



# McLaren Flat Primary School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

McLaren Flat Primary School Number: 250

Partnership: Sea & Vines

Name of school principal:

Mr Josh Anderson

Name of governing council chairperson:

Mr Wally Baraiolo

Date of endorsement:

March 2020

## School context and highlights

The student body is drawn from families living within the McLaren Flat Township and the surrounding rural area, with a smaller number of families from further afield. Set within the heart of the Southern Vales grape-growing region, McLaren Flat Primary is a small school with a strong rural tradition. In spite of its close proximity to the outer metropolitan area of Adelaide, the school's values and climate continue to maintain this tradition. There is a strong sense of community and pride in the school by students, parents and staff.

In 2019 we had 214 FTE enrolments from reception to year 7. Our OSHC service also continued to develop and transitioned well to opening in the mornings as well as afternoons following a long period of community consultation and feasibility study. 2019 saw the first year of new Principal Josh Anderson's 5 year tenure. Stuart Hage was farewelled at the end of 2018 following a long and committed career in public education.

Deputy Principal Jo Bell ably assisted in the transition to a new leader and much of 2019 was spent consolidating, evaluating and planning - with a focus on the new Site Improvement Plan and adjusting to a new style of leadership. 2019 also saw the redevelopment of the school's local strategic plan, in consultation with the community, families, staff and of course students. From this, Quality Teaching and Learning, Learning Environments, Community Engagement and Participation; and well being were identified as key areas moving forward. The first steps in the establishment of the school grounds master plan were undertaken also.

At the end of 2019, four experienced staff retired from the school and the profession and while this has left a gap in experience and knowledge, we have been able to create new opportunities for more graduate and early career teachers in the staff profile. Our challenges moving forward will be around adapting to the transition of Year 7s to secondary school in a few years, along with managing some of our decaying and aged infrastructure - including a number of asbestos containing classroom buildings, whilst prioritising grounds improvement projects and increasing levels of community access to school facilities during out of school hours time.

## Governing council report

Although the Education Department requires us to have a Governing Council, it is also prudent for a governance structure to overview the school's practice and management.

Our Governing Council monitors the school's finances, policies and strategic documents, including Strategic Plan and Site Improvement Plan. It uses outcomes from a number of processes, including external reviews and Naplan results, as input to refine our strategic documents.

In 2019 our Governing Council Members were:

Wally Baraiolo (Chair), Sharelle Furner (Deputy) Nicole True (Secretary), Michaela Locke (Treasurer), Sally Osmond (Community Links), Josh Anderson (Principal), Joanne Bell (Staff Rep.); and Jodie Sinel, Kate Hastwell and Kate Peel (General Members).

I would like to thank all the committee members for their time, effort and input for this year. The Governing Council has several sub-committees to ensure that we achieve our objectives, and especially the Fundraising and Grounds committees cannot achieve their objectives without the help of volunteers.

So, I would like to thank the many volunteers who generously give their time to assist the school with fundraising, working bees, reading in classrooms, second-hand uniform stall and book club to name a few.

It would not be fair to omit a special thanks to Kate Peel, this being her first year on the Governing Council, for her effort with fundraising. Not only has she, along with Brianna Waters, and their team raised in excess of \$15,000, quite a considerable amount, but have tried many different and new ways to achieve their objectives.

The funds raised will be used to add value to our school, just like funds raised in previous years was used to install new drink fountains this year.

Sally and Michela leave our school this year and I would like to thank them for their time and effort in assisting the school over many years. This year a Governing Council sub-committee was formed to review the feasibility of a morning OSHC program.

The committee recommended to trial a morning OSHC program, with a feasibility review after 6 months to determine if the service will be ongoing. To date the morning service has been well used, and pending the 6 month review, morning OSHC should be a permanent service. Thanks to the subcommittee members, Josh, Michela and Jodie, and to Kay Pahl, OSHC Director. I look forward to seeing the school progress and grow with the dedication of our staff, and support from our parent group.

Wally Baraiolo - Chair

## Improvement planning - review and evaluate

During 2019 the school has fully engaged in the new DfE Site Improvement Planning Process, including a rigorous Step 4 and 5 process which involved the staff engaging in a pupil free day to analyse performance against targets and evaluate the effectiveness of our improvement strategies, including improved PDP processes, forensic analysis of student learning data, targeted professional development for teachers, development of a literacy continuity of learning plan and improved intervention processes. Our success criteria remain:

Students demonstrate that they can read and comprehend various text types across all learning areas.

Students are able to decode at literal, inferential and response levels.

Students apply comprehension strategies (here, hidden and head and QAR).

