Morphett Vale East School R-7
2017 Annual Report to the School Community

Government
of South Australia

Department for Education
and Child Development

Morphett Vale East School R-7 Number: 1188

Partnership: Panalatinga

Name of School Principal: Carolyn Mildrum
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Name of Governing Council Chair: Matt Kirk
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Date of Endorsement: 20/2/18
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School Context and Highlights

Morphett Vale East School R-7 is a beautiful school surrounded by creeks in the Christies Creek catchment area.
Our school population is around 280 students with 51% school card, 3% students with English as a second language and 2% Aboriginal.

Our strategic plan is to develop thinkers who manage themselves, who are curious and can creatively solve problems using a tool-box of strategies and can be resilient in the face of adversity. This manifests in young people who achieve their academic and achievement potential, they demonstrate higher wellbeing and there are fewer behavioural problems.
Our school improvement plan focuses on building these skills through the development of staff Pedagogy, understanding Sustainability and building Student Voice.

In 2017 we saw a huge growth in our reading levels with our students working at levels above state at Year 1 and Year 2. This has been achieved through an application of high expectations, student goal setting and ongoing training and development through our schools committees.

Our NAPLAN results have shown growth in Reading, Numeracy and Grammar and Punctuation with students continuing to make growth as they move through the school. Our NAPLAN Writing results were disappointing and so in 2017 we have provided staff training and in classroom support. We saw great improvement through our whole school writing assessments and we believe that this will reflect in our 2018 NAPLAN results.

Our students have performed in the State school choir again in 2017, both at the Entertainment Centre and the Hopgood Theatre at Noarlunga. The students were nervous about performing in front of so many people but after each performance the children and parents were buzzing with excitement and pride.
In 2017 we again ran successful whole school events with Acquaintance Night, Book Week parade, Sports Day and Christmas concert. Our magnificent P&F ran Mother's and Father's Day stalls, Easter and Christmas raffles, they raised $4755.

We have improved areas of the school with upgrades to two foyer areas and plans to improve another next year. At the beginning of 2017 we finalised the upgrade of our Year 3/4 foyer. Acoustic wall tiles were placed on the walls to provide an inviting visual area and a quieter area for students to enter and leave classroom areas. Our JP foyer was transformed at the end of the year, from a dark over crowded space to a white light filled area, with ample storage for maths and play equipment.

Governing Council Report

It's hard to believe we are already into Week 3 of another school year… 2017 has seen another group of year 7's graduate from our school and a new era of reception students start their school journey, I congratulate all these students. We look forward to seeing the rest of the school prosper this year, continuing with a positive pathway and direction for their future that the GC has strongly supported.

In 2017 GC supported a plan to increase enrollments in the school. As part of this plan Leadership created a brochure placed at each of the local child care centres. These are new markets that have built up over the last few years that don't have natural connections to primary schools. This year, Governing Council supported the staff development days for the teaching staff focusing on the improvement and development of the quality of teaching within our school.

GC have supported and had input into the improvement of our students learning plans implemented from our Leadership team during 2017, we strongly support the focus on increasing the reading, writing and overall learning experience and encouragingly seeing the improvement of the NAPLAN results from the dedicated ethic's of the leadership team.

The GC have supported and discussed throughout 2017 a Federal School Grant we are hopeful to get secured going into 2018 .This money would be used to support the purchase of technical equipment that could be used to create drones to view the creeks, create QR codes to connect to webpages and enable us to support our environment.

Some of the functions GC is responsible for include:
• Supporting our Principal with setting the broad direction and vision & strategic planning for the school
• Monitor and review the Site Learning plan
• Regular reviewing of the budget
• Provide a focus and forum for the involvement of parents and the school community
• Maintain policies for the safety, welfare and discipline of the students.
• Responsibility of the compliance of our OSCH.

Our OSCH has had an encouraging 2017, with the ACEQUA review confirming to our community the hard work from Amanda Milkins and our other OSCH staff is being recognized.
I would like to acknowledge the support the Governing Council has received from our Finance staff and other administration staff, and we are grateful for all the work that our P & F group has given to the school.

Finally I look forward to everyone embracing 2018 and supporting the direction we are working towards.

Improvement Planning and Outcomes

In 2017 we were assessed by the external review team as to whether we had reached the goals set at the end of 2015. We were asked to;

1. Increase the proportion of students meeting the DECD Standard of Educational Achievement by having a clearer focus on learning and increased expectations of growth and challenge.

2. