

Modbury South Primary School and Modbury South Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Modbury South Primary School Number: 1047

Modbury South Child Parent Centre Number: 1599

Partnership: Modbury

Name of School Principal:

Sharon Robertson

Name of Governing Council Chair:

Lisa O'Donohue

Date of Endorsement:

Site Context and Highlights

Our school is located in a bush land setting on spacious grounds. The culture of our school is supported by the key processes of professional learning, performance development and data analysis to inform teaching. There is a focus on high expectations for staff and student learning that is supported by review processes. Teachers are accessible to families which contribute to the strong sense of belonging, collegiality and community pride in our school. This is evidenced by our increasing enrollments.

Staff and students have implemented a Social Skills and Problem Solving program which underpins our Student Behaviour Code. Students are involved in decision making via class meeting and house meetings and the Student Leadership Group (SLG). We encourage peer and cross-age tutoring through buddy class programs.

Leadership comprises a 1.0 Principal and we chose to pay for an Assistant Principal.

Enrollments have increased over the year by 18%, ending the year with 200 students enrolled Pre-7. We have 9 students in our Junior Primary Special class and ended the year with 12 students in our Primary Special class and 20 students enrolled in the Preschool. 38% of enrollments were School Card holders and 30% EALD students and 23% SWD, with some children in more than one cohort (these numbers do not include children enrolled at our pre-school).

All of our classes regularly access our Resource Centre, managed by SSOs. Students have participated in activities including Premiers Reading Challenge and Book Week. Modbury Special School access our RC once a week. Students have access to multiple forms of ICT, including networked computers, computer pod, iPads, laptops and tablets.

The Pre-School is an integral part of the school and programs are linked to school priorities, including whole school assemblies and celebrations and kitchen and garden lessons. Our registered playgroup is run weekly on Friday mornings by a staff member and parents who attend.

Our links with Modbury High School (MHS), have strengthened, including Year 10 Child Studies students running cooking and craft lessons with our Reception students and our Year 5, 6 and 7 students involved in sport lessons. We have also strengthened bonds with Modbury Special School as we host 2 classes. Staff and leadership communication is open across campuses.

This year our OHSC has been outsourced to Happy Haven.

Governing Council Report

2016 was a relatively quiet year compared to 2015's Birthday celebration year.

Lisa O'Donohue was Chairperson for 2017

Governing Council met twice each term. Finance, Fund-raising, Grounds and Canteen Committees met and tabled reports for relevant Governing Council meetings.

Policy updates included Dress Code to reflect the change light blue tops to the navy design of the new ones.

New polo tops were also purchased for teams that represented MSPS at District sporting carnivals. The tops were also worn by choir members for special performances. New netball bibs were also purchased for teams playing at district carnivals.

The canteen operated for 2 days a week as there were only 2 volunteers. Some volunteers were trained, but Wednesday and Thursday continued to be the canteen days. The canteen purchased an air fryer and a special lunch day was organized. A canteen upgrade was quoted by DECD Facilities. Members delayed a decision until a future date due to the quote and a second opinion being sort.

Due to a successful application from Kirsty (Grounds Committee), we received \$3,000 from Tea Tree Gully Council. this will be used for the kitchen garden program.

OSHC continued to be outsourced to Happy Haven. An Extension of Licence and Services Agreement was extended.

Due to lack of numbers for before School Care, the sessions were cancelled. How ever, After School Care and Vacation Care continued to be well supported. Families will be surveyed in 2017 to indicated if there is an interest in operating Before School Care.

Quality Improvement Planning (Preschool)

Preschool Quality Improvement Priorities for 2016 included:

Quality Area 1: Educational Program and Practice

Element 1.2.3

- Building educator's capacity to reflect on the planning and assessment process using the Preschool Numeracy and Literacy Indicators
- Reflection of strategies used, environment, children's dispositions and interests in the planning process

Quality Area 2: Safety and Health

Element 2.3.2

- We aim to improve our documentation of risk assessments to including the risks and benefits assessment template and including more authentic children's voice

Quality Area 3: Physical Environment

Element 3.1.2, 3.2.1., 3.3.1

- To provide a stimulating outdoor learning space where children have opportunities to create and be challenged through a natural environment

Quality Area 4: Staffing arrangements

No areas identified

Quality Area 5: Relationships with Children

Element 5.1.1, 5.1.3

- We aim to further engage with the Respect, Reflect, Relate resource to support our observations and interactions with each child
- To support our culturally diverse children to build relationships and a sense of belonging through interactions, conversations and an inclusive environment

Quality Area 6: Collaborative Partnerships with Families and Communities

Element 6.3

- To improve the transition process for children attending schools other than Modbury South

Quality Area 7: Leadership and Service Management

No areas identified

Modbury South Preschool engaged in the Quality Improvement Assessment and Rating process this year for the first time with an overall rating of Working Towards.

