Marion Primary School
2017 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: 28/2/2018

School Context and Highlights

2017 February enrolments (190) increased from 2016 (161). Our student body included 21 ATSI students and 17 students verified with disabilities. The Principal and Deputy Principal provided leadership of 1.5 and a total of 15 teachers and ancillary staff (186 hours/week) worked with 8 classes. Staff numbers increased during the year to support students with additional learning needs including reading intervention programs.

We proudly celebrated our community's diversity with whole school events including Harmony Day, Sports Day, Reconciliation Week, NAIDOC and Carols Night. Senior Choir enjoyed performing at the Entertainment Centre in September. Several students represented in SAPSASA Football, Tennis, Cross Country and Athletics teams at State days.

Students were supported in quality class and intervention programs including:
-Focus on STEM through whole school planning and staff PD, including 3-D Printing Project and Mathematics for Middle School. Students learnt coding and programming in Digital Technologies. Staff collaborated with Hamilton SC and ASMS to access STEM resources
-TooSmart Maths Program for Y2/3 and QuickSmart Maths Y4-6
-Detailed programming/implementation for differentiation and intervention in Wave 1,2,3 programs for every student below DECD SEA in Reading
-Reading support for Y3-7, based on Big 6 strategies
-Reading support program (R-4) enabled teachers to work with individuals or small groups
-Participation in Partnership PD focussing on STEM Learning Design, Assessment and Moderation
-Development of Whole School Agreement in Mathematics and implementation of WSA in Literacy
-Participation with Partnership PLTs by all class teachers focussing on STEM, Mathematics or Literacy
-All Y2-7 students completed Progressive Achievement Tests (PAT) in Reading Comprehension & Maths. Y3-7 completed PAT, Vocab & Science; information was analysed and recommendations made for 2018 priorities at the Term 4 Pupil Free Day.
-Effective use & analysis of school-collected, student learner data and NAPLAN data through use of a data management system – MarkIt
-Our GREAT (pre-school transition to school) program provided great opportunity for our first learners' smooth introduction to school.
-Supporting students' mental health, implementing the final component of the KidsMatter program
-A nature play space reflecting three different SA environmental landscapes, was established leading into the front of the school

Governing Council Report

I enjoyed reflecting on our achievements of 2017. Governing Council comprises an amazing group of parents. Thankyou Danielle Borroughs, for your contribution to the school whilst serving in 2016. We welcomed new members, Emma O'Halloran, Donna Davies & Trent McNamara.

Thankyou to all volunteers, including Rotary Club of Edwardstown and each subcommittee that looks after the different areas within the school including:
Grounds developed the Australian landscapes garden at the front of the school;
Parents & Friends under leadership of Nicky Smith, raised in excess of $6000 towards the playground development & shade; contributing to the social fabric of the school, including organising the disco.
Canteen, which is steadily growing under Kym Saunders management, supported by a great team of volunteers.
OSHC with new Director, Robyn Shanahan, continued to build a strong, viable service used by increasing numbers of families.
Playgroup thrived with guidance from parent, Charndra Pile, who we presented the Minister of Education & Child Development's "Volunteering Award for Outstanding Service"; congratulations and well done.
Sports -Benita Fagan does an amazing job with sports; large numbers of students participate in teams, in and outside of school. It's encouraging to hear how well they represent themselves, their families and the school community.This only happens with parents' support by coaching, managing & supporting at games.

The support of so many families joining in a number of our community events, such as Carols Night, Sports Day, Fun Run and fortnightly assemblies, is fantastic

In 2017 we farewelled our year 7s and staff members, Mark Pavlich & Annie McDonnell. Thankyou for the contributions you made to enriching our community; we wish you all the best.

We welcomed Trevor Hayley as Pastoral Care Worker in 2017; we hope you enjoy your time at Marion.

I acknowledge and thank our leadership team and staff for their commitment to the education and wellbeing of our children over the last 12 months. We are very fortunate with the calibre of staff at Marion and continue to attract quality staff to our school. They lead our kids in a positive and encouraging manner and I hope they feel that the work they do is appreciated.

