



# McLAREN FLAT PRIMARY SCHOOL EST. 1855

## McLaren Flat Primary School

### 2021 annual report to the community

McLaren Flat Primary School Number: 0250

Partnership: Sea & Vines

Signature

School principal:

Mr Josh Anderson

Governing council chair:

Mr Jon Fuller

Date of endorsement:

18 February 2022



Government  
of South Australia  
Department for Education

## Context and highlights

And so another year has rolled, whizzed, flown, and shot past us here at McLaren Flat Primary School. A big focus for us this year was settling in and adjusting to what fast became our 'Covid Normal' situation. Over the last 24 months we've gotten pretty adept at responding quickly to the ever changing and always challenging scenarios that have emerged in this new world. We have learnt to be agile in the on-again off-again Covid environment and we have adapted to planning our daily lives at school with Covid contingencies built in from the beginning. While we have become flexible, skilled, reflective and responsive in order to meet these demands, we must concede that these efforts have taken their toll on families, students and staff alike. So as we reach the end of the year, we can look back and think..."yeah, we did alright!" but it is important that we all now take the time to rest, recover and recuperate to ensure that we are refreshed for the new year to follow and the challenges it will no doubt harbour for us.

This year we managed to enjoy many of the highlights that the students always look forward to including multiple excursions, sporting clinics and carnivals, an end of year concert performance and especially camps, where students ventured to Woodhouse, Narnu Farm, Mylor and The Adelaide Zoo throughout the year. As always, sporting activities were high on the agenda and the Flat proudly took home the Division 2 District Athletics Pennant and we had a number of our senior students representing the Onka North district in state level AFL, Netball, Softball, Athletics and Hockey carnivals. Music and the performing arts really took off here at the Flat, with new music teacher Indra Benson building on the excellent foundation laid down by Jimmy Marin. Our choir and ukulele programs continued to evolve and we saw the emergence of some smaller music ensembles, including the senior rock band that dazzled us late in term four with a brilliant Queen tribute show. The dance program coordinated by Indra and Zoe Ingoldby-Craig was celebrated with a great end of year concert, which we were able to gladly share with our families. Success was not just limited to sport and the arts however, with Debbie Loke's year 2/3 class again winning the Primary Maths Challenge with their Olympic Maths Project and we saw individual student success in the competition again in 2021.

We also celebrated a number of key events throughout the year, including Book Week, Science Week, Clean Up Australia Day, Harmony Day and our celebration and recognition of Reconciliation and NAIDOC Week - important events underpinned by the development of our Reconciliation Action Plan.

## Governing council report

Major Challenges throughout the year:

- Managing the Covid normal situation,

Maintaining community connections and supporting families throughout the pandemic.  
Supporting OSHC program through Covid implications.

Significant successes and milestones throughout the year:

- Establishing, with great success and community support, the Vacation Care program as part of an expanded OSHC Service at McLaren Flat PS. Also, the beginnings of the OSHC sanctuary play area began, with a new rear door, stairway, veranda, fences and gates added to the OSHC precinct during 2021.
- Supporting the transition of the year 6 and 7 students to high school and becoming an R-6 school from 2022.
- Launching successfully the Fathering Project Dad's Group at McLaren Flat – the first of its kind in South Australia, and holding a number of Dads and Kids and Dads only events.
- An incredible effort by the fundraising group and the school community to raise over \$10,000 to put towards a chicken coop in our school veggie garden.
- Maintaining a well subscribed and effectively operating Governing Council group over the last two years.
- Upgrade to the school uniform - new designs.

## Quality improvement planning

Over the course of 2019-21, McLaren Flat Primary School has maintained a strategic improvement focus on increasing High Band Achievement in three key areas:

Reading - with a focus on building comprehension strategies, oral language skills, phonological awareness and vocabulary.

Mathematics - with a focus on building number fluency, subitising, multiplicative thinking and proportional reasoning and targeting skill building in the area of problem solving.

