

# Mallala Primary School and Mallala Preschool

## 2017 Annual Report to the Community



**Government  
of South Australia**  
Department for Education  
and Child Development

Mallala Primary School Number: 241

Mallala Preschool Number: 1734

Partnership: Greater Gawler

Name of School Principal:

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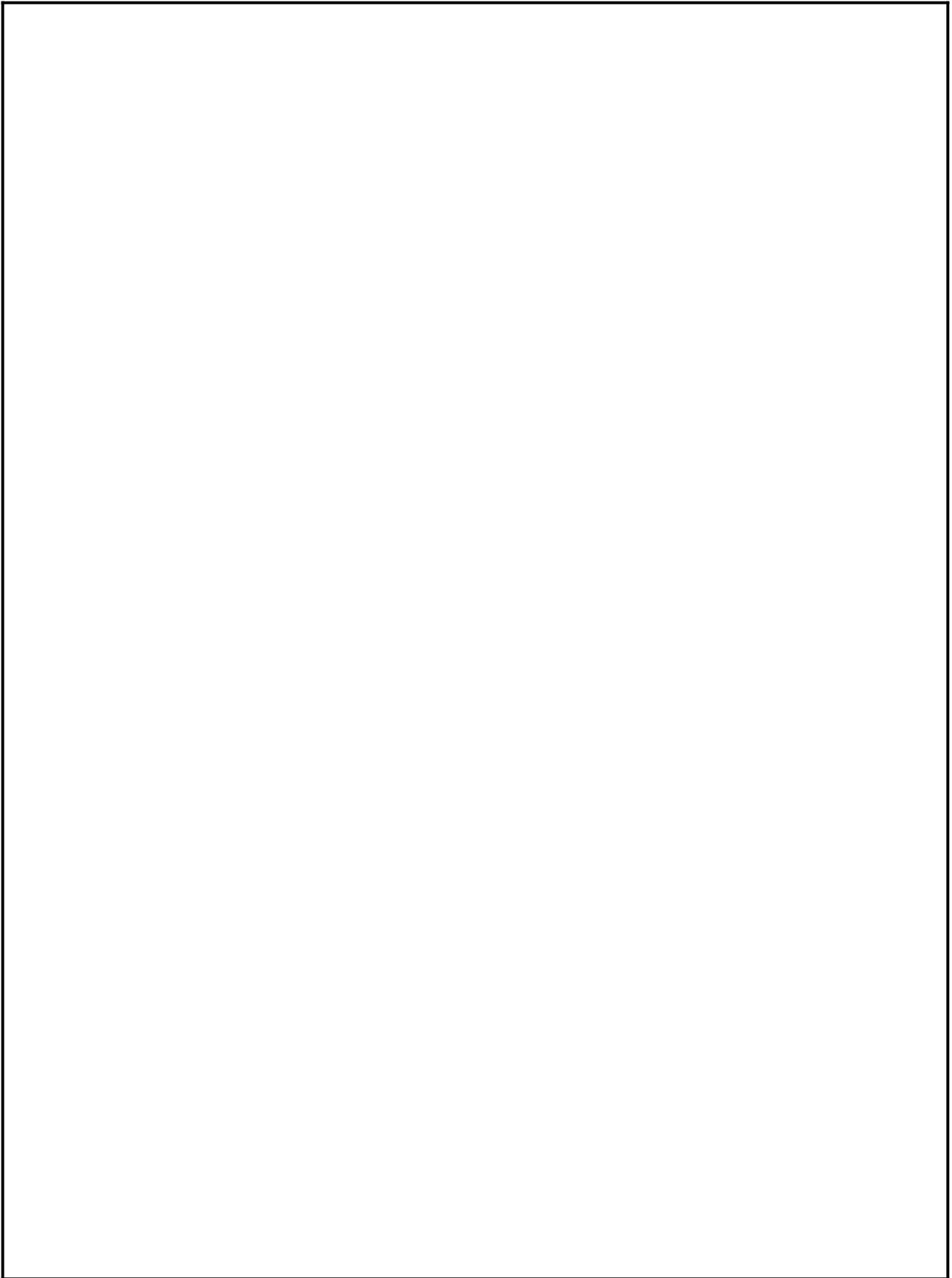
Name of Governing Council Chair:

