

# Murray Bridge South Primary School

## 2017 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Murray Bridge South Primary School Number: 950

Partnership: Murraylands

Name of School Principal:

Stuart Kitto

Name of Governing Council Chair:

Toni Scarlett

Date of Endorsement:

## School Context and Highlights

At Murray Bridge South Primary School we aim to provide a calm, consistent and safe school environment where all members of our school community can learn together, achieve together and belong together. In 2017 we had 280 enrolments. Our Index of Educational Disadvantage is 1, our ICSEA level is 878., 41% of students are eligible for School Card, 22% of our students have in Indigenous background and 24% come from a lanbuage background other than English. This complexity has been steadily increasing over the last 5 years.

2017 saw a number of changes to the structure of the school, with additional people being appointed to leadership positions, and a major change in the physical alignment of the school as the Junior Primary classes swapping location with the upper primary classes so that our year 4-7 students were able to be accomodated in our open space unit. These upper primary teachers began a journey of cross class collaboration that will be built on in 2018. The arrival of Sue Sifa as the Intervention Coordinator, and David O'Connell as Deputy Principal brought valuable experience into the site and this contributed to a steady improvement throughout the year of our classroom management processes. The sudden passing of Ammanda Jarrad (Operations Coordinator) in August was a shock which continues to reverberate around the school.

2017 also saw a major extension of our roll out of Fountas and Pinnell's Levelled Literacy Intervention with over 80 students participating in the program. This saw some students making 12 or more months progress in reading in less than a term!

The focus of our capital work program was to improve the safety and aesthetics of the school so that students and the community can see that our school is cared for, and that we keep students safe. A major investment was the extension of our boundary fence which was completed during term 2. We have found this has provided reassurance to parents that their children are safely on school grounds at all times. We have also been fortunate to work with AC Care Communities for Children to create and complete a major mural on the side of our gymnasium.

With the completion of the fence we held a whole school sleepover and disco to celebrate together, and this was a wonderful night of dancing, laughing and playing together for the 250+ participants. Our community is important to us, and being able to do fun things together is a powerful way of building connection and strengthening relationships

## Governing Council Report

Please note: all references to Governing Council apply to the School Council at Murray Bridge South Primary School.

The Murray Bridge South Primary School Council is a small group of committed parents who support the school endeavours and work with school staff to improve processes and systems affecting our kids. This important communication tool between parents and school staff is key in developing a wider school community where viable consultation and engagement is valued and embraced.

We meet twice a term and encourage new members regularly through advertising the meeting dates in the school newsletter and by spreading the word to fellow parents who want to be part of the solution towards increasing participation with parents and the wider community. We discuss changes in staffing, structure and systems as well as reviewing and endorsing budget. Updates to facilities and delivery methodology is discussed and worked through with the school leadership team seeking genuine feedback from parents on the impact of change on our kids.

The parents involved value the relationship with the School leadership team and the opportunity to be heard in this important forum.

Toni Scarlett  
Chairperson and Secretary  
Murray Bridge South Primary School Council

## Improvement Planning and Outcomes

2015 External School Review (ESR) identified 3 directions for improvement. We continue to work towards these.

1. "Build capacity to achieve at standard and in the higher proficiency bands by incorporating conditions for rigorous learning into all teaching and learning (ESR)." The key strategies adopted to achieve this include improved early intervention by working towards a better transition into the school, working with students to support the development of appropriate risk taking by ensuring a calm, safe, and consistent learning environment, and the strengthening of meaningful Student Voice in learning. In 2017 the school sought to strengthen relationships with our main feeder preschool, and introduced a stronger transition process for new enrolments. We also ensured that all children from year 1 up had the opportunity to participate in at least one overnight sleepover or camp. The school continued to participate in the partnership Student Learning Community, and this was introduced at a whole site level as well, with all classes participating. In 2017 this project focussed on creative body based learning strategies which were shared with staff and students.

