAPLAN showed Medium/Upper growth - 81% of Yr5 students in 2016 achieved Medium/Upper level growth in Numeracy; 84% of Yr7 students in 2016 achieved Medium/Upper level growth in Numeracy.

Wellbeing- **■**Engage students, families and communities in ensuring all students have success in school through:Improving mental health across the school; Ensuring students' individual learning plans guide work with students; Occupational Therapy strategies implemented. Measures of learner progress:**■**Whilst the annual ACER Social Emotional Wellbeing survey data reflected a decrease of students in top 3 Social Emotional Learning levels from 2015, there was an upwards shift in students from the lower 3 levels; **■**Data showed reduction of class incidents demonstrating higher levels of engagement; **■**Attendance target of 93-95% met at Reception, Yr1 & Yr7.

Australian Curriculum Implementation- **■**Build teacher capacity and confidence in planning, teaching, assessing in all Learning Areas; **■**Apply Cross Curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia. Measures of learner progress: **■**Student reports reflected moderated assessment tasks in Mathematics;

■

All students participated in cross curriculum studies that included both priorities.

Action plans developed by staff are reviewed each term. Student assessment-information is shared whilst Performance Development meetings between staff and Principal ensure targeted support.

The Review of the SIP at the end of 2016 refined directions for 2017 focusing on:

- Literacy – eg embedding strategies that support surface to deep & transfer of learning.
 - Numeracy – eg regular analysis of assessment information and data informs teaching & learning programs and intervention strategies.
 - Pedagogies & Environments for Effective Learning through STEM – eg building teacher capacity & confidence in STEM focus.
- The External School Review noted improvements made at the school in comparison to the historic baseline averages. It identified progress made by teachers in improving assessment for learning approaches and the impact on knowing how well students are achieving.

Directions recommended by the Review Panel (incorporated in 2017 draft SIP) include:

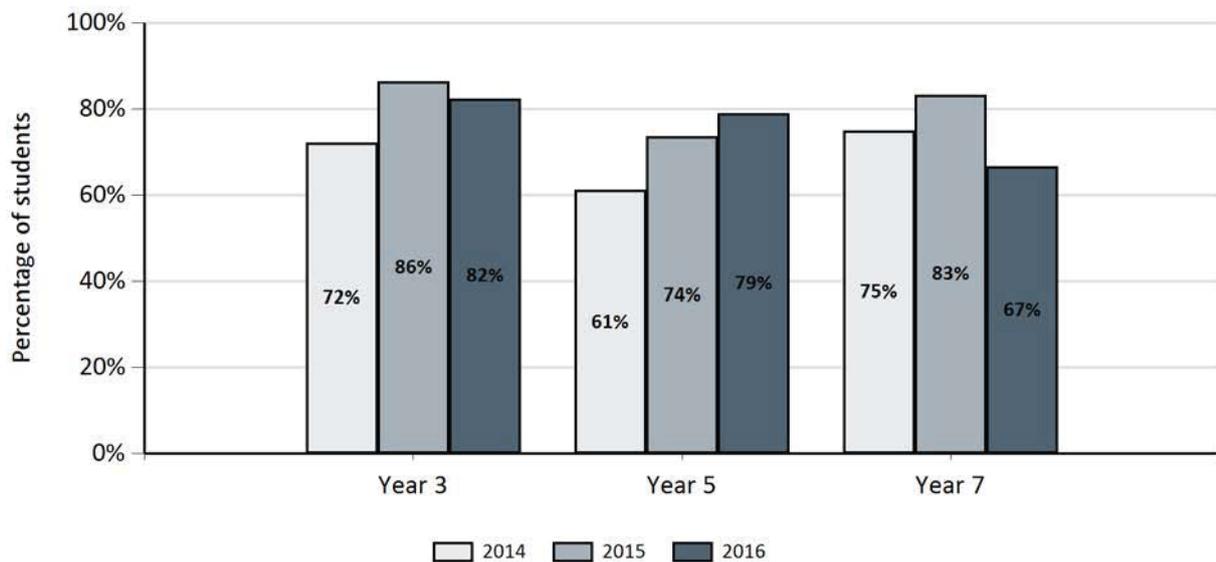
- Increase student achievement building teacher capacity by positioning professional learning teams' work as fundamental to continuous improvement.
- Support & challenge all students to achieve high standards by implementing processes that empower students as learners, including opportunities to set goals, give and receive feedback and monitor progress.
- Support consistency in teaching and learning across the school by clarifying essential elements of a whole-school approach to effective curriculum, pedagogy and assessment.