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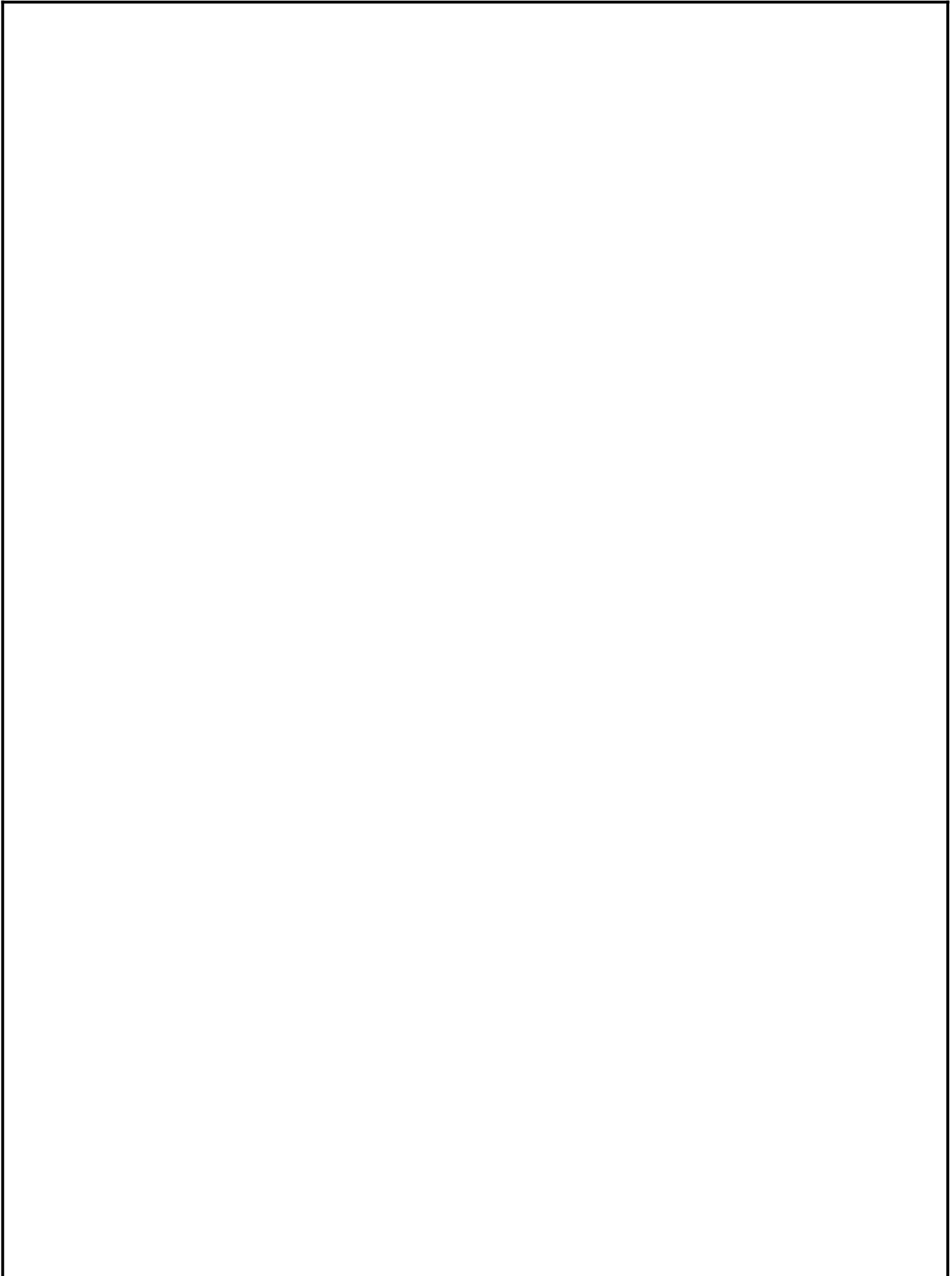
Date of Endorsement:

