

Modbury South Primary School and Modbury South Preschool

2020 annual report to the community

Modbury South Primary School Number: 1047

Modbury South Preschool Number: 1599

Partnership: Modbury

School principal:

Mrs Sharon Robertson

Signature

SRobertson

Governing council chair:

Ben Connolly

BConnolly

Date of endorsement:

12 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Modbury south caters for students from Preschool through to year 7, including one Junior Primary Special class and a Primary Special class. We have a Preschool on site which provides pre-schooling for four year olds. A Play Group also operates on Friday mornings.

The campus is located in the proximity of tea Tree Plaza and Modbury Hospital. The school site is located between Modbury High School and Modbury Special School. As such we are known for our family and community hub atmosphere. Staff and families work together to provide the optimum learning environment for students.

Apart from an oval, the school has a gym. A large asphalt play space as well as a well maintained, Reflection Garden, Nature play area, a bush tucker garden and a small vineyard.

Governing council report

Governing Council supported preschool staff with the complications of 6 different storm damage events due to roof leaking. The preschool and library building will be getting a new roof during the Christmas holidays.

Water leakage from the neighbouring Lutheran Homes was managed by the Principal with the support of Governing Council. This was addressed at the end of the year with a positive outcome.

The Governing Council were supportive of event and activity changes that occurred during the year due to COVID-19. The events included Sports Day, Interviews, Assemblies and End of Year Concert.

Governing Council agreed to the purchase of VR equipment using fund raising monies. Teachers will receive training in using the equipment and implementing strategies in their classrooms.

The Canteen continued to operate during COVID-19 by allowing students to order off site lunches. Counter sales were not available during this time.

School quality improvement planning

In 2019 our SIP priorities were:

NUMERACY

To implement a consistent understanding of approaches and strategies that can be used to support pedagogy

CHALLENGE OF PRACTICE

Whole staff agreement in the teaching of number sense using Di Seimon's resources.

Improvement by all students in problem solving in number strand

SUCCESS CRITERIA

After professional learning with SLLIP, we will have a clear understanding of portfolio expectations and learning intentions, success criteria and formative assessment.

As a result of professional development on numeracy progressions with a focus on Di Seimon, mentoring to set expectations around program and PLC's to follow guidelines, students will increase their learning and understanding.

LITERACY

Increase the vocabulary base and understanding for all students in an authentic and connected manner. CHALLENGE OF PRACTICE

If we strategically plan and implement authentic experiences for students to talk and share their thinking across all learning areas, the development of their oral language and vocabulary will increase reading and writing achievement as measured by Running Records and PAT Vocab.

SUCCESS CRITERIA

Improved learning outcomes as measured in oral language against PAT Vocab. All students will demonstrate increased achievement (at least 1 years growth based on the mean scale score)

SIP reflection questions for Portfolio Day

What did you celebrate about your SIP?

PFD reflections and the story of regular reviews using red, yellow and green codes. Celebration of the learning improvement for our students. Best practices documented.

What are we tweaking?

Goals remain the same. Whole staff agreement then we will see student achievement.

Strategically plan and implement the increase in reading and writing achievement as measured by Running Records and PAT Vocab

How might MSPS work with the improvement process in 2020?

Continue to involve staff in writing SIP after regular review points.

Staff owning and understanding the SIP

Staff understanding Partnership links with site links.

Preschool improvement planning - review and evaluate

The goal for PQIP was to improve opportunities on children's number sense through a focus on fluidity and flexibility with number to provide foundations to build in other mathematical areas.

Planning and programming included intentional teaching based on PQIP goal with specific reflection and pedagogical documentation.

Outdoor number based activities to increase exploration, problem solving, creating and constructing and engaging in critical thinking and learning processes.

Educators collaborated to ensure that they were providing learning opportunities by working cohesively as a team with clear communication and support as needed.

Educators engaged in LDAR modules of learning and collected data based on an inquiry question with a Maths focus related to the PQIP goal.

Data collected indicated that children's involvement and engagement with numeracy activities increased as they shared sustained conversations with peers and educators.

Improvement: Aboriginal learners

Improvement planning - Aboriginal Learners (optional) Aboriginal Data was collected as cohorts of students in specific year levels.