Performance Summary

NAPLAN Proficiency

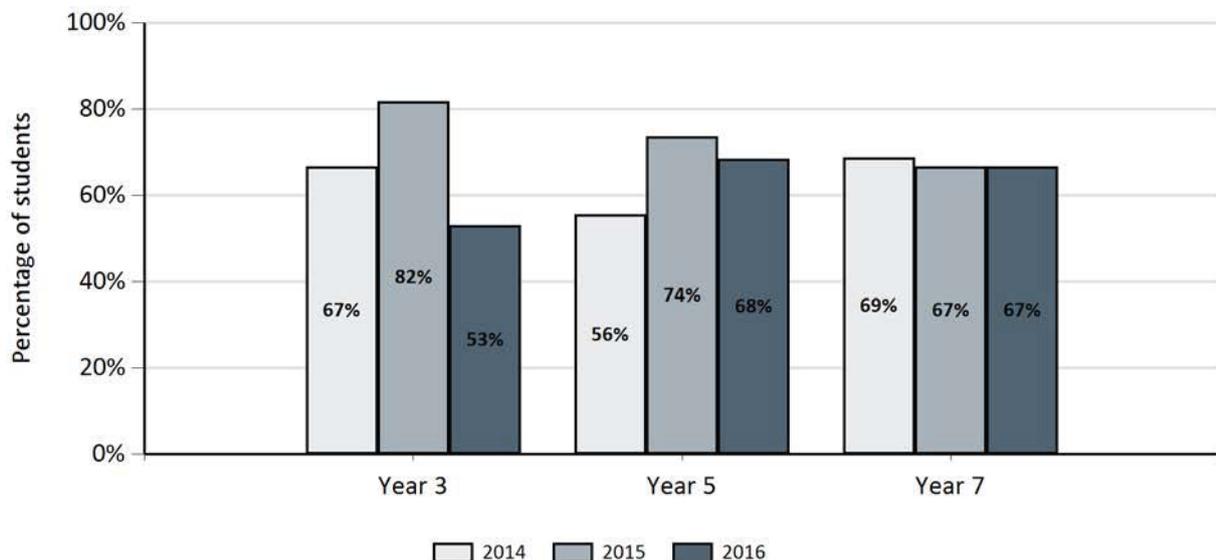
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	28%	29%	25%
Middle progress group	50%	43%	50%
Upper progress group	22%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	19%	17%	25%
Middle progress group	56%	42%	50%
Upper progress group	25%	42%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	17	17	4	3	24%	18%
Year 3 2014-16 Average	19.0	19.0	5.0	3.7	26%	19%
Year 5 2016	19	19	4	2	21%	11%
Year 5 2014-16 Average	18.7	18.7	4.0	3.0	21%	16%
Year 7 2016	18	18	4	6	22%	33%
Year 7 2014-16 Average	15.3	15.3	4.0	3.7	26%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Often having few students eligible to sit NAPLAN in each year level, small changes in the number of students can cause large changes in percentages. This increases difficulty in using these percentages to draw reliable conclusions about changes in performance from year to year.

2016 SIP Targets;

- Increase in students in two Upper Bands in NAPLAN Reading

There was no measurable increase across year levels. WSA in Reading and targeted learning plans set for 2017.

- Yr3/5 students identified as below NMS in NAPLAN Reading and Numeracy in 2014 show Medium/Upper progress Achieved by 1 student Years7; remaining NEP students; 2017 will see reviews of referral processes and intervention strategies..

- The number of students in top two bands in NAPLAN Numeracy increases

Achieved in Year 7. Targeted intervention set for Years 3,5 in 2017.

In 2017 opportunities for students to move from surface to deep learning and to transfer learning to new situations, will enable more students to achieve in the top 2 bands.

Running Records shows higher numbers of students in Yr 1 & 2 achieving DECD SEA indicating success of releasing teachers to provide intensive 1:1 support for students struggling to achieve SEA.

2015 Yr1 59% 2016 Yr1 74%

2015 Yr2 50% 2016 Yr2 69%

PAT-R Comprehension & PATMaths

DECD SEA scale scores are used as the preferred measure of success of SIP strategies.

66% students achieved DECD SEA in Year 3 in PAT-R Comprehension;55% achieved DECD SEA in PATMaths.

Students achieved scale scores greater than 75% in both assessments at Yr 4, Yr 7 and in Yr 5 PATMaths.

SEA greater than 95% was achieved in both assessments at Yr 6 and in Yr 5 PAT- R Comprehension.