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## Site Context and Highlights



## Governing Council Report



## Quality Improvement Planning (Preschool)



## Improvement Planning and Outcomes {School}

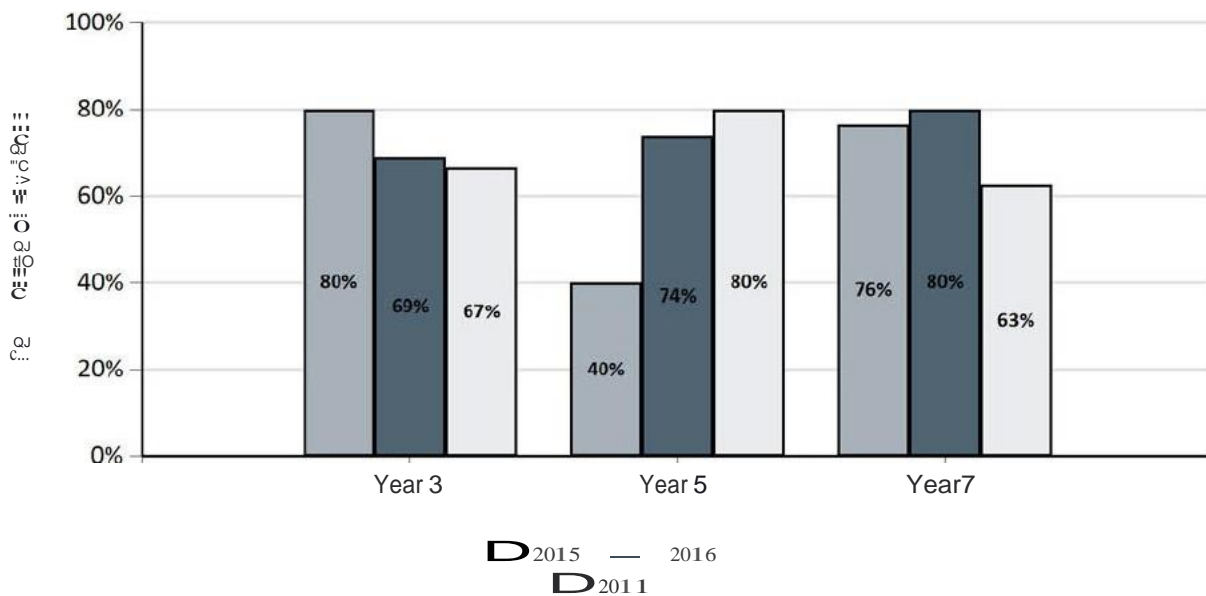
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# Performance Summary

