McLaren Flat Primary School

Annual Report

2014

Principal: Stuart Hage  
Site: 0250  
Region: Southern

School Values: Resilience, Responsibility, Pride, Respect and Honesty
The school continues to grow and we look forward to starting 2015 with 8 classes and 218 students. Our current data suggests 25 new receptions will begin their school life at McLaren Flat in 2015. (ranging from 4 yrs 8 months to 5 yrs 6 months)

The 2014 school year started with a number of key elements that were aimed at enhancing the school environment and delivery of curriculum areas:

- We continued our belief in ‘Doing the right thing because it is the right thing to do’
- The Australian Professional Standards for Teachers – focussing on professional learning/development
- Being part of the Sea & Vines Partnership
- Developing professional learning communities (PLCs) among staff
- Improving our teaching/delivery of Writing
- Continued implementation of the Australian Curriculum (Geography & the Arts)
- Literacy & Numeracy Intervention
- The third year of our Reading for Improvement time (if we improve our reading, we improve our access to all areas of the curriculum)

**Reading for Improvement:**

This programme continued from 2013. There were some modifications – particularly in the area of ensuring a focus during the week was assisting Reading Comprehension skills & Writing genre skills. The supportive work of a literacy coach (for both staff and students) has also lead to growth and success. **Possibilities for this to continue are unclear at this stage.**

Reading workshops for parent/carers were held once again, giving new parents/carers some background knowledge and support in assisting reading at home.

**Naplan data:**

2014 – Student progress in Reading years 3-5. 79% of our students experienced medium to high progress (All students Australia wide 75%)

Student progress in Reading years 5-7. 85% of our students experienced medium to high progress (All students Australia wide 75%)

**Intervention Planning:**

The school introduced intervention programs for 2014. This targeted students who in numeracy and literacy had been identified as requiring a systematic support program to give them a boost in their knowledge/skills/learning/confidence.

**Better Schools Funding:** This funding initiative enabled us to support this program with the purchasing of resources and increasing the SSO time available to run the program.

This year we implemented the LLI programme aimed at literacy support for our students who required a Wave 2 level of support. Wave 2 support is suited to students
who need support to catch up but do not have a specific learning disability that attracts DECD funding. Each student completed a 10-12 week programme. We have been extremely impressed with the results in attitude and achievement amongst the students. The following graph reflects the academic achievement growth for students in Year 3 (students 1, 2 & 3), Year 4 (students 4-11) and Year 5 (students 12 & 13). The data for other students in Years 5, 6 & 7 is still being collated but we have been equally impressed with how this programme, facilitated by an SSO with Deputy Principal support, is working for students of all ages.

Numeracy Intervention Program - McLaren Flat PS

Maths for Learning Inclusion Program

The purpose of the numeracy intervention program which has been introduced is to discover more about a student’s mathematical knowledge and the strategies they use. The program
aim is to improve the students' understanding and address any misunderstandings they may have. The information used in the assessments can then be used to strategise appropriate intervention.

The current assessment program is designed for students from year 3 up, but the school has included those identified from year 2. The assessments have been administered in small groups and give the opportunity to address areas of concern and develop these skills. Each assessment takes approximately 20 minutes, but then gives the direction for areas to be addressed.

There are 6 levels of assessment and within each of these there are set tasks. It is expected that each student will only be permitted 3 attempts at each task. The development of strategies to confidently complete the tasks is of the highest priority.

**CHART 1**

**All Year Levels.**

Chart shows Assessments / Testing completed throughout year. These show the progress of students, per average, per year level.
Note: Assessments / Testing, per year level and student, listed in attached CHART 2.

**CHART 2**

**Numeracy Intervention Program**

Starting the Intervention Program well into the school year was a disadvantage, but teachers had provided lists of students they wished to be included. All students were accommodated in the program.

We started all students at Assessment Level 1 and progress from this point forward. There has been a great deal of positive feedback from the teachers and the program has identified inadequacies in student’s numeracy skills and has given the opportunity for these to be addressed.