I enjoyed serving on Governing Council in 2017 and look forward to your continued support as we strive for a better education and an enjoyable school experience for our kids in 2018.
Simon Johnson, Governing Council Chairperson

Improvement Planning and Outcomes

In 2017, staff strived to increase student achievement across all year levels by focussing on pedagogical improvement through site & Partnership PLTs. Students were empowered as learners through staff implementing learning intentions & co-constructing success criteria; focusing on giving & receiving feedback and monitor students' achievements against benchmarks. Consistent whole school approach in Reading Comprehension was implemented with differentiated learning experiences in Wave 1 and intervention strategies for Wave 2 & 3 learners who were identified as not achieving SEA. Teacher capacity to ensure improved students' fluency, problem solving, base 10 understanding, and use of mental strategies was a focus of the development of a whole school approach to effective curriculum, pedagogy and assessment in Numeracy. Staff engaged in regular analysis of assessment information & data that informed their programs.

Pedagogies & Environments for Effective Learning through STEM including building teachers' capacity and confidence to plan, teach, assess in STEM through inquiry and using Critical & Creative thinking continuum was developed in collaboration with Partnership sites through the LDAM training & development in addition to site based professional learning and release of staff for co-planning units of work.

From our annual review and analysis of assessment data, progress against site priorities for improvement and students' achievements against benchmarks provided directions, strategies and targets.to 2018, that will continue to build on strengths in programs and practices and implement evidence-based approaches that will enhance learning opportunities for all students. Continuing progress of students in Literacy, staff will continue to progress their pedagogy and programs to ensure sustained growth of all students against SEA benchmarks. Staff will implement a a highly effective oral language focus R-7 and additional intervention programs to progress Reading for all students. Changes to structures supporting tracking and monitoring of every learners' growth will be applied. Professional learning in evidenced based strategies that improve Reading Comprehension will be employed.

Empowering student voice and opportunities for students to realise as powerful learners through enhancing their growth mindset, focussing on dialogue and building on co-construction of learning design will be strongly supported across each of the improvement priority areas.

Embedding the Numeracy agreement in everyday practice will ensure strengthened pedagogies. Teachers are committed to developing practices through their professional learning, that accelerates and deepens numeracy learning.
Development of STEM through collaborative planning will enhance inquiry-based learning and strengthen the application of critical and creative thinking approaches.

The Wellbeing priority has identified intentional and evidenced based approaches and programs, including mindfulness, Rock & Water and the Berry Street Education Model that will support staff strengthening of their capabilities to guide students in developing resilience, growth mindset and self-regulation.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
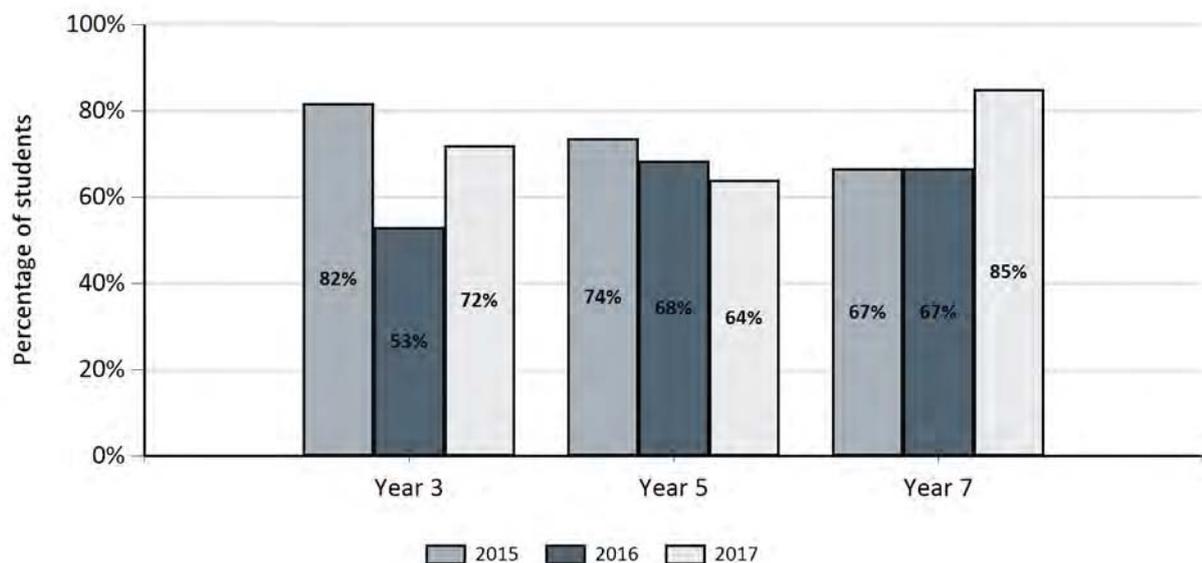
Reading
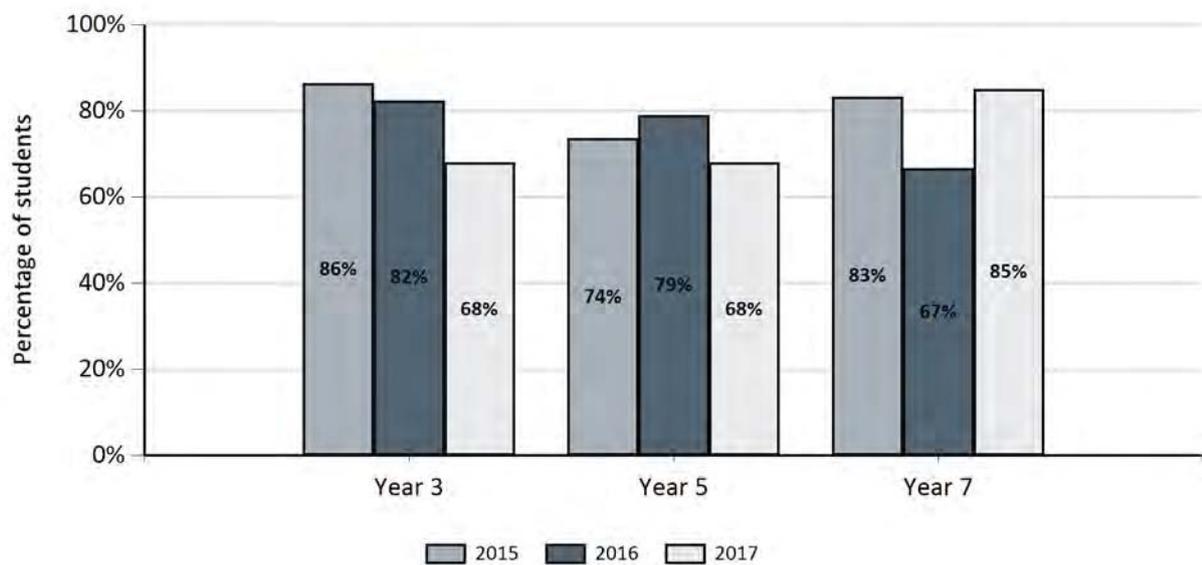
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
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NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	36%	24%	25%
Middle progress group	50%	38%	50%
Lower progress group	14%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 5-7	Year 3-5	State (average)
Upper progress group	50%	24%	25%
Middle progress group	43%	52%	50%
Lower progress group	7%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	25	25	10	6	40%	24%
Year 3 2015-17 Average	21.3	21.3	7.0	5.0	33%	23%
Year 5 2017	25	25	7	3	28%	12%
Year 5 2015-17 Average	21.0	21.0	5.3	3.7	25%	17%
Year 7 2017	20	20	4	9	20%	45%
Year 7 2015-17 Average	16.7	16.7	3.0	6.0	18%	36%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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 a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year

2017 SIP Targets

Literacy:

-Increased % of Year 2 students achieve SEA in Running Records at Term 3 census

-Increased number of students in top 2 bands in NAPLAN Reading

-Increased % of students (2016/17) achieve SEA in NAPLAN Reading (Year 3, 5, 7)

-Increase % of Year 2-7 students achieve DECD SEA in PAT-R Scale Score

Numeracy:

-Increased % students in top 2 bands in NAPLAN Numeracy

-Increased % students achieve DECD SEA in NAPLAN Numeracy Year 3,5, 7

-Mean score for Year 3 & 5 NAPLAN Numeracy increased

• NAPLAN Reading Progress Year 5-7 significant Upper growth of 36% and Middle growth of 50%

• Numeracy Progress Year 5-7 is 50% Upper Progress and Middle Progress is 43%.

• Numeracy Progress Year 3-5, is close to State average

Students in top two bands:

• Year 3 Reading -10 representing 40% of students (increased 7% on 2015-17 average), Numeracy 6 representing 24% of students (slightly ahead of 2015-17 average)

• Year 5 Reading 7 students representing 28% of students increased by 3% on 2015-17 average

• Year 7 Reading 4 students representing 20% of students (2% above 2015-17 average); Numeracy 9 representing 45% of students (9% above 2015-17 average

NAPLAN Mean Scores at Year 3, from 2015-2017 showed significant growth in Numeracy, with Reading and Writing remaining consistent with previous years.

NAPLAN Mean Scores data at Year 7, from 2015-2017 showed a growth of over 60 points in Numeracy, over 50 points in Reading just under 20 points since 2015 in Writing

PAT-R/PAT-M data shows % of students at each year level at or above DECD SEA

PAT-R data

Year 3 (SEA 95+) 83% Year 4 (SEA 106+) 82% Year 5 (SEA 112+) 73% Year 6 (SEA 118+) 83% Year 7 (SEA 120+) 100%

PAT-M data

Year 3 (SEA 101+) 95% Year 4 (SEA 110+) 65% Year 5 (SEA 112+) 70% Year 6 (SEA 120+) 68% Year 7 (SEA 121+) 94%

Term 3 Running Records data strongly evidences outcomes of intervention programs implemented in the R-2 years (2016-17)

Year 1, (DECD SEA Level 15), 41% of students above SEA, 33% at/above SEA for Year 2 (up from 23% in 2016)

In 2016, 69% of Year 1 students reading at or above SEA; in 2017, 79% of this cohort at Year 2 were reading above SEA

Year 2, 79% of students above the DECD SEA of Level 21 compared to 69% at State and 65% of Partnership students

2017 5% of Year 2 students reading below Level 10, reducing by 13% from 2016

Attendance

Year level	2014	2015	2016	2017
Reception	81.0%	94.9%	94.9%	87.8%
Year 1	90.3%	92.5%	93.2%	90.6%
Year 2	92.6%	92.4%	93.8%	90.9%
Year 3	90.7%	93.6%	93.9%	92.3%
Year 4	93.6%	90.4%	91.5%	92.1%
Year 5	91.8%	89.9%	92.5%	90.3%
Year 6	91.8%	93.7%	90.2%	92.1%
Year 7	92.6%	91.3%	93.2%	90.5%
Total	90.6%	92.5%	92.9%	90.6%

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

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

Attendance Comment

Attendance data is looked at on an ongoing basis and as termly summary. Families are contacted daily seeking reasons for absence. Students are supported through teacher discussions and school networks to promote engagement in learning activities. Families are supported by staff, home visits and Support Services such as the Attendance and Engagement Officer and Behaviour Support Coach. Discussions with Support Services result in referrals as needed. The school also communicates with flagged families indicating the attendance rate and the importance & impact of absenteeism.

Behaviour Management Comment

Behaviour data is collated each term and used to inform and refine site practices and procedures. Bi-annual student bullying audits also inform staff of issues and help identify actions.
Student Social Emotional Learning data is collected and teachers use reports to identify trends, areas of strength and areas to be addressed in their classes and plan accordingly. End of year review includes looking at updated SEW data to identify the impact of approaches.