Writing - with a focus on building genre specific writing skills, grammar, spelling and punctuation skills and developing a community of writers.

Following an extensive annual review of the site improvement plan, combined with our External School Review in 2020, we have identified that while we have made significant progress towards our goals, we recognise that we need to maintain a sustained focus on these areas of improvement.

Heading into the 2022 school year and a new SIP cycle, our focus will be on these key areas, supported by consistency around High impact Teaching Strategies and a viable, visible curriculum.

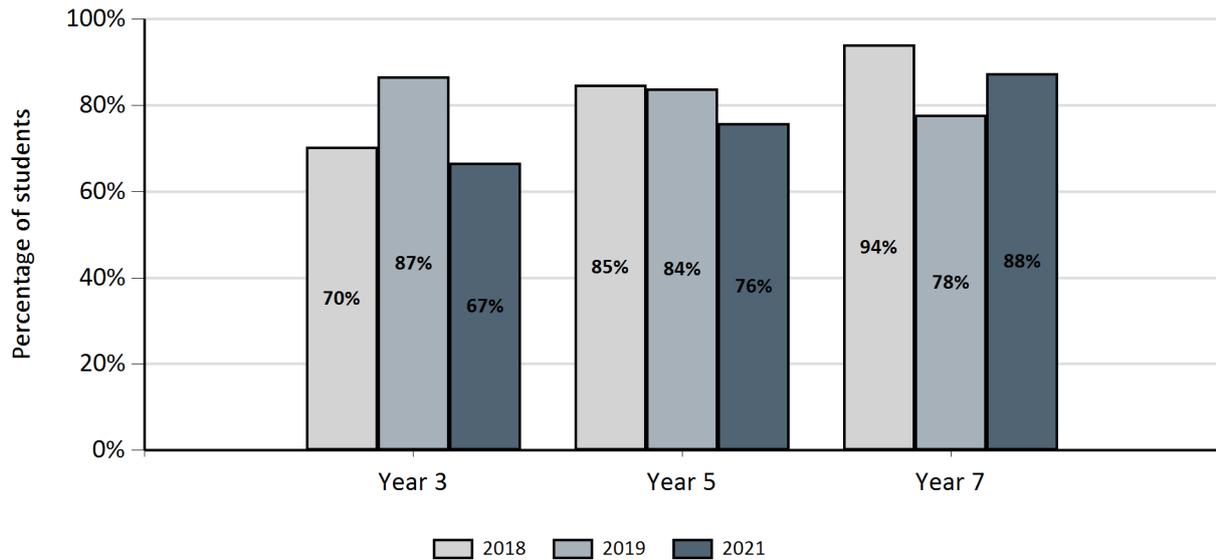
For more detail, see our school website to check out our most current SIP.