With the continuation of the Numeracy Intervention Program there is an avenue to greatly assist students who are lacking in their numeracy skills. The program has further benefits as we can develop not only their numeracy intervention skills, but should be able to see improvements in other areas of learning. These can be attributed to their developed academic confidence. The students have improved in their numeracy skills and a continuation will see benefits into the future.

**Naplan:** Each year the school collects and analyses achievement data. The Naplan testing process is one of these areas. All year 3, 5 & 7 students throughout Australia sit the same tests on the same days and results are provided to parents and the school for analysis and use in the formation of targeted areas of improvement in following years.

**Students Year levels are as follows:**

- Year 2 = 1, 2
- Year 3 = 3, 4, 5, 6
- Year 4 = 7, 8, 9
- Year 5 = 10, 11, 12
- Year 6 = 13, 14, 15, 16
- Year 7 = 17, 18, 19, 20
Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

![Bar chart showing Year 3 Proficiency Bands by Aspect]

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>3.7</td>
<td>11.1</td>
<td>22.2</td>
<td>25.9</td>
<td>25.9</td>
<td>11.1</td>
<td></td>
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<tr>
<td>Reading</td>
<td>3.8</td>
<td>11.5</td>
<td>11.5</td>
<td>26.9</td>
<td>19.2</td>
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<tr>
<td>Writing</td>
<td>7.4</td>
<td>14.8</td>
<td>40.7</td>
<td>7.4</td>
<td>18.5</td>
<td>11.1</td>
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<tr>
<td>Spelling</td>
<td>7.4</td>
<td>18.5</td>
<td>22.2</td>
<td>14.8</td>
<td>22.2</td>
<td>14.8</td>
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<tr>
<td>Grammar</td>
<td>3.7</td>
<td>11.1</td>
<td>22.2</td>
<td>11.1</td>
<td>29.6</td>
<td>22.2</td>
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</table>
Figure 2: Year 5 Proficiency Bands by Aspect

![Graph showing proficiency bands for Year 5 by aspect]

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
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<th>% Proficiency Band by Test Aspect</th>
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<td>Reading</td>
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<td>Writing</td>
<td>16.7</td>
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<tr>
<td>Spelling</td>
<td>4.3</td>
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<tr>
<td>Grammar</td>
<td>4.3</td>
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Figure 3: Year 7 Proficiency Bands by Aspect

![Graph showing proficiency bands for Year 7 by aspect]

Table 3: Year 7 Proficiency Bands by Aspect

<table>
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<th>% Proficiency Band by Test Aspect</th>
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<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar</td>
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Student Mean Scores

Figure 4: Year 3 Mean Scores

Mean Scores

![Mean Scores Chart]

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
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<tr>
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Figure 5: Year 5 Mean Scores

Mean Scores

![Mean Scores Chart]
Table 5: Year 5 Mean Scores

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<th>Mean Scores by Test Aspect</th>
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Figure 6: Year 7 Mean Scores

![Mean Scores](image)

Table 6: Year 7 Mean Scores

<table>
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<th>Mean Scores by Test Aspect</th>
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</table>
Growth

Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

Table 7: Year 3-5 Growth

<table>
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<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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<td>Lower 25%</td>
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<tr>
<td></td>
<td>Middle 50%</td>
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<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
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</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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<tr>
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<td>Progress Group</td>
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<td>Numeracy</td>
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<td></td>
<td>Middle 50%</td>
</tr>
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<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
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</table>
Aspects of the student growth:

**Year 3 to 5:**
Pleasing to see 81% of our students made middle to upper growth in **numeracy** however an area of focus for 2015 will be it extending our students to make upper growth as this was only 14%.
Solid results in **reading** growth with 78.9% of our students achieving middle to upper growth with 26% in upper.

**Year 5 to 7:**
**Numeracy** is certainly an area for focus - only 69.3% of students achieved middle to upper growth. But it is noted 30.8% were in the upper bracket which is pleasing.
Strong results in **reading** achieved this year with 84.6% of students in middle to upper growth with 53.8% actually demonstrating upper growth.