The school has culture reflective of a community of engaged and participatory readers.

Students below SEA or who fell out of SEA in 2018-9 data show improvement to be above SEA in 2020. Students who were just below higher bands, or who fell out of higher bands, show higher band attainment or maintain higher band status.

Students have the foundation skills to meet the numeracy demands in all subject areas.

School community has a culture of enjoyment, fun and engagement with the mathematics curriculum and growth mindset around learning numeracy.

Students are able to trust the count and subitise and beginning to use multiplicative thinking, are developing partitioning and proportional reasoning skills. Students demonstrate competency with number sense and curriculum proficiencies. Staff have the requisite content knowledge to confidently support and stretch all learners in their class cohort.

Increase in percentage above SEA and in higher bands in writing results 3-7.

2019 Year 3 - 75% SEA; Year 5 - 75% SEA; Year 7 - 60% SEA.

More teachers confident with implementation of Jolly Grammar.

Students demonstrating confidence in the text structure of different genres (evident in their writing) and can write confidently, for a range of purposes, using correct sentence structure, spelling, punctuation and genre specific strategies and elements.

Students understand and use a wide vocabulary in their writing - including tier 1 2 and 3 words.

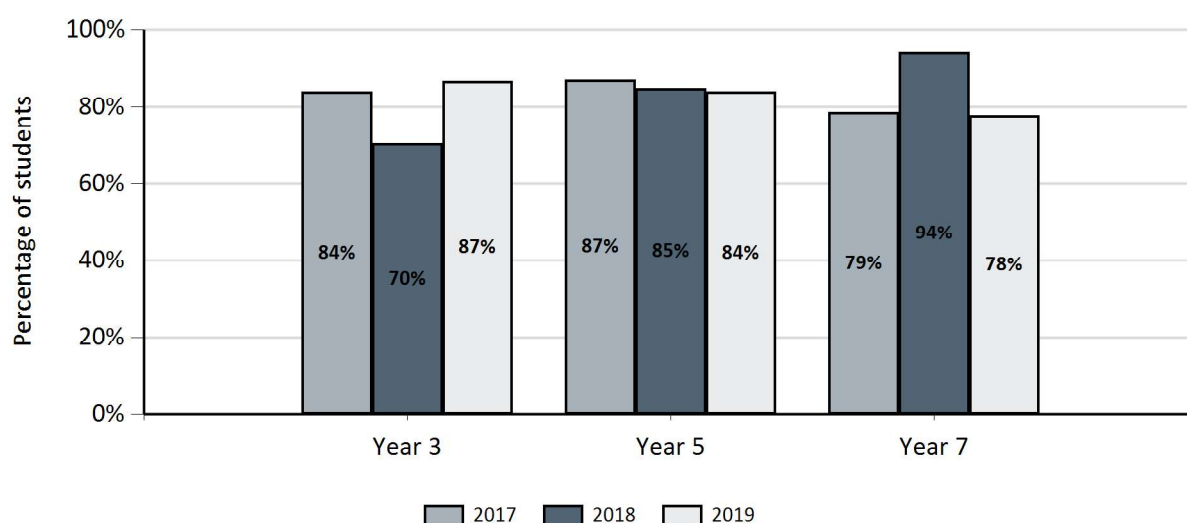
For more information about our SIP, refer to the school website, or contact the principal to discuss the Step 4-5 evaluation and tracking for 2019-20.