## NAPLAN Proficiency

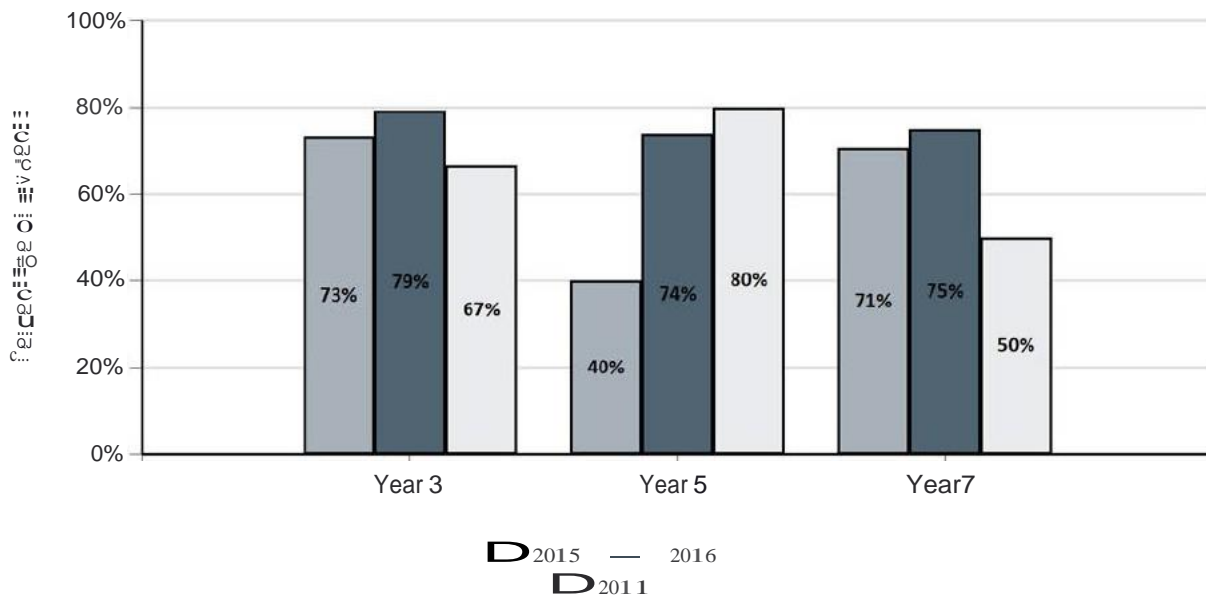
The DECO Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph 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 DECO SEA for Reading and Numeracy.

### Reading



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

six across all cohorts.

## 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 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group  | 38%      | 0%       | 25%             |
| Middle progress group | 62%      | 80%      | 50%             |
| Upper progress group  | 0%       | 20%      | 25%             |

Data Source: DECO special extract from Student Data Warehouse, September 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 1000A..

### Numeracy

| NAPLAN progression    | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group  | 15%      | 60%      | 25%             |
| Middle progress group | 69%      | 40%      | 50%             |
| Upper progress group  | 15%      | 0%       | 25%             |

Data Source: DECO special extract from Student Data Warehouse, September 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 1000A..

## 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            | 21                                 | 21       | 3  | 3        | 14%  | 14%      |
| Year 3 2015-17 Average | 21.7                               | 21.7     | 5.3  | 3.7      | 25%  | 17%      |
| Year 5 2017            | 15                                 | 15       | 2  | 1        | 13%  | 7%       |
| Year 5 2015-17 Average | 16.0                               | 16.0     | 1.7  | 1.0      | 10%  | 6%       |
| Year 7 2017            | 8                                  | 8        | 1  | 1        | 13%  | 13%      |
| Year 7 2015-17 Average | 15.0                               | 15.0     | 2.3  | 0.7      | 16%  | 4%       |

Data Source: DECO special extract from NAPLAN SA TAA data holdings, July 2017.

A 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

### Preschool Attendance

| Year        | Term 1 | Term 2 | Term 3 | Term4 |
|-------------|--------|--------|--------|-------|
| 2015 Centre | 87.2%  | 86.4%  | 74.1%  | 74.8% |
| 2016 Centre | 90.7%  | 86.9%  | 88.7%  | 87.5% |
| 2017 Centre | 86.0%  | 89.6%  | 93.3%  |       |
| 2015 State  | 92.4%  | 90.2%  | 87.8%  | 88.5% |
| 2016 State  | 91.1%  | 89.6%  | 87.9%  | 87.9% |
| 2017 State  | 90.6%  | 88.8%  | 86.7%  |       |

