



Marion Primary School

2020 annual report to the community

Marion Primary School Number: 993

Partnership: Marion Inland

Signature

School principal:

Mr Rod Sutherland

Governing council chair:

Emma Dottore

Date of endorsement:

10 March 2021



Government
of South Australia
Department for Education

Context and highlights

Marion Primary School is a category 4 school in the south western suburbs of Adelaide. The school began the year with a new Principal (Rod Sutherland) filling in behind Cheryl Ross pending her retirement. With Stacey Eichenberger (DP) continuing her placement at Richmond PS, Rod ran a selection process and appointed Paul Taylor. Both had initial tenure for the first half of the year, later extended to the full year, allowing for some continuity.

Both the Front Office manager (Candia Thomas) and the Finance officer (Henrietta Visser) were also newly appointed to these positions. During the year we were fortunate to access the services of Cindy Davies within the financial management component of school. Cindy was a great source of advice and experience for Henrietta. Also during the year Candia had extensive time off for surgery and were fortunate that Sue Whittaker was able to come off her LSL with her vast local knowledge.

Established staff member Jo Byrne took off for the Yukon on an exchange scholarship. We had the pleasure of meeting and working with Shawna Vedress. Shawna took on the year 1 class, and soon became a regular member of the staff.

During Term 2 our Aboriginal Community Education Officer (ACEO), Eileen Butler retired after a long career working with us and the ATSI community. Eileen's energy and inclusive approach will be missed. Michael Laing was appointed to the role bringing with him some experience with us as an SSO.

Of the 194 students at time of enrolment census,-
6.19% are ATSI; 8.76% are SWD and 18.04% are EALD students. Approx 15% were approved School Card Holders. This was a significant decrease on the previous year, statistically approx. 50% less applications by August. A concerted awareness raising effort pushed the number of approvals over 40 before the close off date for applications..

Like all schools across Australia the school was impacted by the Covid-19 epidemic. The staff, students and parent community responded remarkably well to the constraints and restrictions imposed on school activities. The support from the community was outstanding. The additional effort by all levels of staffing to continue provision of educational programs for learning at home was a testament to their professionalism. Staff were actively involved in Professional Development related to Emotional and Mental health and Ready to Learn via the Berry Street Educational Model. They also participated in a "Learning Design and Moderation" program. Both of these initiatives operated across our partnership.

Governing council report

Despite enduring a year of disruptions and subsequent complexities, Marion Primary leadership, staff and community members have worked tirelessly to maintain the delivery of teaching and learning to our students. So too has Governing Council effected the ongoing maintenance and development of educational and site services.

The aligned service probably most impacted by Covid in 2020 has been OSHC. The various school closures and government subsidy systems have been ongoing concerns, which director Robyn Shanahan has deftly navigated. The long overdue revision and streamlining of the OSHC and Vacation Care fee structure will assist the continued viability of this valuable service.

The canteen has continued to remain open for four days a week for most the year thanks to Kym Saunders and a small team of volunteers. Pleasingly, this now looks like increasing to five days a week. Another change occurring in 2021 will be the introduction of the Qkr mobile ordering and payment app, which will allow further ease for families.

This year has seen a number of works overseen by Grounds committee. Roofing and guttering, air conditioning, bore and irrigation are all site features which required significant repairs and upgrading. Stages 1 and 2 of the playground were completed, with the final stage to be undertaken prior to the commencement of the 2021 school year. The demolition of outlying Room 13 also occurred to make way for a yet to be determined project, to be completed with proposed maintenance funding.

A highly successful year has been had in respect to the Fundraising Committee's extensive and impressive efforts. No fewer than eight fundraising events were conducted, many in innovative ways to maintain community engagement while working around restrictions. The strong support for events such as the Colour Fun Run, Kyton's Winter Warmers and Crazy Camel Artwork from families has been evident in the significant funds raised. Thus far six iPads have been purchased for classroom use, as have three gazebos, which have already been put to use for community events.