A number of new students are still settling into our culture regarding behaviour. This year's data showed an increase in difficult behaviours. Cowandilla Learning Centre was accessed and we have identified programs and support for identified students at our site level.

Client Opinion Summary

The responses from both parents and staff to questions in the ACARA School Survey showed a synergy in views, particularly with 88-100% of both cohorts identifying that the school is well maintained whilst staff hold high expectations of students; teachers provide students with useful feedback; students can discuss concerns with teachers; the school looks for ways to improve and the school works with parents to support students' learning.

80-88% of parents and staff considered that teachers provide useful feedback to students, motivate them to learn and in partnership with parents, that the school works to support students' learning. In the ACER SEW survey, 98% girls and 90% boys identified that they got on well with their teachers whilst 81% girls and 69% boys like being at school. Further, 80% boys and 83% girls identified they love to learn.

An area for improvement from 30% of both parents' and staff perspectives was to ensure learning needs of all students were more effectively met. Staff identified a need for continuing improvement in managing behaviour (and in discussion identified a small number of very challenging students) and ensuring all students felt safe although parents' responses (94%) indicated satisfaction to the items relating to their children's wellbeing and the management of behaviour. In the ACER SEW survey, 24% boys and 19% girls did not feel safe at school. Ensuring structures and strategies that foster improved behaviour choices by all is a high priority in 2018.

A high number of staff (85%) feel well supported at this school, with 30-35% of staff identifying the need for opportunities for change in feedback about their work and participation in decision making processes.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	16.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.7%
Transfer to SA Govt School	28	75.7%
Unknown	2	5.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Parents who volunteer in their child's class or a sports team that includes their child have been exempt. Parents participating on Governing Council and its committees, volunteering in the canteen or helping at swimming, along with all other volunteers, are required to have a DCSI screening certificate and are supported by the school to gain this.

Other parties, including student teachers, OSHC employees, third-party providers, tradespeople, cleaners etc show their DCSI screening clearance to the Principal on commencement at the school.

A current register is maintained.

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	31
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	12.7	1.3	5.6
Persons	0	15	2	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	2177991
Grants: Commonwealth	15465
Parent Contributions	53301
Fund Raising	8160
Other	62603

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Improved Behaviour Management and Engagement		Teachers implemented whole school consistent practices. Lunchtime activities implemented. All JP staff participated in OT project and implemented strategies.	Consistent &positive behaviours demonstrated by most students.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	All students were assigned a level using the Language & Literacy levels. A teacher supported each EALD student in developing written genre. All teachers used a Teaching & Learning cycle in their planning.	Data indicates most students have progressed at least one Level.
	Improved Outcomes for Students with Disabilities	NEPs developed for all students with learning difficulties. Staff released to develop targeted programs; SSOs employed to support class learning & intervention. SSO support for Speech programs.	Students with Disabilities making good progress against their goals.
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	Aboriginal students participated in cultural activities supporting engagement. ILPs developed for each student;these identified specific literacy & numeracy goals. According ach studeto need, each one participated in a targeted intervention program Numeracy & Literacy intervention included Literacy Big 6 Intervention, JP 1:1 reading support, Reading Doctor, QuickSmart & Too Smart Maths).	Aboriginal students develop positive cultural focus and learning goals, through care and support of Aboriginal Community Ed. Officer and Aboriginal Ed. Teacher.
Program Funding for all Students	Australian Curriculum	Primary Australian Curriculum funding was used to support LDAM focussed implementation of STEM at Partnership and site level with support of SLIIP officer.	
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	SSOs were employed to support those students with challenging behaviours to engage in learning programs. Teachers were released to provide additional 1:1 tuition in reading.	Identified students increased their time in class and engaged on learning tasks.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	The School Counsellor funding was included in the role of Deputy Principal (0.5). Restorative practices and completion of KidsMatter implementation were supported.	Social emotional learning programs directly impact students' improved well-being