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECO Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School Attendance

| Year level | 2014  | 2015  | 2016  | 2017  |
|------------|-------|-------|-------|-------|
| Reception  | 89.7% | 88.1% | 85.9% | 90.6% |
| Year 1     | 92.4% | 90.6% | 85.4% | 91.1% |
| Year 2     | 88.0% | 92.2% | 88.8% | 88.5% |
| Year 3     | 93.5% | 91.3% | 91.8% | 93.1% |
| Year 4     | 93.4% | 92.0% | 87.3% | 92.2% |
| Year 5     | 93.4% | 90.8% | 91.7% | 91.2% |
| Year 6     | 94.5% | 91.4% | 94.2% | 94.0% |
| Year 7     | 90.5% | 91.6% | 91.4% | 92.2% |
| Total      | 91.9% | 91.0% | 89.5% | 91.6% |

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

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

## Attendance Comment



## Preschool Enrolment

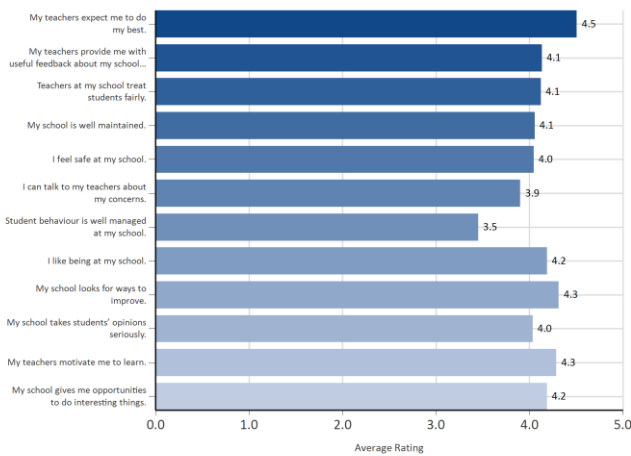
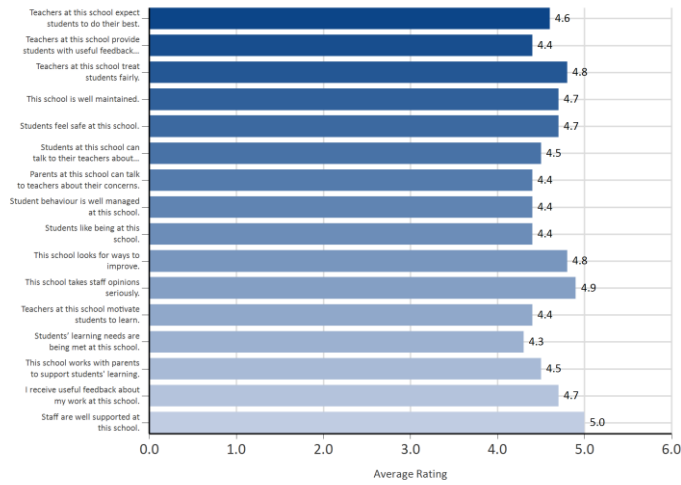
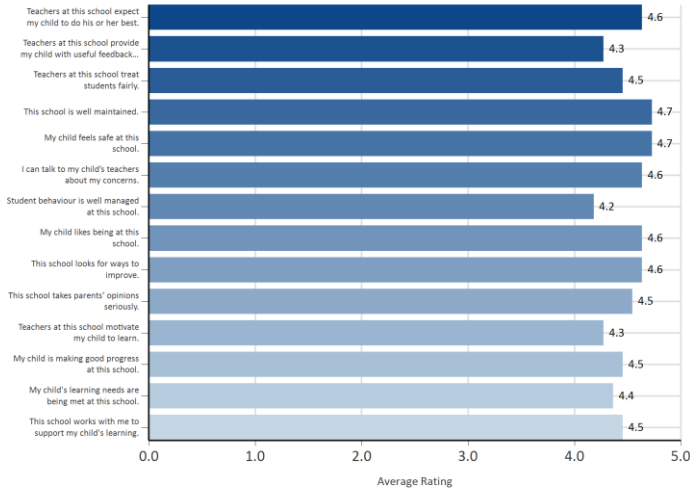
|      | Enrolment by Term |       |       |       |   |
|------|-------------------|-------|-------|-------|---|
|      | Term2             | Term3 | Term3 | Term4 |   |
| 2015 | 16                | 17    | 18    | 19    | — |
| 2016 | 23                | 25    | 23    | 24    | — |
| 2017 | 25                | 25    | 24    | 25    | — |