# 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

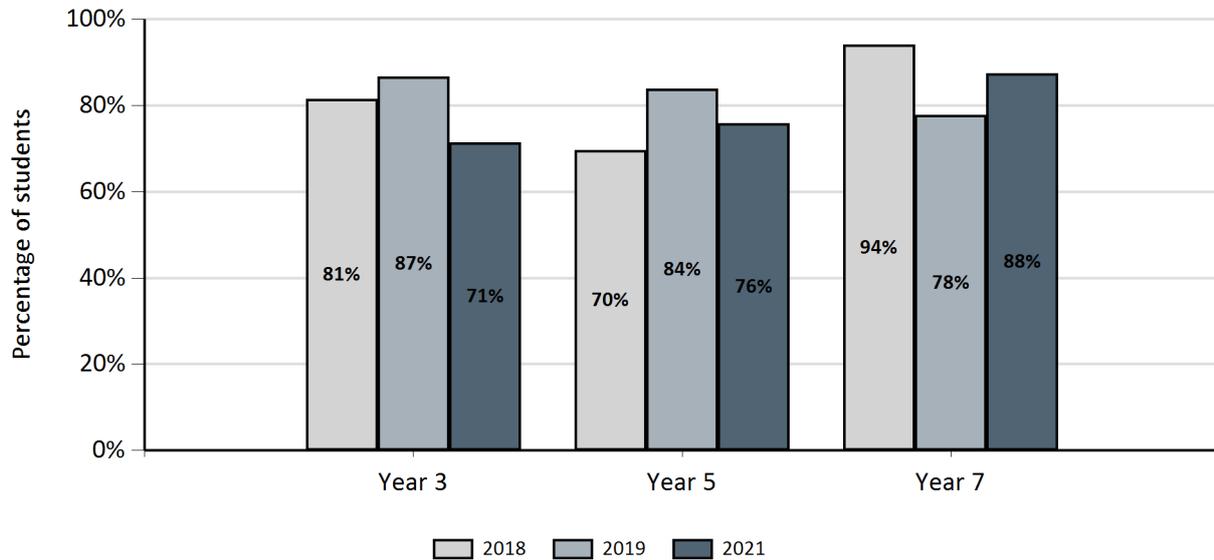


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	40%	60%	33%
Middle progress group	40%	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	35%	*	33%
Middle progress group	52%	50%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 2021	21	21	9	5	43%	24%
Year 3 2019-2021 Average	25.5	25.5	12.5	8.5	49%	33%
Year 5 2021	29	29	10	5	34%	17%
Year 5 2019-2021 Average	30.0	30.0	10.5	3.5	35%	12%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

With very few Aboriginal Learners enrolled at McLaren Flat PS, (1-2 across the year) our focus has been on successfully engaging the learners and their families within the school community and building our resources to support our Aboriginal Learners through enrichment and stretch activities with a focus on numeracy. This engagement has been supported by the development of the RAP at MFPS, greater engagement by staff with Aboriginal studies as an integrated part of the HASS program thus building staff knowledge and cultural competency, Learning programs across the board are data driven also, which means every student is tracked and monitored and supported to develop individual learning goals.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Our 2 Aboriginal learners met or exceeded SEA on all learning assessments and standard tests (PAT and/or NAPLAN) during 2021.

# School performance comment

During 2021, McLaren Flat PS continued to focus on the 3 core goals of the Site Improvement Plan, which encompass improving the rate of attainment of High Band status in Reading, Mathematics and Writing. The improvement plan implementation was supported by key investment in intervention and enrichment programs for students and extensive training and development opportunities for staff. The site improvement plan has guided our resourcing and allowed us to focus on key activities targeting improvements in number skills and fluency, building capacity in reading comprehension, and developing students ability to write well for a range of purposes and audiences.

Key highlights from our performance data include:

School Performance Score - 0.53 - part of an overall upward trend over the last 8 years.

23% of learners achieving in higher bands in numeracy.

38% of learners achieving in higher bands in reading.

72% of learners maintain or increasing their performance level 2019-2021.

HB achievement in Mathematics- 31% of Year 7 and 17% in Year 5 - highest rates in last 5 years.

Trending higher than average rates of HB achievement in reading - years 3, 5 and 7 compared to last 5 years.

Much improved rates of NMS and HB achievement in Year 7 Writing NAP assessment.

Phonics Screening Check - 85% of year one student above standard on this assessment - one of the highest scores in the partnership and a significant increase on 2019-2020 scores.

In summary, we have made significant headway with our achievement goals, and they will remain as ongoing priorities for 2022 and beyond.

# Attendance

Year level	2018	2019	2020	2021
Reception	92.8%	94.7%	90.7%	93.1%
Year 1	93.8%	91.7%	92.5%	92.0%
Year 2	94.7%	94.5%	91.1%	93.9%
Year 3	92.5%	96.3%	91.4%	90.7%
Year 4	93.3%	94.6%	91.9%	91.9%
Year 5	93.3%	93.6%	94.1%	92.8%
Year 6	95.5%	93.6%	89.2%	90.8%
Year 7	92.5%	94.7%	89.3%	91.8%
Total	93.6%	94.3%	91.3%	92.2%

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

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

## Attendance comment

Our overall attendance rate in 2021, for all grades was 92.3%, with every individual grade showing attendance levels over 90% for the year. We are happy with the rate we have achieved considering the impact of the pandemic. At McLaren Flat we implement a range of incentive systems in classes which encourage strong and regular attendance and we use the support of the DfE to work with families experiencing chronic attendance issues. We also understand that a positive school environment, a culture of working closely with families and an engaging curriculum work together to support consistent attendance and engagement patterns with our learners.