## 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.

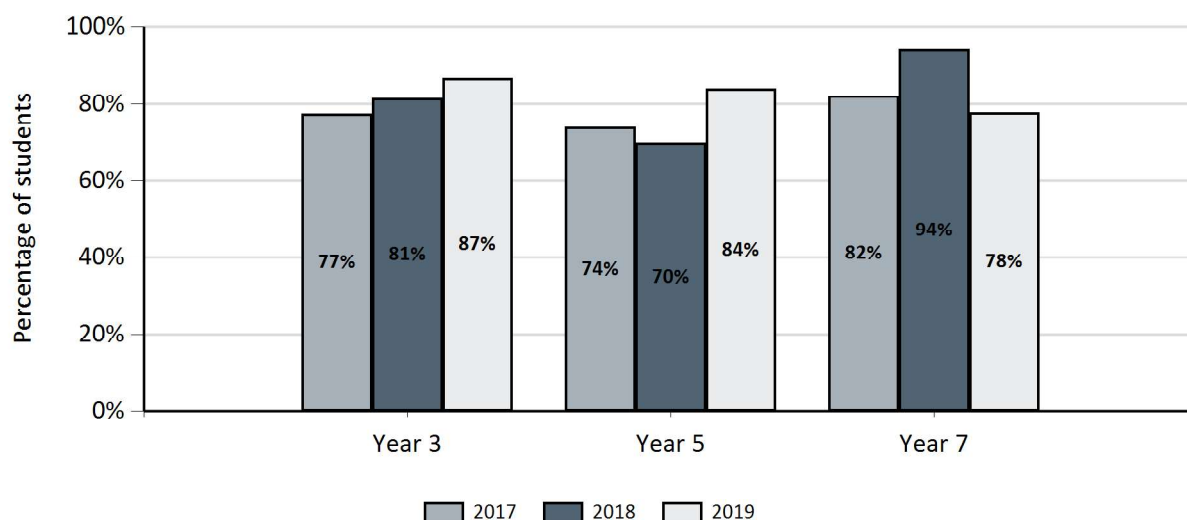
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2019 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	31%	15%	25%
Middle progress group	42%	62%	50%
Lower progress group	27%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	36%	38%	25%
Middle progress group	36%	54%	50%
Lower progress group	28%	8%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 <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 2019	30	30	16	12	53%	40%
Year 3 2017-19 average	29.3	29.3	13.3	9.3	45%	32%
Year 5 2019	31	31	11	2	35%	6%
Year 5 2017-19 average	29.0	29.0	8.0	3.3	28%	11%
Year 7 2019	18	18	6	5	33%	28%
Year 7 2017-19 average	21.0	21.0	7.0	4.7	33%	22%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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

For detailed analysis and evaluation of student achievement data - please refer to MFPS School performance report.

### Highlights:

In 2019 our SOI index rose to 0.58, which is the highest score in the last 7 years and a 0.6 point increase against the 2018 cohort and a 0.3 point increase against the like cohort from 2017 (Yr 5/7 relative).

We had the equal highest percentage in 7 years (20%) of students achieving a 1.0 rank and the equal second lowest percentage (10%) receiving a 0.0 rank.

2019 results in SEA acquisition improved from 2018 in Yr 3 Reading, Year 3 and Year 5 Maths. HB acquisition from 2018 to 2019 increased in Yr 3,5 and 7 reading and in Yr 3 and Yr 7 maths - which is a key goal at MFPS - maintaining and increasing HBV attainment.

### Opportunities for Improvement:

Yr 5 HB achievement in Numeracy is not at the desired level. This was 6% for 2019 - and well below the 35% three yearly average.

PSC results for Yr 1 students is not at the desired level.

An increase of Yr 3-5 students in middle and high bands for growth is expected.

Our percentage of children achieving in the upper two bands for reading is at 53% for 2019, above the three yearly average of 45%. Year 7 students in the upper two bands for reading was steady at 33%, and the percentage in Numeracy achieving in the upper two bands has increased to 28% - above the three yearly average of 22%

Note that 2019 Year 7 NAPLAN results were significantly cohort dependent.

Overall, our students are achieving well, but not consistently across all year levels in the standard we should be achieving, relative to like schools in the partnership and the state.

Increasing and maintaining the number of students achieving high band outcomes remains a central priority of the SIP moving forward.

Building staff capacity and expertise, increasing active student agency and participation and improving the focus of our intervention programs are priorities heading into 2020.

Other Student Learning data collected across the year is generally consistent with the NAPLAN Data and reinforces our need to maintain our improvement focus on high band students, and put more emphasis on maintaining students in HB year on year.

Recognising and responding to the acute and chronic needs of students with disabilities and learning challenges in a timely and effective way remains a priority for us.

## Attendance

Year level	2016	2017	2018	2019
Reception	95.0%	95.3%	92.8%	94.7%
Year 1	93.2%	94.3%	93.8%	91.7%
Year 2	93.9%	95.6%	94.7%	94.5%
Year 3	94.2%	93.9%	92.5%	96.3%
Year 4	92.9%	94.0%	93.3%	94.6%
Year 5	94.0%	94.3%	93.3%	93.6%
Year 6	90.9%	94.1%	95.5%	93.6%
Year 7	94.1%	95.4%	92.5%	94.7%
Total	93.5%	94.6%	93.6%	94.3%

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

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

## Attendance comment

Attendance remains strong at MFPS. We have again rated +94% in 2019 and are striving to achieve our goal of +95%. We have engaged the services of the DfE to support the attendance of some children which has yielded some improvements in their attendance. 5 out of 8 year level cohorts registered a relative growth in attendance year on year. We continue to actively implement our attendance policy and support families to maintain good attendance. A significant number of our absences are approved exemptions for family holidays.

