

Mallala Primary School

Annual Report

2015



1. CONTEXT

School Name:	Mallala Primary School	School Number:	0241
Principal:	Mr Alec Tibbitts	Partnership	Greater Gawler

Mallala Primary School began 2015 with 153 students, however there were an additional 13 unexpected enrolments during the year. The school has 6 classes and a Preschool on-site as well as a new Occasional Care service, which started in term 4 and a thriving Playgroup.

Mallala Primary School services a broad area, ranging from Dublin, Windsor, Redbanks, Barabba and the township of Mallala. Approximately half of the students are bussed in.

Mallala Primary School has two specialist subjects – LOTE (Korean) and the Arts.

Our core values are Respect, Excellence, Diversity and Perseverance.

2. REPORT FROM GOVERNING COUNCIL

The school year of 2015 ended in dramatic fashion with the Pinery fire. On behalf of the Governing Council our thoughts are with the families that suffered losses due to the fire. I'd like to congratulate the school staff for their fantastic manner in which they carried themselves during this challenging situation. We'd also like to thank the many contributors to the school community for their donations and support.

During the 2015 school year the Governing council discussed and were involved in many things. These included

- Design of the natural play space
- Sun Smart policy
- Uniform policy
- Sports day review
- Supporting the School Choir with parental help eg fundraising
- Discussed and approved the start of the seventh classroom in 2016
- BBQ for sports day
- BBQ for Christmas Street Party

In closing I'd like to thank everyone that contributed to the school this year, especially the Parent Club and the Playgroup committees. I'd also like to thank the standing members and the outgoing members of the Governing Council for their time and effort in helping make the school a better place.

Daryl Standley

3. 2015 HIGHLIGHTS

Early in term 1, we received notification that we were one of three schools in the state that was part of UNESCO's teacher exchange programme with South Korea. Two Korean teachers came to our school for a fortnight and shared their unique culture with students, parents and staff.



In the July holidays, one of our teachers paid a return visit, teaching in a Korean school in Seoul. Luckily she also found time for sightseeing and sampling the local cuisine.

We extended our commitment to creating an environmentally friendly school by agreeing to develop a natural play area in the school grounds and extending the Preschool area to also incorporate a natural play area. This work will continue into 2016.



Mallala Primary School successfully applied for a Stephanie Alexander Kitchen Garden Program grant, which has provided funds and training. Into 2016 the school will feature a "market garden" and cooking programme.

In term 4, Minister Susan Close and CEO Tony Harrison visited the school and announced that we had also won a Preschool Outdoor Learning Area grant. The consultation and construction work will commence in 2016 and will provide a significant upgrade to the site.

The Korean Night was a huge success this year with a large increase in numbers attending. Those who came were treated to delicious food, activities and entertainment.

The mural in the JP courtyard was completed towards the end of the year and provides the area with a bright and colourful entrance.



4. SITE IMPROVEMENT PLANNING AND TARGETS

Maths

Improve students' Basic Number Skills.

Strategies

Data collected through PAT-M, site based testing and NAPLaN showed that many students who fell outside of the medium or upper level growth were only just below these levels. These students were identified by leadership and class teachers were provided with this information. Leaders based observations on this group of students and discussed findings with teachers. This meant that teachers could utilize strategies to target this group.

Staff participated in Training with Neil MacKay. This provided strategies to support students who were not achieving agreed standards. Strategies were particularly relevant to teaching maths and this work will continue in 2016.

The maths agreement was reviewed and implemented across classrooms. The agreement now features a single page document which highlights the practices that all teachers are expected to use in the classroom.

Greater than 75% of students will experience medium or upper level growth in NAPLaN by 2016.

74% of students achieved medium level growth from year 3 to year 5 in Numeracy.

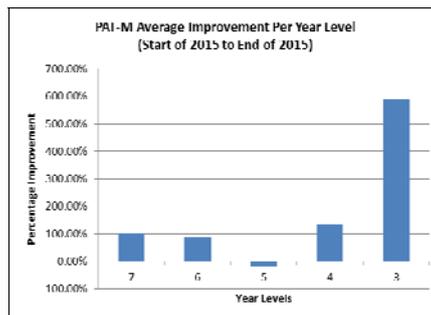
81% of students achieved medium level growth from year 5 to year 7 in Numeracy.