2. "Increase the number of students achieving standards and benchmarks by developing a collaborative whole school approach for driving forward effective pedagogical approaches, particularly those that support personalising and connecting learning in relevant ways to students lives and aspirations (ESR)" The key strategies adopted to achieve this include the use of Fountas and Pinnell's Levelled Literacy Intervention as a tool for ensuring that children are consistently receiving adequate instruction in reading. We have invested in the Fountas and Pinnell Literacy Classroom Program and will assess its effectiveness for ensuring that reading instruction in the school is evidence informed and consistently applied. Throughout 2017 staff meetings also regularly included professional learning from the 7 Steps for Writing Success Program. The adoption of this as a whole school approach meant that common language (eg "Sizzling Starts" were developed. We also sought to increase structured opportunities for collaboration between staff. This was achieved by developing a timetable which allowed all teachers to have release time in common with other staff teaching at their level. We also prioritised our involvement in the Murraylands Partnership Professional Learning Communities.

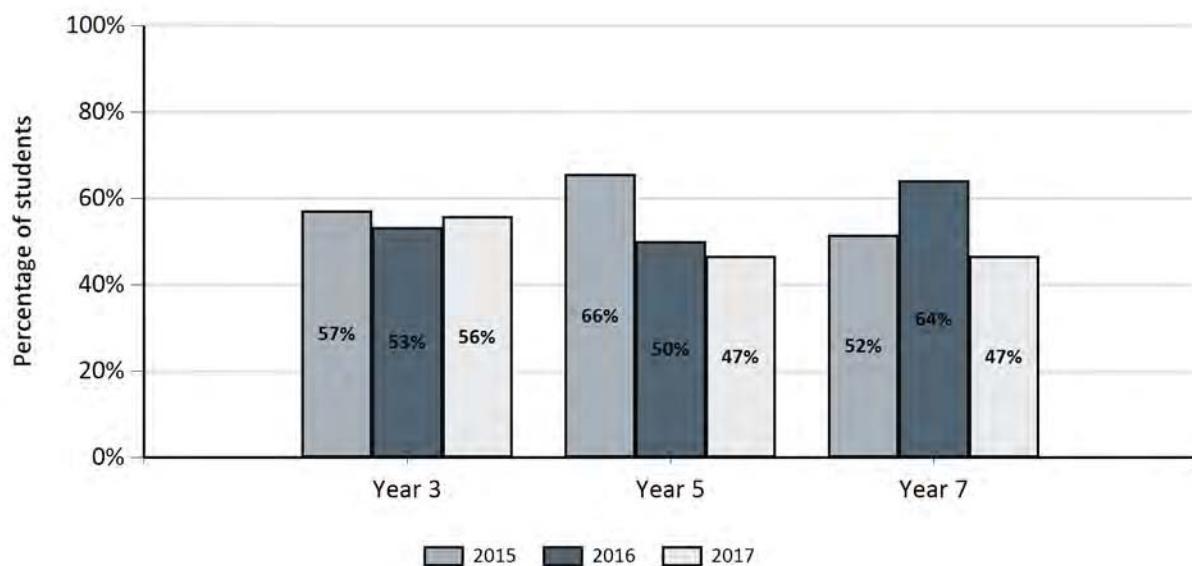
3. "Improve the engagement and learning outcomes of Aboriginal students by continuing to build respectful, productive relationships with Aboriginal students, their families and the wider school community, including the implementation of an associated review cycle in support of continuous, ongoing improvement in this priority area. (ESR)" The key strategies adopted to achieve this include the development of an improvement and review cycle, the implementation of meaningful plans for student learning, and the explicit and public valuing of Ngarrindjeri and other Aboriginal cultures. The school continues to work with the One Child One Plan program to support our intervention planning for targeted groups of children, and while there is considerable variation in the quality of the planning we are moving towards greater consistency and effectiveness. We also acknowledge country on a regular basis, and have completed a major mural on the front of the school depicting the Ngarrindjeri flag, and upgraded our flagpole to enable us to fly the Ngarrindjeri flag on a daily basis. 2017 saw us increase our total number of Aboriginal and Torres Strait Islander students, and we believe this reflects some degree of community satisfaction with the directions we are taking.