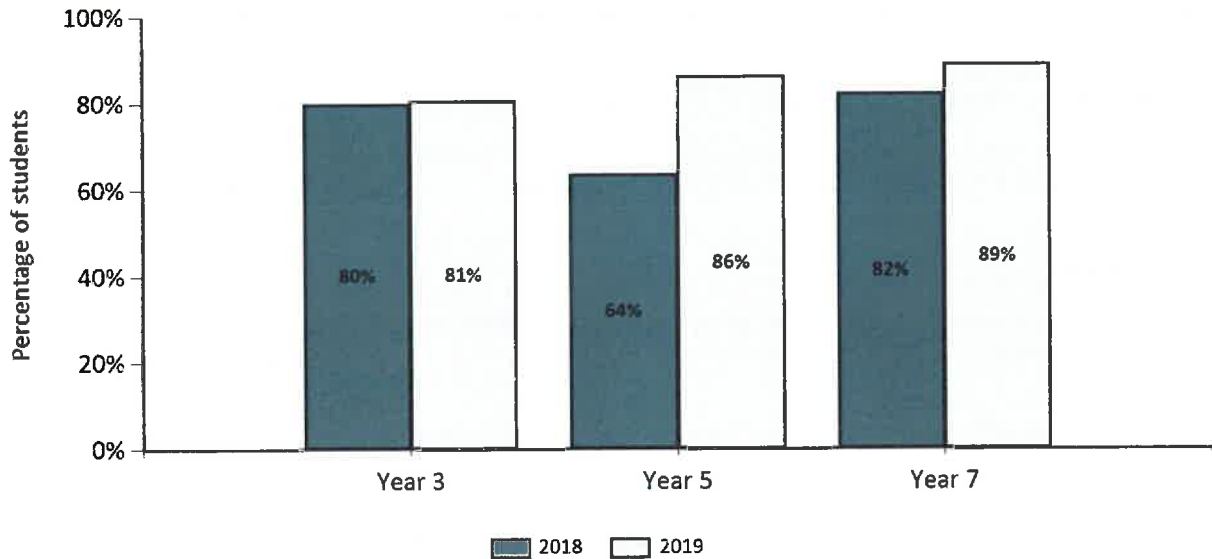
Intervention support for students was provided by class teachers differentiating the curriculum.

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

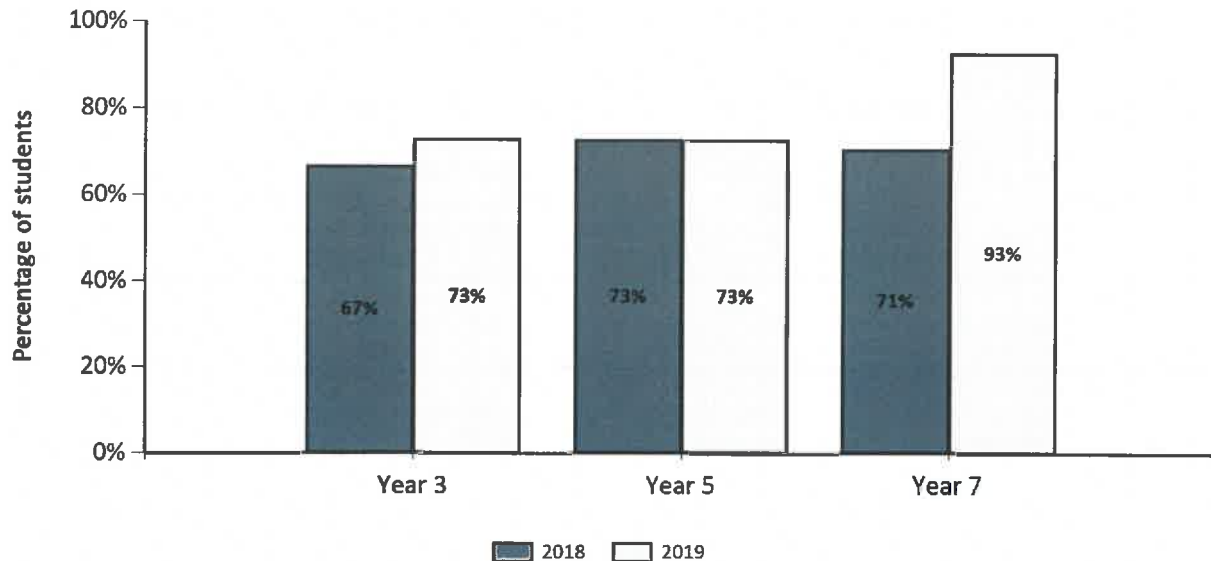


*NOTE: No NAPLAN testing was conducted in 2020.