**Writing:**
It is noted that while the school (and teacher professional development plus literacy coach support) focussed on writing, the results for year 3 & 5 students did not reflect a positive growth in this area and therefore more direct/explicit skills teaching will need to continue as a priority.

The data this year has not been consistent (has not given us a lot of common areas 3-7 that make targeting improvement easy)

However the following points have been highlighted for further focus in 2015:

**NAPLAN**
*Learning focus areas for 2015*

**YEAR 3**

**Reading**
Read the whole text to find the answer plus the best answer
Find/use the **key** words in written texts
Practise – does the word look right?
- skills to correct it
  - Jolly Phonics past Year 2 / Jolly Grammar Yr 1-7??
Look more at ‘Tricky Words’ (no patterns)
Jolly Phonics has list of tricky words
Language conventions – teach them to read out aloud so that they can hear where full stops, commas could be.
**Use Sheena Cameron’s Writing Book resource – activity ‘where full stops go’**
Cartoon – speech bubbles – convert to sentences
- quotation marks using “…………”
Contractions and apostrophes – Jolly Grammar
Reading comprehension area to target
  - Sequencing – numbering sentences 1 – 4 to show the order of story/events etc.
Spelling – long and short vowels – Jolly Grammar and Jolly Phonics programme. Working on independence, problem solving, resilience, resistance, self-confidence to ‘have a go’

Order – reading kits for JP level – Increase resources

**Numeracy**

- Recognising digital time – new digital/analogue clocks installed in all classrooms
- October 2014 should assist.
- Lots more incidental and comparing analogue and digital time – right now.
- In 10 minutes time / 1 hour’s time
- Doing time activities often rather than in blocks
- Fractions $\frac{1}{2} + \frac{1}{2} = 1$ whole
- 2 part or multi step questions – How to read and break down questions.
- Do more drawing /showing how to get to answers.
- Progressively practise ‘test’ situations where students have to independently:
  - Read question and interpret
  - Find information in text / key words
  - Quiet situation
  - Problem solving strategies
    - What can I do?
    - How can I do it?
    - Without leaving their seat

Finding and interpreting info on posters, pictures, maps, graphs – without written information

More focus on word vocabulary – attached to topics i.e. Maths, Literacy, Science etc.

Building on e.g. ‘What other words can we use for ……..?’

**YEAR 5**

**Reading**

- Interprets – feelings, imagery, poetry
- Poster – relying on visual cues
  - Reading all text for the answer

Unfamiliar vocabulary e.g. reluctant, furious
  - Need to use context to understand vocab.

Words in question not found in text
- Need more practice at inference and interpretation.
- Need to read WHOLE text first before attempting questions. (to get essence of text)

Many questions are not written in everyday language e.g. What qualities do B.K. possess

**Writing**
Stimulation sheet – more ideas needed
- Not stimulating at all!
Audience / ideas – perhaps we’ve been too preoccupied with structure at the expense of creativity. More quick writes.

Vocab – need for greater vocab to support their writing

Introduce paragraphing at an earlier stage.

**Spelling**
Push digraphs
Identify different spelling makes same sound e.g. er, ir, ur, ear (heard)

**Numeracy**
Written instructions are difficult to understand.

Once again/….unfamiliar vocab e.g. numeral, represent etc.

Mistakes across the board – MORE MATHS!

Must stick to minimum of 60 mins Maths per day.

**YEAR 7**

**Reading**
Locates information (directly stated)

Inferred information in and information text

Interprets reason

Inferred/made judgement about narrative

**Writing**
Elaboration of ideas in persuasive writing

**Spelling**
Spelling rules – change ‘y’ to ‘i’

Word knowledge
au digraph
or, us, er endings
Proof reading to find errors

**Grammar**

Correct use of commas, full stops, semi-colons and colons

Use of meta-language
   Apostrophe of possession

**Numeracy**

Calculator
   - Reading tabled data and gathering information from it
   - Coins – least amount of coins used (problem solving)
   - Squared numbers – 5.8 squared
   Visual – angles

**Running Records:**

All students in year 1 and year 2 are assigned a reading level after assessment. This data is collected regularly by the teacher to assist in allotting appropriate reading material and to ensure student’s reading is challenging, building confidence, fluency, improving skills and encouraging an understanding of reading and what is read.