(Target was achieved)

From the start of 2015 to the end of 2016, the average percentile of students in the bottom 50% will improve by 10% in each year level as measured by PAT-Maths+.

Progress has been significant in this target, however year 5 testing indicated students as a whole had lost percentage points. This will be reviewed and monitored in 2016.

(Target will continue to be monitored in 2016)



English

Improve students' Reading Comprehension.

Strategies

Through NAPLAN analysis, leaders and teachers were able to identify that students often struggled to read and comprehend questions, especially those with more complex sentence structure.

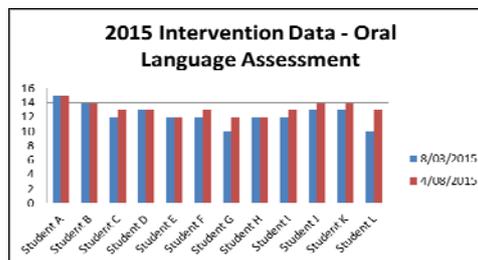
In order to improve results in all areas, leadership made the decision to invest in Coordinator and SSO time to deliver a 4 day per week intense comprehension intervention programme based on strategies learnt at a Sheena Cameron training day.

Teachers were regularly informed about the progress students involved in this programme were making and which strategies were working well.

The Teaching and Learning Coordinator supported staff by ensuring they were using strategies in the classroom and had a focus on comprehension, especially interpretive and inferential in the primary years.

In years R to 3, students who achieve in the bottom 66% as measured by the Oral Language Assessment will improve by 20% across the year.

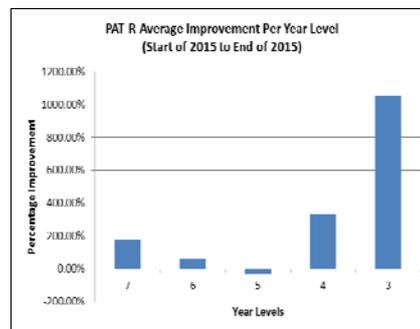
End of Year data was not collected due to significant disruption to the school, including both class teachers on leave and the Pinery Fires. Data collected is from 2015 Intervention and shows growth over 3 terms.



From the start of 2015 to the end of 2016, the average percentile of students in the bottom 50% will improve by 10% in each year level as measured by PAT-R

Similarly to the PAT-M testing, year 5 PAT-R testing indicated students as a whole had lost percentage points. This will be reviewed and monitored in 2016.

(Target will continue to be monitored in 2016)



Greater than 25% of students will experience upper level growth in Reading by NAPLAN 2016.

As it is not possible to compare one year's NAPLAN progress with another due to different cohorts of students, this target will be reported on for the 2016 school year.

(Target progress will be reviewed in 2016)

Recommendations

A strong focus on JP pedagogy with a particular emphasis on Numeracy and Literacy is required in order to improve students achievement in year 3 NAPLaN testing and Running Records data.

Students in Upper Level growth as measured by NAPLaN has been below all schools results. A focus on “intellectual stretch” needs to be implemented across all year levels. Students who are JUST falling below benchmarks and those who are achieving AT standard will be targeted so they have the opportunity to reach their full potential.

In line with Partnership priorities, Numeracy will need to have a strong focus in 2016. Teacher confidence and pedagogy will be an area to develop further. Also, student expectations need to be raised and attitudes towards Maths need to be improved.

As discussed with Governing Council, a seventh class should be introduced to reduce numbers in the Junior Primary classes therefore leading to more individual attention. SSO support each morning should continue in JP classes. This should lead to year 3 students achieving better results in NAPLaN but will take between 2 and 3 years before the result of the strategy is determined.

4.1 Junior Primary and Early Years Scheme Funding

Early Years Funding was used to develop the Play Based Learning area with a focus on oral language development. The area lent itself to a smoother transition between Preschool, which has a culture of play based learning and students’ agency, and school.