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool Enrolment Comment

## School Behaviour Management Comment

# Client Opinion Summary



## Intended Destination from Preschool

| Feeder Schools (Site number - Name) | 2015        | 2016        | 2017        |
|-------------------------------------|-------------|-------------|-------------|
| 0241- Mallala Primary School        | 100.0%      | 85.0%       | 94.7%       |
| 0325 - Owen Primary School          | 0.0%        | 5.0%        | 0.0%        |
| 8496 - Horizon Christian School     | 0.0%        | 10.0%       | 5.3%        |
| <b>Total</b>                        | <b>100%</b> | <b>100%</b> | <b>100%</b> |

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Source: Preschool Data Collection, Data Management and Information Systems.

## Intended Destination from School

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 1      | 2.2%  |
| Other                       | 0      | NA    |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 4      | 8.9%  |
| Transfer to SA Govt School  | 40     | 88.9% |
| Unknown                     | 0      | NA    |
| Unknown (TG - Not Found)    | 0      | NA    |

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

## **Destination Comment**

## **DECO Relevant History Screening**

## 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 | 23                       |
| Post Graduate Qualifications | 1                        |

Data Source: DECO 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.

School workforce composition including Indigenous staff

|                       | Teaching Staff |                | Non-Teaching Staff |                |
|-----------------------|----------------|----------------|--------------------|----------------|
|                       | Indigenous     | Non-Indigenous | Indigenous         | Non-Indigenous |
| Full-Time Equivalents | 0.0            | 9.6            | 0.0                | 4.7            |
| Persons               | 0              | 12             | 0                  | 8              |

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

## Financial Statement

| Funding Source       | Amount |
|----------------------|--------|
| Grants: State        |        |
| Grants: Commonwealth |        |
| Parent Contributions |        |
| Fund Raising         |        |
| Other                |        |



## 2017 School Annual Report: Tier 2 Funding Report\*

| 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 |
|--|--|---|--|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement   |   |  |
|  | Improved Outcomes for Students with an Additional Language or Dialect  |   |  |
|  | Improved Outcomes for Students with Disabilities   |   |  |
| Targeted Funding for Groups of Students  | Improved Outcomes for<br>- Rural & Isolated Students<br>- Aboriginal Students<br>- Numeracy and Literacy<br><br>First Language Maintenance & Development<br><br>Students taking Alternative Pathways<br>Students with Learning Difficulties<br>Grant |   |  |
| Program Funding for all Students         | Australian Curriculum  |   |  |
| Other Discretionary Funding              | Aboriginal Languages Programs Initiatives  |   |  |
|  | Better Schools Funding   |   |  |
|  | Specialist School Reporting (as required)  |   |  |
|  | Improved Outcomes for Gihed Students   |   |  |
|  | Primary School Counsellor (if applicable)  |   |  |

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

## 2017 Preschool Annual Report: Improved Outcomes Funding

| Improved Outcomes Category<br>(where applicable to the site)       | Briefly describe how the 2017 funding was used to improve the relevant DECO Standard of Educational Achievement outcomes (where applicable):• | Outcomes achieved or progress towards these outcomes: |
|--|---|---|
| Improved outcomes for numeracy and literacy                        |   |   |
| Improved ECD and Parenting Outcomes<br>(Children's Centres only)   |   |   |
| Improved outcomes for children with disabilities                   |   |   |
| Improved outcomes for children with additional language or dialect |   |   |

• The DECO Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.