Thanks go to all volunteers who have contributed their time and efforts to the various committees. It is the involvement of these individuals that helps to keep the wheels turning. Much gratitude goes to Rod Sutherland for his leadership in this transitional year. The support and guidance of Rod and his team has been much appreciated. We wish Rod all the best for his well-deserved retirement, as we look forward to welcoming David O'Connell to the principal's role next year.

Quality improvement planning

GOAL 1 - Increase the number of Year 2-6 students meeting SEA in Reading.

This was met at some yr levels. In general terms we have maintained students meeting SEA but have not increased those students below SEA to reach SEA.

The suggestion for 2021 is to seek to also increase the number of students "in higher bands". This responds well to our Evaluation review recommendation to increase 'challenge'.

GOAL 2 - Increase and retain the number of Years 5-7 students in Higher Bands in Reading.

Given that there was no NAPLAN in 2020 we examined data from the Progressive Achievement Tests (PAT). We found we had increases if we used the scale score, but not by stanine score. There were 6 students in the higher levels of PAT results. Another issue with this type of finite targeting was that several of the higher band students from year 5 had actually left the school before assessment in year 7.

The suggested challenge /target for 2021 would be "Increase the number of students significantly above SEA in reading from R-7".

Staff devoted a Pupil Free Day to review the 2021 SIP, especially strategies and implementation. A collated version of that review has been distributed to Gov Council, the Partnership Education Director and staff of 2021. Including content suggestions related to - PD on strategies / practices to support us in achieving our goals. (PD on ACER data to understand it); Too many actions for each goal; Too many different programs. And suggestions for accountability such as - at the beginning of each term have an overview of what is required in the SIP directions and responsibilities for the term.

Staff are keen to continue to work in Professional Learning Communities (PLC's) Among the suggestions - whole staff PD, revisit Oral Lang and Big 6 PD. Allow time each term including SSO's. Revisit focus on Lit progressions, Guidebooks, Rdg Comp scope / sequence. To support the work in PLC's staff would make use of more peer / collegiate observation, planned / timetabled release time with their colleagues.

Another strong suggestion involved improved use of staff meeting time, increasing the amount of time spent on PD. This would mean tightening the time available to Admin matters. Staff do have access to a range of communication apps and tools to allow for organisational and administrative matters to be shared. It would be useful if an application / tool is chosen early in the year and then this is accessible to all staff, especially for routine information.

In summary - There are still matters of recommendations from the previous External Site review that need to be revisited and strengthened. These relate to consistency across the year levels and working collegiately across more than immediate year level PLC's. Site agreements related to Literacy and Numeracy as well as PD for the programs being used need to be reviewed and addressed. Implementation of PROBE and Words Their Way are 2 such programs.

Dialogic Talk is another area which is identified for development. This pedagogical approach needs to be revisited so there is consistent understanding of what is meant and what the outcomes might look and sound like.

The school will receive additional funding to support the management of complexity within the classrooms. The range of learner achievement levels along with the variety of cultural, linguistic and socio-economic backgrounds defines our diversity. Addressing this diversity through planning for differentiating the curriculum will be a major component for the usage of these additional funds.

Improvement: Aboriginal learners

ATSI student learning outcomes have been a particular focus during 2020. A member of staff with Aboriginal Education Teacher role 0.4 FTE works with teachers of ATSI students to plan and monitor participation and engagement. We have had 14 hours per week of Aboriginal Community Education Officer – Michael Laing, since the retirement of Eileen Butler. The ACEO works closely with the Pastoral Care Worker (Lisa Colton) and the AET to provide support to ATSI families. This was of critical importance during periods of absence due to Covid-19 precautionary action for vulnerable families.

Some ATSI student results are well below Standard Achievement with absentee data correlating to learner achievement.

The Action plan was worked up by general staff, a committee of staff members and ATSI 'Yarning Group' members.

Goal 1

All Aboriginal and Torres Strait Islander students meet or exceed year level expectations in literacy.