This process is known as running records and gives an indication of the development in reading of our year 1 and year 2 students.

**Year One:**
Year Two:
As can be seen through the data collected in 2014 our student data indicates that our students perform well and are making good progress in their development as confident emerging readers. Our year one students measure well on both a state level and comparison of like schools level, however it is noted that our year two students are a few percent below our like schools category and this will be a challenge for 2015 to ensure we are keeping pace with levels appropriate to our category of school. Many of our students have also progressed to novels and they are now beyond the running record level of 26, however the data can not reflect this as the highest level to be recorded is 26. It must also be noted that this data collection does not reflect student comprehension of reading and while the year 2 results are pleasing, analysis of their comprehension skills when they reach year 3 is also critical to get a true reflection of reading development.

Individual student results from this running record data has allowed the school to identify students who need extra support and there are a number of students who as a result will receive reading intervention programs in 2015. These students will be supported in their reading improvement by the allocation of salary to an SSO who worked specifically with these students targeting reading recovery through the levelled literacy intervention program.
**Reading support Teacher 2014**

This is the list of activities undertaken during the year for Reading Support.

- regenerating interest in the use of our Literacy packs making them more accessible to parents – barcoding the packs and advertising their value at Assemblies.
- Assessing the existing take home reading material, weeding out the damaged books and buying new books to put into the boxes – Oxford, Joy Cowley, Jolly phonics books,
- Expanding the use of Guided Reading groups in classes by looking at new ideas that classroom teachers could use – attended Margaret Menner workshops, put more Apps onto Ipads for JP Literacy.
- Explore ways we could collect data from all teachers and store it in an easy to read format across the school including Reading data. Liaised with Deputy Principal and looked at Literacy toolkits from SERU.
- Improve the range of Big books available to Junior Primary classes and find better storage to make them easier to access.
- Attended Literacy Expo to gain extra ideas for school development in Literacy.
- Shared links from DECD website which have Literacy activities for JP Teachers.

**Bullying/ Harassment data:**

The school collects behaviour data in a number of ways including teacher records, yard behaviour log book, Principal records and the DUX Behaviour Management program.

The school has a documented Behaviour Management policy (reviewed in 2014) and Bullying policy.

We take the definition of bullying to be: Behaviour that is targeted, inappropriate, repeated and where an imbalance of power exists.

Records for 2014 (entered in DUX system); The school had 8 significant bullying issues i) 4 x cases of Bullying -Verbal or Written. ii) 3 x Bullying –Sexual harassment. iii) 1x Bullying- Cyber.

Through out the year there are records of inappropriate behaviour ranging from behaviour types: Distracting learning, Non compliance with reasonable instructions, Misuse of property, Verbal abuse, Property destruction, Sexual harassment, Sexual behaviour – problematic, Violence -threatening violence and minor physical assault (this area has seen an increase from 2013, which is of concern and the school has been working extensively with a group of students( and their families) who turn to violence to solve their problems).

In all incidents recorded the following procedures occur:

- The rights of all are considered
- Safety measures are put in place
- Consequences discussed and implemented
- Parent notification/communication (phone or written)
- Restorative measures are implemented
- Monitoring of future outcomes
**Destination:**

2014 year 7 students moved to Government 54% and Non Government High Schools 46%

**Staff Retention:**

All permanent staff will continue at McLaren Flat PS for 2014.

One contract teacher for 2014 will join McLaren Flat PS again in 2015 on a 12 month placement.

One new contract teacher has been appointed on a 12 month placement for 2015.

**Staff Qualifications:**

All teaching staff hold appropriate Teaching Qualification and a registration certificate with the South Australian Teachers Registration Board.