To support the Play Based Learning curriculum, two SSOs were made available to teachers each time the programme was run. This meant 10 lessons of additional support for the R/1 and 1/2 class. Some of the structures developed during 2015 have provided insight into those we will continue in 2016 and those we will not.

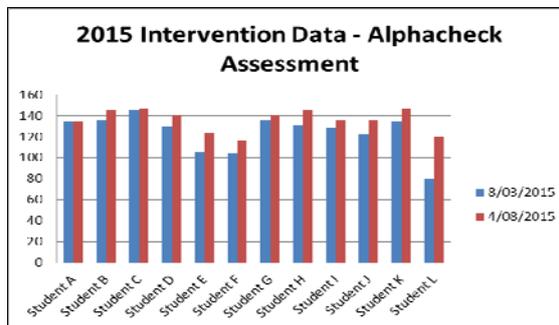
4.2 Better Schools Funding

Better Schools Funding was utilized to release the Teach and Learning Coordinator from some of his teaching duties to plan and programme Intervention, train SSOs and support the delivery of the Intervention programme.

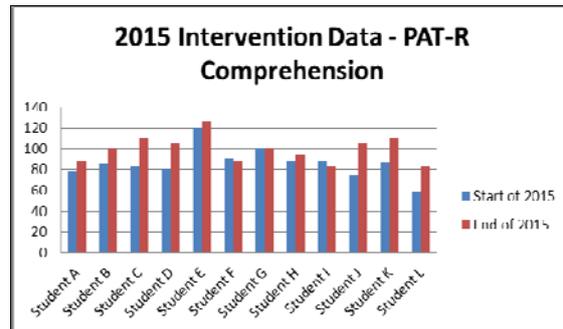
Intervention was focused on comprehension in 2015 and PAT-R testing showed significantly improved results after the delivery of the programme.

5. STUDENT ACHIEVEMENT

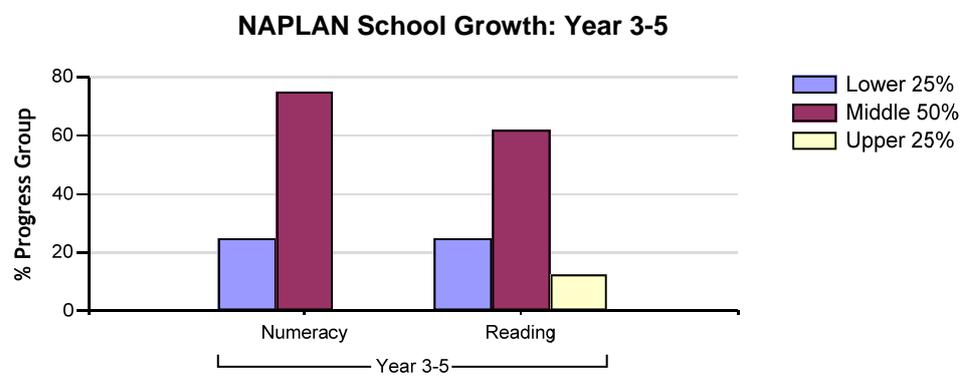
The focus during term 3 and 4 for tier 1 Intervention was providing Junior Primary students with understanding and tools to support their number development.



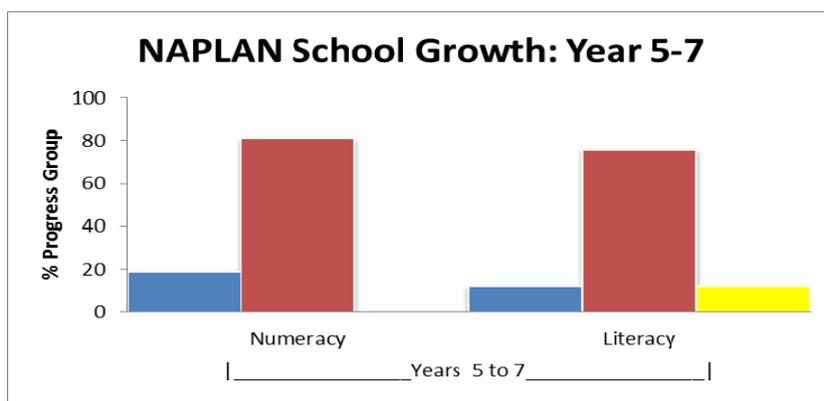
The focus during term 1 and 2 for tier 1 intervention was on developing students comprehension skills to support them with their reading and giving them a better opportunity to understand the NAPLAN questions. Pre Intervention and Post Intervention testing indicated that the majority of students experienced good growth. Those who did not show growth were those who had already been identified as having additional learning needs or were referred for Support Services assessment.