Improvement Planning and Outcomes (School)

In 2016 our priorities were

- Numeracy - Teaching to the numeracy block (numeracy agreement)
 - Teach using the MSPS scope and sequence
 - Focus on reasoning and problem solving (connect to critical and creative thinking)
 - Analyse collected data and act on in a timely way
 - Develop teacher skills through relevant and up to date professional development
 - Plan, implement, assess and moderate quality differentiated teaching using Natural Maths pedagogy
 - Embedded ICT practices.
- Literacy - teach to the daily literacy block (literacy agreement)
 - differentiating the curriculum, methods of teaching and forms of assessment to meet the range of student needs
 - Analyse and act on relevant data in a timely manner
 - focus on inferencing and interpreting (connect to critical and creative thinking)
 - embedded ICT practices
- Student Well Being and Engagement
 - Promote authentic student voice
 - equip students to realize their full potential
 - Student Voice authentic and valued
 - common reward system and terminology
 - a common language and approach to problem solving

Outcomes

Numeracy

All staff have attended Natural Maths workshops with Ann Baker and follow up PLCs. Teachers have analysed data and acted on this in their programming by differentiating to address individual, group and cohort needs. Staff have focused on using a numeracy block incorporating the different aspect of Natural Maths. Students have used ICT to enhance their learning.

Literacy

Staff have continued using literacy blocks to ensure all aspects of the English Curriculum are taught. Teachers have analysed data and acted on this in their programming by differentiating to address individual, group and cohort needs. Staff have also used current data to connect to critical and creative thinking. Students have used ICT to enhance their learning.

Student Well Being and Engagement

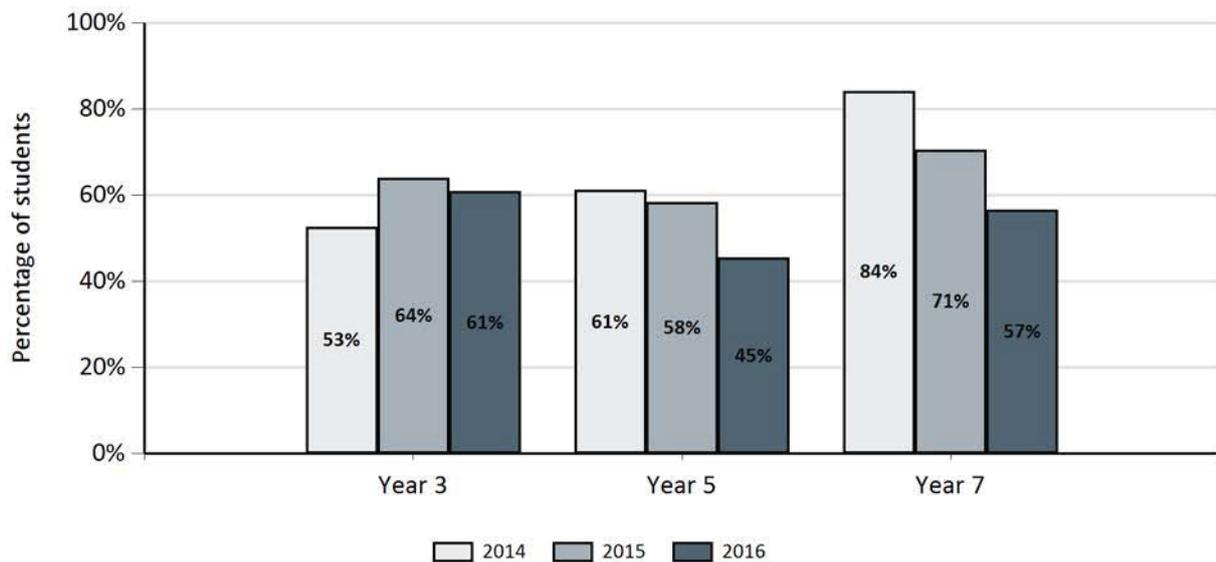
All staff have worked with our district educational psychologist to implement a common approach to Social Problem Solving. This has involved staff trialling and providing feedback on a program provided by our Education Psychologist, adding new aspects to update the program which will be published and distributed across the school. Authentic student voice was evidenced in Sports Day, assemblies and school concert.