**Staff Professional Learning:**

Staff professional learning is a key aspect of a teacher’s year. Continuous improvement in student achievement is not the only target. Staff are focussed on self improvement therefore resulting in the improvement of delivery to students. The Australian Professional Standards for Teachers requires teachers to reflect on 7 standards i) Knowing students and how they learn ii) Know the content/curriculum and how to teach it iii) Plan and implement effective teaching and learning iv) Create and maintain supportive /safe learning environments v) Assess, provide feedback and report on student learning vi) Engage in professional learning vii) Engage professionally with colleagues, parent/carers and the community. When staff undertake professional learning aspects of these standards are targeted.

In 2014 as a school, professional development focussed on:
Individual learning consisted of:

Governing Council Chairperson’s Report
The Governing Council take on the role of supporting both the staff and the school community. They aid in creating a positive and supportive network for the whole school. It has been a privilege to be on the Governing Council this year and to work with its’ members.
As always, this work can only be achieved with the hard work and dedication of many. There are many people to thank for their assistance
- **Karen Jahn** – Vice Chair, Chairperson of the Grounds Committee & Recreation Committee Representative. Your passion for the school and the amazing difference you have made to the grounds is amazing. We are very fortunate to have you & look forward to your continued involvement in the school environment
- **Kirrily Tugwell** – Secretary & OSHC Representative – The minutes of meetings were flawlessly produced and sent to everyone involved with such speed that I wonder where you find the time and I am personally grateful for your continued offer to attend the OSHC meetings (when they were held).
- **Brigette Elliott** – Finance – Juggling the difficult task of making sure this was in order whilst many times working in another state! Thank you for taking on the role that many shy away from and being prepared to answer our (mainly my) questions.
- **Victoria Ryan** – Chairperson of Fundraising – Your level of commitment and energy are astounding. Managing to make every fundraising event happen while being exceptionally busy at home is a credit to your determination and character. We have been blessed to have you on the committee for so long & hope to see you back in the future
- **Michela Locke** – Chairperson of Community Links – Your willingness to take on a committee in your first year as a member has been appreciated. You and your committee have supported a number of whole school events such as the Big Breakfast and continue to be a great support to the school.
- **Marie Cester** – Community Representative – Your involvement in the school community is a blessing to us all. You passion about the wellbeing of our students and involvement in community initiatives is what makes you a special part of our team and we are richer for having you in it.
- **Tanya Hill** – You have been a huge support to the fundraising committee – hiding in the background with a smile on your face, we have not missed the contribution that you have made and appreciate the effort that you put in
- **Jo Bell** – Teacher Representative & Deputy Principal – We have enjoyed having another perspective this year. Your involvement with the cooking program has been great, and your interest in the garden has been invaluable to Karen. Your point of
view and manner has been greatly appreciated and you are a valuable addition to the school

- **Stuart Hage** – Principal – We thank you for your support, advice and dedication to the school. Your leadership and dedication are of great benefit to the whole school community and the committee certainly value the input and assistance you provide.
- **Kerry, Deb & Barb** – Thank you for your continued support with finance, admin & production of the yearbook. Without you we wouldn’t get any notes sent home or bills paid and the school would not have a lovely record of the year gone. Whilst we may seem painful sometimes wanting things done our way, know that we are grateful for all of your help.

All the tireless volunteers - we could not do 1/100th of the work we do without you. Whether it be shovelling mulch, reading with kids, attending an excursion, chopping fruit, selling cakes or gifts or hanging around the disco escorting kids to the toilet – every persons effort is greatly appreciated and never taken for granted. A special thank you goes out to Carla Payton & Sally White who organise the Lucky Book Club orders each term, Angie Ashby and Jo Trott for co-ordinating the second hand uniforms, Jane Reeves who has been invaluable across grounds & fundraising and Raechel Hann who co-ordinates the uniform orders (in addition to her work on the fundraising committee). These mums do these tasks over and above their other volunteering and are little known for it.
I see fun and exciting times on the horizon for our school. We are a vibrant and positive community because of the support of our parents and carers. We will continue to develop and grow our relationships to keep McLaren Flat PS a great place to be and learn.