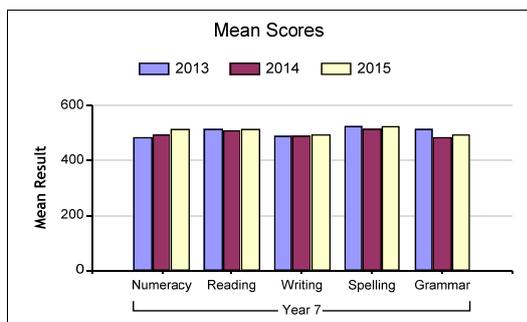
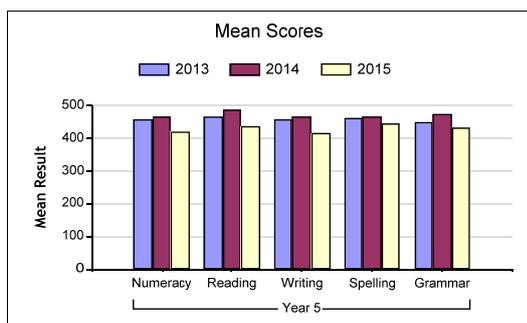
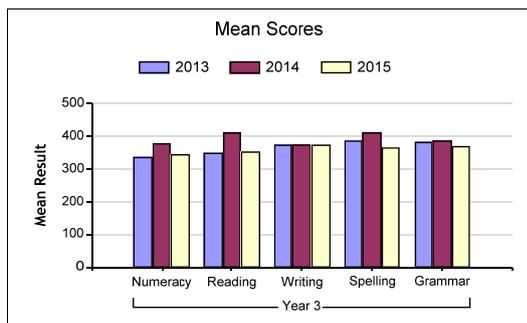
5.1 NAPLAN



75% or greater of students in year 5 who sat the 2015 NAPLAN test, demonstrated growth at an appropriate or higher rate. This was encouraging but our aim is to move students, particularly those who perform at the average or below level in NAPLAN, towards an upper level of growth then keep them at a higher level.



Similarly, this chart shows growth rates for students in year 7 since their last NAPLAN results in year 5. The blue bar represents low growth rates, the red bar shows medium growth rates and the yellow bar shows upper growth rates. 88% of students showed medium or upper growth rates in Literacy, while 81% of students showed medium or upper growth rates in Numeracy. Again, our aim is to move students towards upper growth rates.



Despite growth in NAPLAN results, our students' mean scores have declined in general. This indicates that students are starting their NAPLAN experience behind where they should be.

Year 7 results were equal to or better than previous years, adding further evidence that the area for improvement is the early years.

A strong focus on early years pedagogy and increasing expectations will be recommended for the 2016 school year.

6. STUDENT DATA

6.1 Attendance

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	93.9	89.7	88.1
Year 1	87.9	92.4	90.6
Year 2	92.3	88.0	92.2
Year 3	94.6	93.5	91.3
Year 4	92.5	93.4	92.0
Year 5	93.3	93.4	90.7
Year 6	89.4	94.5	91.4
Year 7	84.1	90.5	91.6
Total All Year Levels	91.2	91.9	91.0
Total ACARA 1 TO 10	90.7	92.4	91.4

Regular and timely school attendance gives students the best possible chance of being successful throughout their schooling and into adulthood. In contrast, those who do not attend or frequently arrive late, often miss important instruction and learning opportunities.

To improve student attendance we follow an agreed process. If parents do not provide a reason for non-attendance, teachers will follow up with the parent and alert the site leader if they are not able to get a response. If the site leader is not able to make contact or gain a reason for the absence, the matter is then referred to an attendance counsellor. Strategies the site leader or attendance counsellor may use include, a letter outlining the dates and requesting a valid reason for the absence, phone contact or a home visit.