Performance Summary

NAPLAN Proficiency

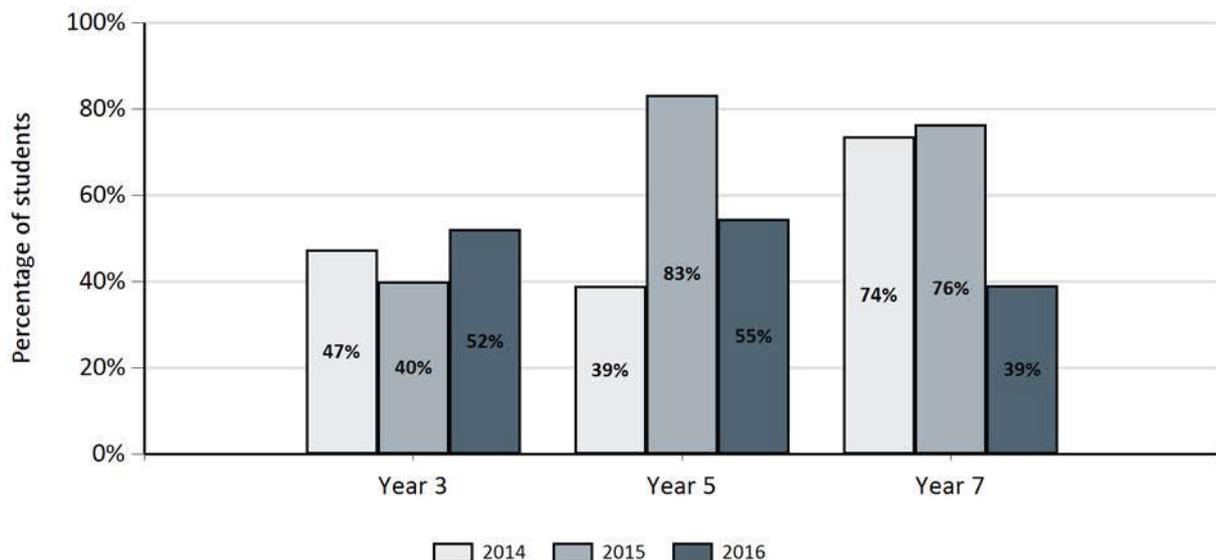
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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	62%	12%	25%
Middle progress group	23%	71%	50%
Upper progress group	15%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 3-5	Year 5-7	State (average)
Lower progress group	29%	7%	25%
Middle progress group	43%	60%	50%
Upper progress group	29%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	23	23	3	2	13%	9%
Year 3 2014-16 Average	22.3	22.3	4.7	3.0	21%	13%
Year 5 2016	22	22	2	2	9%	9%
Year 5 2014-16 Average	17.3	17.3	1.7	1.7	10%	10%
Year 7 2016	23	23	1	5	4%	22%
Year 7 2014-16 Average	19.7	19.7	2.3	4.0	12%	20%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

At Modbury South Pre-Year 7 School in 2016 we had a larger than average percentage of children with non-English speaking back grounds and with learning disabilities sit the test than in 2015.

NAPLaN Literacy growth has highlighted the need to focus on inferencing and interpreting in comprehension which was a SIP goal set at the beginning of 2016. During 2016 the school identified literacy support was important to help students progress and SSO support was provided during literacy blocks, we can only identify if strategies put in place in 2016 has had an impact on students when we analyze the 2017 data. All staff have been involved in moderation of R-7 writing samples.

There are some positive trends in numeracy, especially in individual students progression from year 5-7. We are expecting continue this positive trend to continue as teachers become more proficient in using the Natural Maths pedagogy.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	89.5%	77.8%	72.2%	86.7%
2015 Centre	93.3%	87.5%	87.5%	94.4%
2016 Centre	89.5%	89.5%	89.5%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	93.3%	90.0%	91.3%
Year 1	89.1%	90.9%	86.9%
Year 2	91.6%	91.1%	91.4%
Year 3	93.2%	93.0%	90.6%
Year 4	88.0%	90.4%	90.3%
Year 5	94.0%	89.1%	87.7%
Year 6	91.9%	94.9%	89.9%
Year 7	88.3%	91.9%	88.9%
Primary Other	83.5%	77.5%	93.0%
Total	90.4%	89.8%	90.1%

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

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

Attendance Comment

Being a small school when looking at percentage data we are able to identify individual children and families that impact our attendance data. Our drops in percentages in years 1, 3, 5, 6 and 7 reflects 5 families. The large improvement in Primary Other is the increased attendance of 2 siblings where intervention has assisted in attendance.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	19	18	18	15
2015	15	16	16	18
2016	19	19	19	

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

Preschool began 2016 with 20% more enrolments than the beginning of 2015. Enrolments remained at 19 out of the staffing capacity of 20 throughout the year despite the movement of 2 families intrastate and interstate, along with a child who was eligible to begin schooling Term 3.

Behaviour Management Comment

The focus for this report is based on behaviour types.

1 VIOLENCE THREATENED OR ACTUAL Of 111 recorded incidents, 55 of these were from 3 students and 24 were from special class students.