**Governing Council/Volunteers:** The school does not and should not function as an isolated identity within McLaren Flat. We are part of the community and it is important that community members/parents continue to be involved in the directions and growth of the school as a whole.
I would like to thank and acknowledge the dedicated group of parents and community members who make up the Governing Council.(Karen Jahn, Tania Hill, Kirrily Tugwell, Sarah Davidson, Victoria Ryan, Michela Locke, Brigette Elliott, Marie Cester, Jo Bell) This can be a time consuming task but I believe rewarding and certainly informative. Your support for the students, staff, parent body and principal (me) has been enormous and greatly appreciated. Your input to school improvements enhances learning opportunities for our students and has been significant this year. Your ability to engage other volunteers to support committees and whole school activities is commended (and I understand can be tough at times).
I would also like to acknowledge and thank the army of parent volunteers who support school programs, help in classrooms, on excursions & camps, are part of Governing Council sub committees, coach and transport sporting teams, attend working bees and basically are always willing to step up when things need doing.
Site Improvement Plan: At the beginning of each year the Site Improvement plan is a reflection of previous data and the targets the school wishes to address in the next 12 months. The 2014 plan had 4 major areas – Mathematics, Literacy, Attendance and Wellbeing. These areas were supported in the budget and in the training and development undertaken by staff. (Please find attached). Areas of the plan were acknowledged and reported at Governing Council meetings. Targeted outcomes were agreed and have been acknowledged as they have been achieved or will continue to be a work in progress and feature in the 2015 Site Improvement plan.

The Annual School Opinion Survey is another source of data that is used to shape directions for focus and improvement in future years.

Parent Survey

![Parent Survey Bar Chart]

Staff Survey
- Children feel safe at this school
- The school is well maintained
- Parents believe they can talk to teachers about concerns
- Parents believe their children like being at this school
Parents want opportunities to share their opinions
Parents want the school to work with them around individual student needs
The school encourages students to have a sense of pride in their achievements
High expectations are expected by parents and teachers
Teachers want to be at this school
Students believe their teachers expect the best from them
Students want their opinion’s to be valued
Staff & Parents are more satisfied with student behaviour than our students
Feedback and teacher / student communication is an area of improvement

Governing Council Review for future planning:
The Governing Council in 2014 initiated three surveys to review the previous four years and assist in future planning.
I share here the results /responses from the first two surveys.

Survey 1. Why do people choose McLaren Flat PS ? & What do they value ?

Why choose MFPS?
reputation, location, size

What do they value about ?
size – know everyone, sense of community, support for individual students
relationships – know staff they know us, staff are approachable, friendly relationship between staff & students
environment – grounds attractive, clean & well maintained, garden program
curriculum – one to one support/intervention, specialist Music/Japanese/Science, Garden cooking
communication – diaries, newsletters, communication books, assemblies
wellbeing programs – value all, be active challenge, parent workshops
traditions – long history of school acknowledged, assemblies, tolling the bell, end of year picnic

What positive stories have they heard ?
Great reputation, community values, teachers/staff

What should not be changed?
School size, parental involvement, additional programs

What will be missed when you leave?
Community feel, friendly/small community, wonderful staff

Survey 2.

Results from survey two were very reflective of the results in the Annual school opinion survey and I note the following feedback:

- Teachers go above and beyond to enhance learning
- Ratio of male teachers is positive – they demonstrate a genuine sense of humour
- CPSW is a great asset
- Consistency of teacher enthusiasm and approachability is important to parents
- Using email for communication is valued
- Some parents are not aware of their opinions being sort around education
- New reading resources/materials are needed
• More feedback to students would be appreciated
• Coming to McLaren Flat PS has been a real positive change in the lives of our children

Reports: Student reporting is the process of communicating information to students, parents, teachers, the system and the community about student learning. In South Australia this currently includes reporting on a student’s level of achievement in relation to the Australian Curriculum achievement standards and the South Australian Curriculum Standards and Accountability (SACSA) Framework. Reporting is directly linked to the design of learning and assessment and to moderation processes which quality assure and validate teacher judgement reflected in reports. The fundamental purpose of assessment and reporting is to improve student learning.