At Mallala Primary School, we aim to build open and honest relationships with parents so we can support parents who may be having difficulty getting their children to school on time.

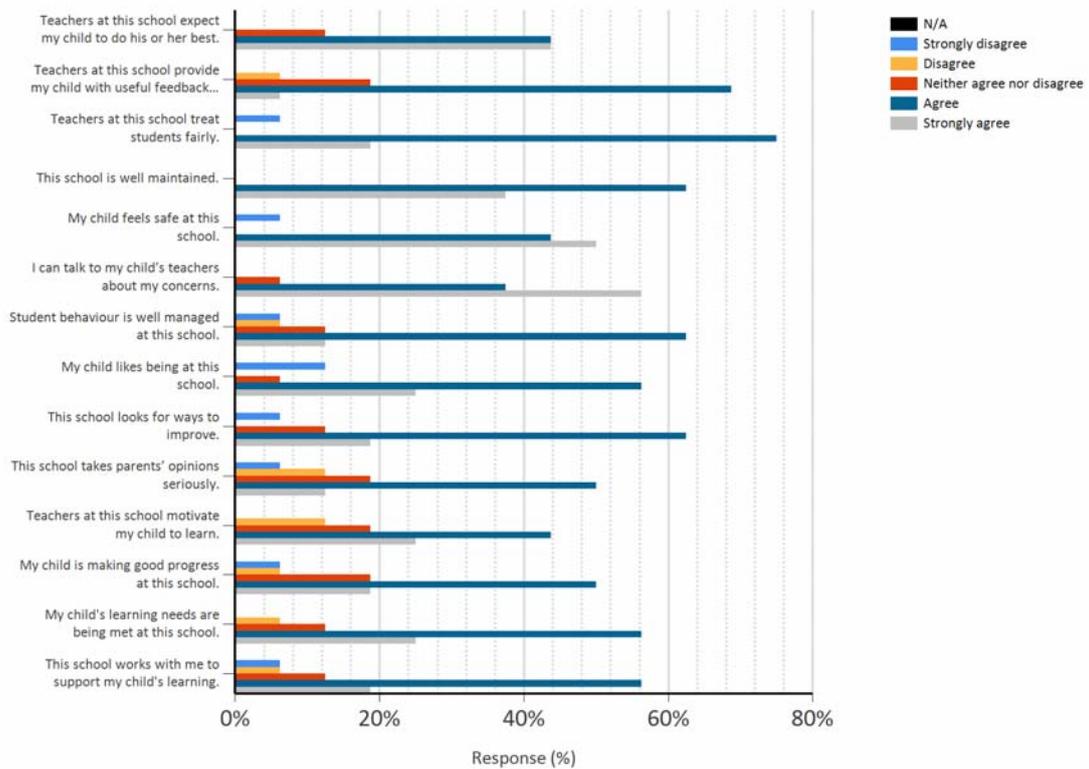
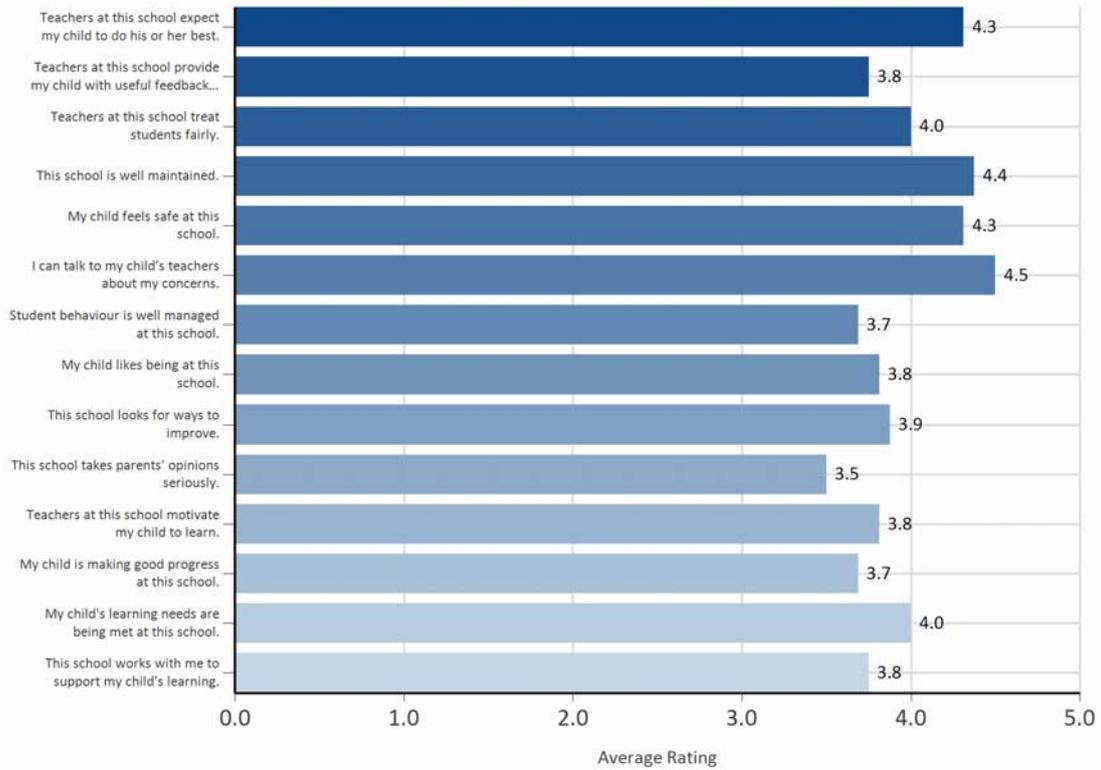
In 2015, all year levels except years 2 and 7 experienced a drop in attendance rates. Our target is 95% and no year level reached this target.