-Working with teachers to set these actions

-One Plans

-Literacy continuum for students to plot themselves and goal set

-Accountability

Goal 2

All Aboriginal and Torres Strait Islander students meet or exceed year level expectations in numeracy.

-Working with teachers to set these actions

-One Plans

Goal 3

Aboriginal and Torres Strait Islander students' attendance matches or exceeds the school average.

-Michael is focusing a lot on attendance and building relationships

-Michael and Lisa completing home visits to increase ATSI student's attendance

-Students need to feel supported in the first two goals to want to come to school

-What are the challenges for not getting the students to school?

-Support and strategies

Goal 4

Marion Primary School is a culturally safe environment for Aboriginal and Torres Strait Islander students and families.

-Celebrating diversity

-Yarning Circle

-Professional development for staff

Goal 5

All students (Aboriginal and non-Aboriginal) value and understand Aboriginal and Torres Strait Islander culture.

-Professional Development

-One Plan for the ATSI students

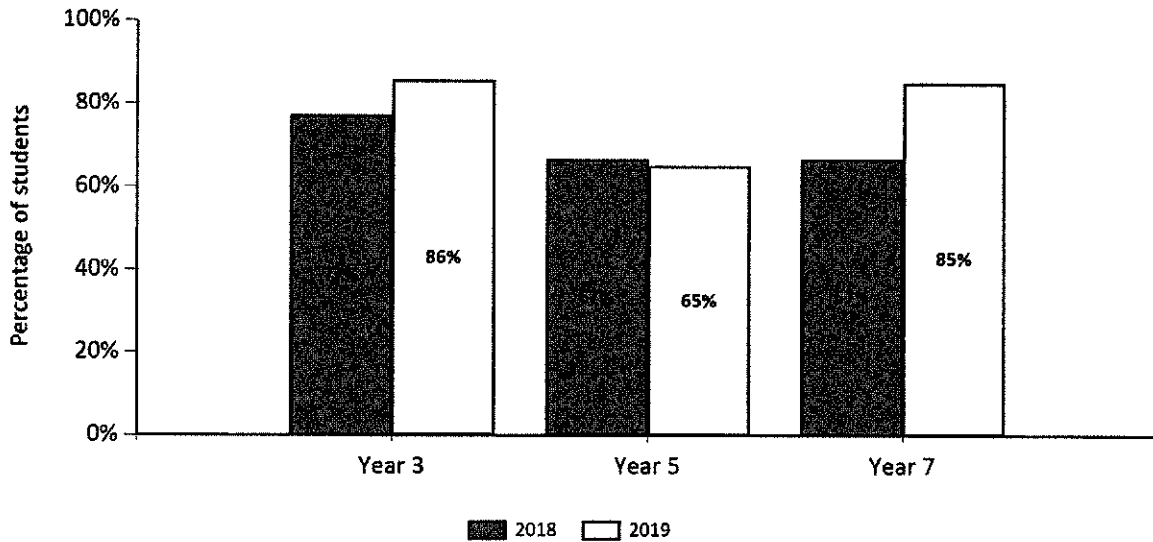
-Scope and Sequence for Aboriginal Perspective and Reconciliation.