## Behaviour support comment

Overall, the standard of positive student participation and engagement at McLaren Flat Primary School remains high. We ensure we invest in the time and resources to support children who experience challenges with their behaviour and engagement, including a student well being leader, targeted SSO support and during 2021 we introduced a successful student mentoring program with a focus on Aquaponics, agriculture, gardening and visual arts. We work closely with families and students using a restorative justice approach, in a way that builds a empathy, positive learner identity and connections with peers, adults and the wider learning community. Our approach to developing student behaviour is underpinned by the maxim that it takes a village to raise a child, and we encourage and support the development of a shared accountability when managing complex or challenging issues. During 2021 we did not record any suspensions or exclusions.

# Parent opinion survey summary

We had 69 responses to the parent engagement survey in 2021, which is a comparable sample size with 2020. In relation to the school climate, generally 85% of responses were positive.

## Comments about school climate

"Our school is incredible, the kids and staff are amazing and they're all treated with respect. I wouldn't ever send my child anywhere else!"

"This is one of the best schools, I couldn't say enough nice things about it."

"We feel the school does a great job with their communication."

70-75% of respondents were well satisfied with the learning program at our school, supported by comments such as "Thank you for your support and care for my children's education!"

Over 90% of families responded that they talk to their children about their learning and this reflected in the supportive nature of families at our school and the 'working together' approach we enjoy in our school community. Most families agree that the school provides opportunities for parents to have input in child's learning and that the school provides useful information to support students and the families to meet their learning goals and engage successfully with school.

Our families feel overwhelmingly positive about the importance and value of good schooling and education.

The value of the parent engagement survey also lies in the capacity it has to help identify growth areas and opportunities for improvement and we welcome parent input into our school improvement processes.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	36.8%
QL - LEFT SA FOR QLD	2	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	52.6%
U - UNKNOWN	2	5.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All staff and regular volunteers are screened and cleared through the DHS and are required to have a current Working With Children Check. All staff and regular volunteers are required to complete mandated notification training and hold a current RRHAN-EC certificate. All volunteers are required to undergo a suitability check and induction interview with senior school staff prior to the commencement of volunteering at McLaren Flat PS.

# 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	16
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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 Equivalent	0.0	11.0	0.0	4.9
Persons	0	13	0	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,059,646
Grants: Commonwealth	\$6,200
Parent Contributions	\$47,522
Fund Raising	\$12,245
Other	\$0

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

## 2021 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 2021 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 wellbeing and engagement	Support for student wellbeing leader - maximizing opportunities for student participation and engagement in the curriculum.	92% attendance during pandemic year.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Employment of a IESP coordinator to manage the IESP processes has seen more funding become available to support SWD to engage with the curriculum and work towards improved learning outcomes.	0.2 IESP coordinator throughout 2021, 100 hours per week of SSO support.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Funding used primarily for SWD and IESP support - employment of SSOs and teachers. Wellbeing funding supporting SWL across the school,	All positions filled and effectively contributing to site goals and improved outcomes.
Program funding for all students	Australian Curriculum	Supporting PD release of staff to work with Curriculum Lead and develop curriculum committee with a focus on planning, developing the curriculum profile and implementing DfE units of work.	Staff trialing curriculum units. School Curriculum Profile developed.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	BSF inputs were used to support the acquisition and upgrade of new and existing ICT infrastructure, including connection to Swift internet. This has enhanced access to digital and home learning platforms.	Upper Primary classes all now have 1-1 laptop device access at school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