This year student reporting has seen reports reflect student achievement against the following Australian Curriculum outcomes: Geography, History, English, Maths and Science.

School Attendance data:
Student attendance is closely related to student achievement and it is important for students to have a continuity of school through consistent attendance. The school has a clear process of monitoring attendance and communicating with parents of students who do not attend (same day by phone) if prior information is not given to the school.

Attendance

Figure 9: Attendance by Year Level
## Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Reception</td>
<td>94.3</td>
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<tr>
<td>Year 1</td>
<td>93.7</td>
<td>95.9</td>
<td>95.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.8</td>
<td>91.0</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.6</td>
<td>93.0</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.3</td>
<td>93.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.4</td>
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<td>Year 6</td>
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</tr>
<tr>
<td>Year 7</td>
<td>94.8</td>
<td>90.4</td>
<td>92.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.9</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.8</td>
<td>92.8</td>
<td>93.8</td>
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</table>
The school’s attendance data over the past 3 years sits at approx. 94% which is above our regions and on par with ACARA data Australian wide however, raising this average will continually be our aim. (200 students – 94% - 12 students not attending each day?).

A few key areas that challenge us.

i) The demographic of our parent employment means that a high percentage of parents don’t take holidays during school holiday periods. The school has a lot of families who request exemptions from school during term time for family holidays. While this is the right approach it is still recorded in school data as absent from school.

ii) The Leadership, Spec Ed Teacher, CPSW and DECD attendance officer are continuing to work with a number of families who for a variety of reasons have students who fall into the category of ‘chronic absenteeism’. (a pattern of 10 or more days per term absent from school).

iii) Attendance is now mandated as part of a school’s Site Improvement Plan

**Enrolment Data 2014:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Year 7</td>
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<tr>
<td>Total</td>
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<td>200.0</td>
<td>102.0</td>
<td>103.0</td>
<td>205.0</td>
<td>107.0</td>
</tr>
</tbody>
</table>

The community as a whole continues to grow and while 2013/2014 indicates a levelling of growth in school numbers 2015 data indicates we will again see an increase in school numbers.

**Child Protection / Criminal History Screening:**

The school has in place appropriate procedures to meet all requirements around child safety and criminal history screening:

- All teachers have a current Teacher Registration
- All SSOs have an up to date/current DCSI criminal history screening
- All volunteers are required to undertake a DCSI criminal history screening and a register is kept
- All volunteers are required to undertake a Volunteer Induction & Volunteer RAN training course – run by the leadership each year. (certificates are issued to course participants)

The school was audited in 2014 with regard to these requirements - Feedback indicated the school was in compliance with these mandated requirements and had a thorough process in place to record/update and monitor this.

**2015 will see the running of training related to the updated RAN training course for both staff and volunteers.**

**National Consistent Collection of Data School Students with Disability:**
Our school took part in the national data collection on school students with disability. This collection process recorded students who have been identified by a school team as meeting the definition of disability and who are provided with an adjustment (measure taken to help a student access their education on the same basis as other students). The staff team identified 31 of our students – this being approx.. 15% of our student population.

**Facilities Changes:**
Plans for 2014 have come to fruition:
A paved seated area for reading, group working and sharing food from our school garden. Extensive tree removal and pruning following a risk assessment audit.
Continued planting and maintenance. A verandah area outside rooms 5 & 6 awaiting construction.

In conclusion:
The school community has once again had a successful year. We are confident our 13 year 7 students are moving to high school with the skills necessary and the right values to be active participants in their community and pursue their academic & personal ambitions. We have identified pathways for future improvement and will continue to put plans in place to develop our students as powerful learners.

Stuart Hage
Principal

November 2014