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

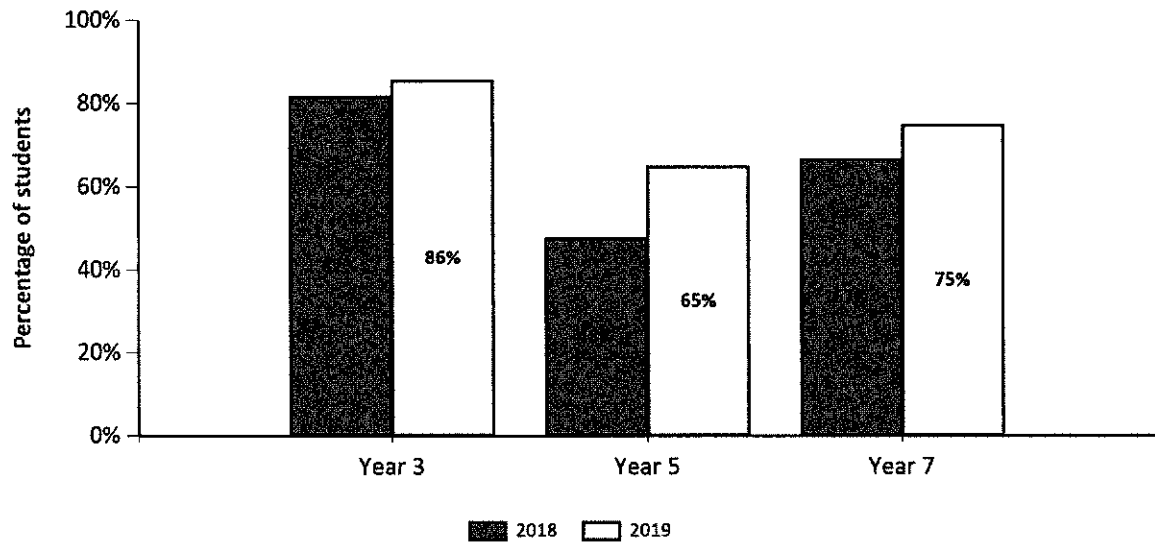


*NOTE: No NAPLAN testing was conducted in 2020.

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	38%	50%	25%
Middle progress group	38%	44%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	33%	25%
Middle progress group	50%	56%	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	28	28	13	9	46%	32%
Year 3 2017-2019 Average	25.0	25.0	11.3	7.3	45%	29%
Year 5 2019	20	20	6	4	30%	20%
Year 5 2017-2019 Average	22.0	22.0	6.3	3.3	29%	15%
Year 7 2019	20	20	6	6	30%	30%
Year 7 2017-2019 Average	21.3	21.3	5.7	6.0	27%	28%

*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

COVID-19 resulted in the decision not to run the NAPLAN assessment across Australia. (At its designated implementation range, some schools in some states were closed or there were intentions to close imminently).

Recent data identifies an increase in the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, demonstrating achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Running Records, Term 3 – The percentage of yr 1 students at the upper levels is higher than the state and our partnership schools. However our ATSI students perform at much lower levels than non-ATSI students. Non-English speaking background students' levels are approximately equivalent to non-NESB students. Results are similar for yr 2 students. It is noted that 25% of the yr 2 students experienced upper rate growth in their reading, all others bar one with Medium growth rates which is above expected results.

Phonics knowledge and awareness are the foundations for learning to read. In year 1, the Phonics Screening Check provides teachers with information as to the decoding level of reading development for each student. In 2020 of the 20 students assessed, about 10% were already fluent decoders, and 50% seen as developing decoders. More importantly than the raw score is the knowledge the teacher gains from analysis of the letter combinations that need to be explicitly taught to the students.

Attendance

Year level	2017	2018	2019	2020
Reception	87.8%	91.7%	89.6%	86.3%
Year 1	90.6%	89.1%	88.9%	88.3%
Year 2	90.9%	91.6%	89.5%	87.0%
Year 3	92.3%	92.0%	90.6%	84.0%
Year 4	92.1%	92.5%	88.6%	87.5%
Year 5	90.3%	90.5%	89.8%	84.3%
Year 6	92.1%	90.1%	87.0%	90.2%
Year 7	90.5%	90.2%	86.8%	83.3%
Total	90.6%	90.9%	89.0%	86.4%

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

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

Attendance comment

Attendance average at time of writing this report was at 88%. This is slightly lower than recent years but some absences can be attributed to COVID precautions. Children were kept home by parents as a precaution before Department guidelines established means of recording these absences.

Habitual non-attenders have been referred to Truancy support, with follow up actions and plans to support student attendance.

All absences are followed up by the school. Phone calls and home visits significantly increased due to COVID and a large data base was constructed to monitor students and families at risk.