Attendance

Year level	2014	2015	2016
Reception	81.0%	94.9%	94.9%
Year 01	90.3%	92.5%	93.2%
Year 02	92.6%	92.4%	93.8%
Year 03	90.7%	93.6%	93.9%
Year 04	93.6%	90.4%	91.5%
Year 05	91.8%	89.9%	92.5%
Year 06	91.8%	93.7%	90.2%
Year 07	92.6%	91.3%	93.2%
Total	90.6%	92.5%	92.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The school is compliant with the DECD Student Attendance Policy as determined during the External Review. The attendance rate for 2016 was 92.1%, below the DECD target of 95%. Attendance information is provided on enrolment; articles promoting the importance of school attendance are published in the newsletter. Student absence without advice from the parent/caregiver, is followed up to ensure wellbeing of the child. The Counselor monitors attendance over time and contacts the parent/caregiver via letter as follow-up. Chronic nonattendance is referred to support services.

Behaviour Management Comment

Incidents of harassment/bullying involved almost the same number of students (21-22%) 2014-16. Increase in incidents in 2016 (39) to 2015 (21) related largely to behaviours by a group of younger students over a term.

In partnership with parents/carers site leaders reinforced appropriate choices with students.

Whole school proactive strategies supporting positive behaviour include:

- KidsMatter focus in 2016 strengthened partnerships with parents
- Social skills programs strengthen relationships;
- Students as peer mediators support minor problem-solving at play;
- SRC involves all students in decision-making about student concerns
- Consistent whole-school approach through common language, reinforcement of values and expectations.

Client Opinion Summary

29 parents (24% of 120 families) responded to the Parent Survey that included standard questions (1-14) and items relating to KidsMatter implementation.

Significantly positive responses - 100% Agree/Strongly Agree (or Neither Agree/Disagree) were provided to:

1. Teachers at this school expect my child to do his/her best
2. Teachers at this school provide my child with useful feedback about his/her school work
3. Teachers at this school treat students fairly
4. My child feels safe at this school
5. I can talk to my child's teachers about my concerns
6. My child likes being at this school
7. This school looks for ways to improve
8. My child's learning needs are being met at this school.
9. This school is well maintained.

97% maintained Agree/Strongly Agree with:

10. This school works with me to support my child's learning
11. My child is making good progress at this school
12. Teachers at this school motivate my child to learn
13. This school takes parents' opinions seriously
14. Student behaviour is well managed at this school.

Additional comments provided supportive suggestions including increasing open afternoon/evenings. Current site priorities include opportunities for increased parent participation in supporting children's learning.

Data about attitudes to learning indicates a slight decline in growth mindset by students. Teachers will identify specific needs of students from SEW reports and address in wellbeing programs.

Consistent positive agreement by staff was reached on all items. Additional items re feedback about work performance and supportive environments achieved positive responses.

Staff comments identified opportunities to engage more with parents and be more available, including seeking feedback from parents. In 2017, greater opportunities for School Services Offices to participate in planning for student learning.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	21.6%
Other	1	2.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.7%
Transfer to SA Govt School	27	73.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

People volunteering in activities involving their child, including classroom programs and sports teams are exempt. Other volunteers in classrooms and parents volunteering in the Library, Canteen and on Governing Council (as an employing authority of OSHC) need a screening certificate. The school pays for and supports the application process. All employees, including OSHC and Canteen staff have a current relevant screening. Original certificates are sighted on commencement and a register is maintained on site.

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	30
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	9.8	0.0	5.3
Persons	0	11	0	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$ 1478339
Grants: Commonwealth	\$ 28050
Parent Contributions	\$ 58208
Fund Raising	\$ 8173
Other	\$37112

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Targeted funds received to support mentoring and transition approaches for 2 students to Year 8. Year 6 ATSI student mentor to be in place in 2017.	Communication with secondary counselors to support.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher supported implementation of Teaching & Learning Cycle and the moderation of writing samples for Literacy Levels.	
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	Increased SSO support in class programs. Small group and 1:1 support in Literacy (Reading Doctor, Jolly Phonics) & Numeracy (TooSmart);	SMART targets set in NEPs in Term 4, 2016 to be reviewed in 2017.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS funding supported identified students to achieve SEA in Reading through additional SSO hours to work 1:1 or in pairs. Additionally an SSO worked with students with the maths intervention program, TooSmart. Teachers were released to work 1:1 with students.	All students R-3 achieved improved levels as measured by Running Records and increased sight words (Oxford).
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding supported Partnership CPAC funding. Additionally T&D for all staff in task design and moderation in mathematics.	All staff complied with required hours.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Teachers were released to provide small group tuition and 1:1 support for learners R-4 in reading. SSO hours were used to support ATSI students Year 4-6.	Improved RR levels at Y1 & Y2. Further strategy in 2017 at 3-6.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
Other Discretionary Funding	Primary School Counsellor (if applicable)	Students supported to develop social and emotional skills, problems solving strategies to build & maintain relationships & develop leadership skills.	Peer Mediators, SRC provide opportunities for problem solving.