## 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.

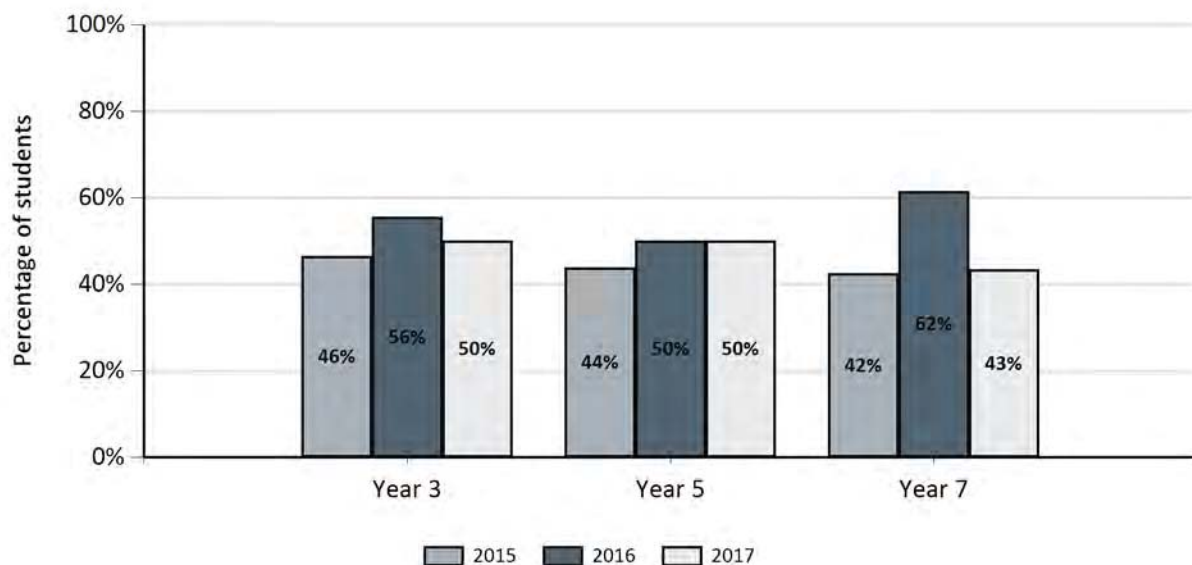
#### Reading



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.

\*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 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)
Upper progress group	29%	17%	25%
Middle progress group	48%	22%	50%
Lower progress group	24%	61%	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	17%	10%	25%
Middle progress group	44%	40%	50%
Lower progress group	39%	50%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	34	34	7	9	21%	26%
Year 3 2015-17 Average	35.7	35.7	6.0	4.3	17%	12%
Year 5 2017	30	30	4	0	13%	0%
Year 5 2015-17 Average	34.7	34.7	5.0	0.7	14%	2%
Year 7 2017	30	30	3	3	10%	10%
Year 7 2015-17 Average	34.0	34.0	5.3	3.0	16%	9%

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

<sup>^</sup>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

Performance in NAPLAN is highly variable from year to year, with variation between cohorts accounting for most of the difference between year levels and years. It is worth noting that with 54 students enrolling from other schools during the year, there is a very high level of transience, and this has a clear impact on the academic success of some students.

One positive area in our 2017 results are in our year 5 reading, where 29% of students were in the highest quartile for growth, and just 24% were in the lowest.

When looking at our PAT-Reading Comprehension and PAT-Maths data, it appears that as children rise in years at the school the percentage that meets the DECD Standard of Educational Achievement also tends to rise.

A closer examination of our data makes it clear that variation between classes and students is extremely high, with some groups of children making substantial gains on their peers in other schools, while other children make little or no progress. This variability must be addressed as a matter of urgency. In 2018 this gap will be addressed by strengthening our professional learning communities, providing greater opportunities for supported collaboration, and by providing clearer expectations around teacher planning and performance.