Behaviour support comment

There has been a general decrease in recorded incidents. We believe that this is due to several factors.

Staff participation in Professional Learning related to Interoception and the Learning Readiness embedded in the Berry St Model.

Behaviour is in large managed within the classroom by the teacher and SSO.

The strategies learnt from the Professional Learning sessions lend themselves to supporting the student in managing their behaviour.

SSO's in particular have been deployed to assist specific students in their participation in lessons and the learning of self-regulation strategies. The self-regulation strategies are also explicitly taught to the whole class.

(FYI Interoception is connected to the ability to manage those internal bodily functions – breathing, thinking for example that help manage behavioural responses which can be the result of increased anxiety)

Client opinion summary

Of the 83 responses re "I would like more help from the school with my child's learning", 25% responded yes to help them with their child's needs, and 31% wanted the school to address their needs better. Only 7% felt discussions re learning were not useful, and 7% felt the school did not provide opportunity to have input about their child's learning.

16% felt that they did not receive enough communication from the school. This is interesting because the school uses hard copy notices including Newsletters, Facebook, Text Messaging, Seesaw and emails to communicate information to parents. Maybe the question is more about what sort of information is required, or is this a particular cohort of parents? We have no way of knowing the background, cultural or otherwise of the respondents.

82% and 84% responded positively to questions related to respect, "People respect each other" and "Teachers and students treat each other with respect at this school." Given that Respect is one of the core values of the school this is a positive piece of feedback.

It would be interesting to delve deeper into this data. Examining the responses from different cultural groups. There is a small group of ATSI parents who can meet regularly and could be a source of more nuanced information. However we also have significant numbers of parents from a variety of different cultures and language groups.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	15.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.2%
Transfer to SA Govt School	35	77.8%
Unknown	2	4.4%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Documentation for all employees is kept on file and is regularly monitored through the Department HR management website. Practicum Students are required to provide documentation before taking up the practice, which is also kept on file.

Volunteers in close, regular contact with children are also required to complete the screening as per current guidelines. Their documentation is also kept on file. Regular checks are made against that file.

2020 was unusual, due to Covid-19 as volunteering opportunities were restricted as per Health and Government Instructions.

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	25
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	13.0	0.8	6.7
Persons	0	14	1	9

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

Financial statement

Funding Source	Amount
Grants: State	\$2,562,243
Grants: Commonwealth	\$24,450
Parent Contributions	\$87,346
Fund Raising	\$10,823
Other	\$13,562

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	Student Well-being leader (0.4); managing IESP OCOP documentation., Behaviour Management, Attendance – negotiations with parents , support services and staff.	Identified students receiving targeted support, in a timely manner.
	Improved outcomes for students with an additional language or dialect	EALD Teacher (0.4); 1:1 support for students and support for class teacher for differentiation of the class program.	Literacy levels are assessed with progress dependent on starting point,
	Inclusive Education Support Program	\$239,220.76 – Provides approx. 135 hrs per week of SSO time 1:1 with individual students. Direct Literacy / Numeracy support as well as programs and support for student behaviour regulation.	Individual students increased participation in mainstream learning activities.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal students - AET (0.408), appointed internally. Supporting students to participate in mainstream learning, supporting teachers in developing differentiated programs as required. Supporting teachers with Aboriginal cultural content in lessons. ACEO1 – 14.7 hrs per week – supporting individual students and parents particularly in relation to attendance, social emotional wellness and contact with community support agencies. Working in partnership with Pastoral Care Worker.	Some ATSI students benefit more than others and are achieving SEA. Attendance and behavioural support are large determining factors.
	First language maintenance & development Students taking alternative pathways IESP support	APAS funding provided SSO supported literacy programs to identified students.	
Program funding for all students	Australian Curriculum	\$54,225.75 – Goods and services – TRT release for LDAM champ, working across partnership and coaching supporting staff with Learning Design and Moderation program.	Full participation of staff in PD activities.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A