## Behaviour support comment

There is a strong commitment by the school community to the school's behaviour development policy and procedures. Students and staff are aware of behaviour expectations and there is a strong emphasis on positive reinforcement. Responses to inappropriate behaviour are consistently applied with close communication/liaison with parents/caregivers if required. The school's Behaviour Policy is based on common values and the school's vision supports student well being. During 2019 we recorded 2 take home incidences, 0 suspensions and 0 exclusions. All behaviour incidences are managed through restorative justice informed processes.

## Client opinion summary

Student Responses: 50

OFIs - Behaviour Management (3.1), Listening to Kids (3.1)

STRENGTHS - Feeling SAFE (4.1) High Expectations (4.4) Improvement Focus (4.1)

Some feedback from students - positive and constructive:

"Being able to have fun with friends, using the technology they provide us, the fitness we get do(P.E) being able to go out for Half an Hour for each playtime we have, having to opportunity to do sapsasa sports"

"The best things are how easy it is to make friends and there are a lot of playing facilities.

"Our school could get better at not littering, having more bins, better playgrounds, having a better area covered in shelter

"Recycle more and Give the students more opportunities e.g. dancing"

"I would like to learn more about technology and how a capture card helps with gaming."

"Learn how to cook different things"

Staff Responses: 15

OFIs - Performance Feedback (3.9) and Behaviour Management (4.0)

STRENGTHS - Improvement Focus (4.8) and High Expectations (4.7)

Some feedback from students - positive and constructive:

"I think the changes are going at a good pace"

"While it is tempting to implement all changes at once, too many changes or changes done too quickly cause unnecessary stress on teachers, students and families. Let's keep making the changes that need to happen, celebrate our successes and be proud of our great little school!

"Improving classroom spaces to include class libraries and flexible learning spaces"

Parent Responses: 5

OFIs - Student Learning Feedback (3.2) Meeting Needs (3.4)

STRENGTHS - Improvement Focus / Maintenance / High expectations (4.6)

This was a limited sample size in the official survey, down from previous years, however further information was obtained through parent forums in each of the 8 classrooms, via Governing Council, direct feedback to the leadership team and staff, and via the parent / community consultation done via the strategic planning process.

Some feedback from students - positive and constructive:

"Strong community links, great staff, fantastic school grounds and nature play area, the children's well being is the main focus"

"The community feel that comes with being part of a small school. The school is open to parent involvement and try to actively involve children in the decision making process"

"I feel the communication could be improved between the teachers and parents regarding school assignments and also their results rather than seeing in the report card when it's too late to help."



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	9.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	21.9%
Transfer to SA Govt School	22	68.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

All staff, including OSHC workers undergo RHS and hold a valid WWC, either through DCSI or DHS. All regular volunteers and community members supporting the school undergo RHS and are required to have an up to date WWC.

## 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	25
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	12.7	0.0	3.8
Persons	0	15	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$2,053,266.30
Grants: Commonwealth	\$18,187.30
Parent Contributions	\$53,478.00
Fund Raising	\$13,000
Other	\$0.00

Data Source: Education Department School Administration System (EDSAS).

## 2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	0 Suspensions or Exclusions in 2019. Attendance Support for identified families which has driven greater engagement with the schooling system.	Behaviour Data improved. Attendance Data maintained: good.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Improved outcomes for students with disabilities	Employment of IESP teacher 0.4 FTE. Commencement of One Child One Plan implementation. More SWD engaging with curriculum and demonstrating growth over time.	Several more students now verified and receiving additional support via IESP.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Staff Training and PD - Literacy Foci. Supporting student learning in OL / Vocab / Reading See SIP for details. Nil ATSI Students. Nil EALD / First Lang maintenance students. Early Years support - supporting reduced class sizes and increased levels of support via SSO.	Several SIP 2019-21 goals e have been achieved and reviewed for re-focus in 2020. 8 students involved in small group numeracy intervention. 10 Students LLI
	Australian Curriculum	STEM 500 - Numeracy Focus. Training in AC Literacy Progressions. Focus on OL and Big 6 of Reading, Collaborative participation in Partnership initiatives.	Increase overall in school SOL. increase in Yr 3 reading NAPLAN HB status.
	Aboriginal languages programs initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Supported acquisition of improved ICT infrastructure for staff and students including upgrade to SWIFT,	2020 - we are on SWIFT. 1-1 device access for UP students achieved,
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	Student Well being Leader Role 2019 - 0.2 funding, Part of DP role. Close support of students with chronic mental health conditions and anxiety.	Maintained positive attendance and engagement patterns for identified students.