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	33%	50%	25%
Middle progress group	50%	38%	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	39%	61%	25%
Middle progress group	50%	30%	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	26	26	11	8	42%	31%
Year 3 2017-2019 Average	20.0	20.0	8.7	6.3	43%	32%
Year 5 2019	22	22	4	5	18%	23%
Year 5 2017-2019 Average	24.0	24.0	4.7	3.3	19%	14%
Year 7 2019	28	28	4	10	14%	36%
Year 7 2017-2019 Average	19.7	19.7	2.7	5.0	14%	25%

*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

Being a small school when looking at percentage data we are able to identify individual children and families that impact our attendance data.

Overall our attendance percentage increased 1.2% to 90% in 2020.

Our drops in attendance percentage this year were in reception, year 3 and year 6 and reflects 3 families.

As per our site attendance policy and flowchart; connection, intervention, support and goals were set with these families which resulted in a significant improvement in their child's/children's attendance in the second half of the year.

Restrictions and anxiety associated with COVID 19 also impacted on the attendance of some students.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	89.4%	86.8%	77.9%	77.9%
2018 centre	90.6%	91.2%	86.5%	92.6%
2019 centre	91.6%	81.3%	91.8%	82.8%
2020 centre	82.5%	64.7%	90.0%	90%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	91.9%	88.1%	88.7%	82.3%
Year 1	93.8%	91.8%	87.5%	88.2%
Year 2	92.3%	92.2%	91.8%	89.8%
Year 3	93.4%	90.7%	92.4%	85.5%
Year 4	93.5%	91.3%	87.4%	91.7%
Year 5	92.7%	94.0%	88.6%	85.4%
Year 6	87.4%	91.9%	92.1%	85.5%
Year 7	87.8%	88.7%	86.8%	89.2%
Primary Other	90.2%	92.6%	88.8%	89.0%
Total	91.5%	91.4%	89.4%	87.8%

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

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

Attendance comment

Attendance was consistently high, particularly on full days - Mondays and Tuesdays.

Wednesday half days was less well attended.

One student was a chronic non-attender and staff constantly and consistently contacted family members, made home visits and documented the process.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	17	19	19	19
2018	18	19	20	21
2019	19	21	21	21
2020	16	17	15	15

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

In term three the numbers were consistent with 15 students enrolled.
In term four, there was a total of 5 Early Entry students attending the preschool. Three on Monday and two on Tuesdays.
The pre-school is open for full days Mondays and Tuesdays and for half days on Wednesdays.
Attendance has been consistent, given the COVID-19 nature of the year.
Most of the students who attend the preschool will transition to the Reception class in the Primary school

When children were absent and there was no communication from parents/carers regarding their absence, the SSO would phone the family and record the process and conversation. There were times that emergency contacts had to be phoned because parent/ carers were not available.
If there was no communication after three attempts, then a home visit was actioned by Leadership.
During these home visits, if there was no-one at home, calling cards were left, indicating that the school had visited and to contact the school.

Behaviour support comment

Threatened or Perpetrated Violence
Of the 161 incidents recorded, 79 of these were from 3 students

Threatened Good Order
Of the 64 incidents recorded, 32 of these were from 4 students

Threatened Safety and Well-being
Of the 83 incidents recorded, 27 of these were from 4 students

Acted Illegally
Of the 34 incidents recorded, 9 of these were from 2 students.

Interfered with the Rights of Others
Of the 33 incidents recorded, 18 of these were from 3 students.

Persistent and Wilful Inattention
Of the 49 incidents recorded, 25 of these were from 3 students.
In the majority of recorded incidents, students with disabilities were over represented.

Client opinion summary

School Survey

2020 Student Survey

Questions from the survey were rated high wellbeing, medium wellbeing and low wellbeing

General indicators were Emotional Wellbeing, Engagement with School and Learning Readiness

Proportion of students reporting high wellbeing in the following sub headings

Happiness – 55%

Satisfaction with life – 51%

Sadness – 53%

Connectedness to school – 62%

School Climate – 50%

School belonging – 56%

Perseverance – 49%

Academic self-concept – 73%

2020 Parent Survey

Questions from the survey were rated strongly disagree, disagree, don't agree or disagree, agree, strongly agree

People respect each other at this school 90% either agreed or strongly agreed

Teachers and students treat each other with respect at the school 87% either agreed or strongly agreed

I feel like my child is important to the school 81 % either agreed or strongly agreed

I receive enough communication from the school 85% either agreed or strongly agreed

Teachers at this school provide my child with useful feedback about their school work 80% either agreed or strongly agreed

The school provides an opportunity for me to have input about my child's learning 67% either agreed or strongly agreed

2020 Staff Survey

Questions from the survey were rated; positive perception, positive hesitance, negative hesitance, negative perception.