To improve attendance rates in 2016, we will make contact with any parent who has not contacted the school prior to or on the day of an absence. We will review attendance of individuals each term and more frequently for those for whom we have significant concerns. In terms two and four, we will report attendance for each child to their parent or carer and arrange interviews to discuss the matter with those who fall below our benchmark.

6.2 Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			4.8%	2.9%
Interstate/Overseas	1	2.8%	7.4%	9.5%
Other			1.7%	1.4%
Seeking Employment			5.7%	3.8%
Tertiary/TAFE/Training			3.8%	3.6%
Transfer to Non-Govt Schl	3	8.3%	6.6%	9.8%
Transfer to SA Govt Schl	32	88.9%	48.5%	48.8%
Unknown			21.6%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION



16 responses were received for the Parent Opinion Survey. As response rates are low, it is difficult to gauge where strengths and challenges lie, however, of the responses received, it is clear that taking parents' opinions seriously and teachers motivating students to learn are areas for improvement.

My School website

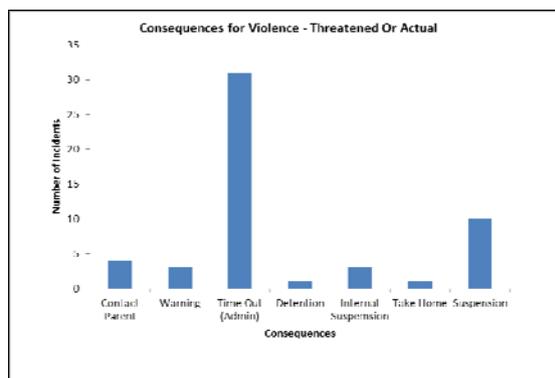
<http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

There was a slight increase in the number of threatened or actual violent incidents in 2015, however a significant number of these were threatened or low level violence and attributed to a small number of students.

Leadership ensure that parents of both the student who demonstrated the behaviour and the student who was affected by the behaviour are contacted as early as possible.



8.2 Relevant History Screening

All new visitors to the site who will have contact with students or access to their information are required to show evidence of Relevant History Screening. A copy of this screening is kept in a folder in the Principal's office and entered into EDSAS.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	17
Post Graduate Qualifications	

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0	9.2	0	4.08
Persons	0	11	0	6

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	1 785 545.25
2	Grants: Commonwealth	5 037.69
3	Parent Contributions	51 395.00
4	Other	24 524.50