2 THREATENED GOOD ORDER Of 93 recorded incidents, 24 were from 3 students and 37 were by students from the special class.

3 THREATENED SAFETY AND WELLBEING Of 105 incidents recorded, 31 were from 4 students and 40 were special class students.

5 INTERFERED WITH THE RIGHTS OF OTHERS Of the 29 incidents recorded 16 were from 3 students.

6 PERSISTENT AND WILFUL INATTENTION

Of the 40 incidents recorded 17 were from 4 students.

In the majority of recorded behaviour , the special class students were over represented.

There were 6 Suspensions.

Client Opinion Summary

STAFF OPINION SURVEY

Of the 13 people who completed the survey, in all but one category, 12 strongly agree / agree with the survey questions.

PARENT SURVEY

Of the 8 parents who completed the survey, in most questions half the number strongly agree/ agree with survey questions.

PRESCHOOL PARENT OPINION SURVEY

Of the 11 parents responded to the survey. 80% of responses were strongly agree/ agree for Leadership and Discipline. 90% of responses were strongly agree/ agree to Quality Teaching and Learning and Support of Learning. Over 90% were strongly agree/agree to Relationships and Communication.

WELLBEING AND STUDENT ENGAGEMENT

In total, 32 students took part in the survey. In summary, 60% rated high for wellbeing, 83% rated high for Support and Engagement, 60% rated high for Social and Emotional Wellbeing, over 70% rated high for Relationships and Learning at School, 69% rated high for Physical Health and Lifestyle and over 61% rated high for After School Activities.

It is worth noting that our survey results exceeded Sth Aust state measures.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
1047 - Modbury South Primary School	94.4%	85.7%	88.2%
1848 - Golden Grove Primary School	0.0%	0.0%	5.9%
8411 - Torrens Valley Christian School	0.0%	14.3%	0.0%
8439 - Tyndale Christian School	0.0%	0.0%	5.9%
9402 - Sunrise Christian School	5.6%	0.0%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	4.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	4.3%
Transfer to SA Govt School	20	87.0%
Unknown	1	4.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

Modbury South Pre-7 School was the school of choice for the majority of families. Family circumstances such as moving house, out of school care requirements, and additional needs determined other choices in schooling.

DECD Relevant History Screening

All Volunteers, TRT's, Pre-service Teachers and Non-DECD providers all are checked for their DCSI Clearance. All personnel hold current certificates. These are photocopied and kept on file.

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	24
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	11.8	0.0	8.1
Persons	0	13	0	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	3883
Grants: Commonwealth	18,000
Parent Contributions	n/a
Fund Raising	4520
Other	1736

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to build educator capacity around the Preschool Numeracy and Literacy Indicators. Preschool staff attended personal development training on a site level, as a partnership and also engaged in a whole-school session to link the outcomes of the Preschool indicators with Australian Curriculum for all teachers.	Educators are familiar with the Preschool Numeracy and Literacy Indicators and continue to build skills in their planning, implementation and reflection for children's continuity
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Preschool Support Funding allowed for additional staffing to work individually with children to support their personal learning goals and meet with professionals also working with these children eg Occupational Therapists, Speech Therapists, Counsellors etc	Improved communication between specialists and educators to support planning and implementation of individualised learning for children with additional needs. Implementation o
Improved outcomes for children with additional language or dialect	A bilingual SSO was employed to support children with English as an Additional Language. 7 children and their families with 5 different languages were supported.	Connections and communication with families was supported through the ability to translate information and pass on information about children's learning.

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

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	Funding was used for staff training and development of Social Skills and Problem Solving Program. Resources were purchased to implement the program.	Less behaviour reports. More caught being good awards
Targeted Funding for Groups of Students	Improved Outcomes for Students with an Additional Language or Dialect	Funding was used for additional staff to enable small group and individual support as appropriate to the needs of students.	PAT data demonstrates improvement trend. Running Records data improvement
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding was used to employ additional staff to assist with the learning and behaviour of SWD. In some cases additional to funding, support was allocated to some students.	Positive engagement and behaviour and improvement in learning outcomes
Targeted Funding for Groups of Students	Improved Outcomes for Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Engagement with Aboriginal families to promote attendance and engagement by building positive relationships and connections.	Successful program with families.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	All staff engaged in PD and workshops in the partnership, and Teach meet workshops across two partnerships. Multiple data sets were used to inform classroom practice.	Staff used current knowledge and pedagogy to plan, program and assess student learning and progress.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	After server upgrade, laying of fibre optic cable to Library and preschool to enable internet access for learning programs. The use of IT to assist with various learning programs.	Successful programs using IT in preschool and Library.
Other Discretionary Funding	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
Other Discretionary Funding	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.