Various responses were

Engagement – This site inspires me to do my best work every day 71% positive perception

Climate Index – Our site leaders are visible and accessible to staff 74% positive perception

- Our site leaders are primarily focused on the quality of teaching and learning 71% positive perception

Expert teaching – We design leaning plans with clear learning intentions referenced to the Australian

curriculum/SACE/Early Years Learning Framework 88% positive perception

- We work alongside children/students to gather evidence of learning to inform next instructional steps 83% positive perception

High Expectations - At our site we have high expectations for every child/student's learning 80% positive perception

Goal focus – We have a clear site improvement plan 80% positive perception

Collaboration – My colleagues share professional expertise and best practice with each other 75% positive perception

Leadership – Performance and Development – Our site actively supports the professional growth and learning of its staff 70 % positive perception

Decision making – At our site improvement decisions are supported by available evidence/data 70% positive perception

Connectedness – At our site, staff are willing to lend a helping hand to each other 75% positive perception

Academic climate – at our site teachers are encouraged and supported to create differentiated learning plans for learners 76% positive perception

Shared Leadership – At our site, staff members share responsibility for improving outcomes for children/students 72% positive perception

Reward and Recognition - At our site, staff members are valued and acknowledged for their contributions 64% positive perception

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1047 - Modbury South Primary School	85.0%	94.0%	94.4%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	10.7%
Other	1	1.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	5.4%
Transfer to SA Govt School	46	82.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

Of the 15 students who attended the preschool, 13 transitioned to the Reception classes at MSPS.

Of the 31 Year 7 students, 1 transitioned to Independent Year 8, 1 transitioned to a Special Unit at Salisbury East H S and the remainder transitioned to our neighbouring Modbury High School.

Relevant history screening

All staff are registered with the relevant qualifications as per Department for Education policy requirements.

All Volunteers have appropriate screening.

Off site providers supply relevant screening checks prior to working with students on site.

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	19
Post Graduate Qualifications	6

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	14.0	0.0	11.5
Persons	0	15	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$1,626
Grants: Commonwealth	\$10,800
Parent Contributions	\$50,324
Fund Raising	\$6,218
Other	\$13,009

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 Standard of Educational Achievement (SEA) outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Resourced additional leadership role for class support and intervention as app worked in individual classrooms with teachers, facilitated PLC's for T&D to sup modules.
	Improved outcomes for students with an additional language or dialect	AP position funded to work in all classes with teachers and groups of students planning and assessment with tasks transformed for students to be successful band levels
	Inclusive Education Support Program	IESP funding was directed for in class support. SSO's work closely with teache and implement support for students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>SSO support in all classrooms with targeted interventions and extensions of le supported students.</p> <p>Teachers were released in like year levels to plan and transform tasks and asse to promote student learning.</p>
Program funding for all students	Australian Curriculum	<p>The school focus was literacy and numeracy.</p> <p>The school focus on vocabulary will be monitored through PAT Vocab testing. intentionally planning using high impact strategies for growth in reading.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	Funding will be banked over a time span to allow the appointment of ACEO.
	Better schools funding	Better school funding supported additional leadership (AP) to support in all cla
	Specialist school reporting (as required)	n/a
	Improved outcomes for gifted students	n/a

2020 Preschool annual report: Improved outcomes fund

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*
Improved outcomes for numeracy and literacy	<p>Funding was used to focus on PQIP goal to improve learning opportunities on children's number sense through a focus on fluidity and flexibility with number to provide foundations to build in other mathematical areas.</p> <p>Evidence of engagement documented and recorded through planning book and program as discussed and dated</p>
Improved ECD and parenting outcomes (children's centres only)	<p>Outcomes achieved except for parent involvement in making up numeracy packs due to COVID-19 restrictions. This will remain written into PQIP 2021.</p> <p>Parents were given information regarding reading strategies using numeracy ideas that could be done at home with their children.</p>
Inclusive Education Support Program	<p>There were two children who received support, and after confirmation of diagnosis of autism, packages were written and both children were placed in a junior primary special class.</p> <p>One student received 1:1 support from OT outside support agency. This was funded through his NDIS.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>BSSO was present in the preschool one full day. She work closely as a team member with the teacher and SSO.</p> <p>The BSSO was instrumental in supporting violent and unpredictable behaviour of a child who had limited English and cultural misunderstandings.</p>

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