## Attendance

Year level	2014	2015	2016	2017
Reception	88.1%	87.5%	89.6%	88.9%
Year 1	87.7%	89.3%	87.5%	88.4%
Year 2	87.0%	88.5%	87.6%	89.6%
Year 3	89.9%	90.7%	84.8%	89.9%
Year 4	84.8%	88.5%	90.9%	85.2%
Year 5	89.9%	82.5%	85.4%	87.9%
Year 6	90.1%	89.4%	87.3%	85.5%
Year 7	89.3%	91.4%	88.1%	84.5%
Primary Other	89.6%			
Total	88.4%	88.4%	87.5%	87.5%

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

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

## Attendance Comment

Attendance is a priority, and during semester 2 we deployed an additional leader with responsibility for supporting teachers to build relationships with children who have problematic attendance patterns. A small number of students with extremely poor attendance have a notable impact on the data of different year levels.

## Behaviour Management Comment

During 2017 there were 1079 recorded behaviour incidents, including 603 for time out during play time, 322 resulted in Take Home for failing to follow the school behaviour code, and 134 resulted in suspension. Of these, 200 were the result of the actions of 6 students, 192 were the connected to 9 students, 140 from 8 and another 154 from a further 10 students. 686 of the behaviour incidents involved 33 students. Two thirds of the behaviour incidents involved just 12% of the student population.

The school has behaviour plans in place for these students and is working with families to address concerns regarding their behaviour.

## Client Opinion Summary

The school collects feedback in a range of ways, including online surveys and interviews with stakeholders.

Communication continues to be the area where both staff and parents would like to see consistent improvement. During 2017 we began to use a Facebook page as a tool for communicating with the community, and this led to a decrease in the number of "clarification calls" to the front office by families wanting to check information that had previously been sent home. We also continued to use MGMWireless Text Messaging to communicate with families, although this has been switched to Sentral from the beginning of 2018.

The completion of the fence around the school and the continued development of murals and public art are identified by parents and staff as key improvements in the school over the last 12 months. The fence provides parents with additional peace of mind regarding the safety of their children, particularly those people with younger children who sometimes struggle to remain safely in class.

Student feedback indicates that students do not consistently feel valued by all staff, and building greater consistency in how staff demonstrate and communicate their care for individual learners remains an area of concern.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	20	15.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	10.9%
Transfer to SA Govt School	92	71.9%
Unknown	2	1.6%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Our Relevant History Screening processes for staff and volunteers were audited during 2017 and found to be compliant with DECD policy and procedures.

All staff, workers and volunteers have the relevant required checks.



## 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	50
Post Graduate Qualifications	14

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	2.0	19.8	2.5	11.3
Persons	2	21	3	14

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

## Financial Statement

Funding Source	Amount
Grants: State	\$4,048,779
Grants: Commonwealth	\$34,500
Parent Contributions	\$76,630
Fund Raising	\$3,099
Other	\$28,977

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP funding was applied for and received for specific students who worked towards various goals in line with their needs. The work of the Counsellors and Intervention Coordinator supported this.	level and frequency of behaviour incidents decreased from prior year
	Improved Outcomes for Students with an Additional Language or Dialect	Funding was used to employ a specialist teacher and additional educator time for language and vocab development.	Improvement in EALD levels for specific students
	Improved Outcomes for Students with Disabilities	Students were supported in line with the goals identified in their One-Plan.	One Plans are developed and reviewed on an ongoing basis
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	Class sizes across the school are kept intentionally lower than defined in the Enterprise Agreement so that staff have more time to build strong relationships with their children.  Additional Educators (SSOs and ACEOs) were employed and trained to provide additional interventions in literacy, numeracy, wellbeing and social connection.  The Aboriginal Education Teacher role had its importance increased by becoming part of the Intervention Coordinator leadership role.  Australian Curriculum funds were spent to move towards more consistent and uniform approaches to literacy, numeracy and wellbeing, with training and release time provided	Increased individualised instruction and support with fully trained staff who are resourced and supported  Identified students have One Plans
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Used to reduce class sizes, improve pedagogy, wave 2 interventions and ensure that disadvantaged students have support they require	Staff participated in PD. Students accessed high quality interventions
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The school increased counsellor density in semester 2 to 1.5 positions. These roles worked with students, families, parents and outside agencies to support individual students and staff.	Improved relationship with DCP. High level of attendance maintained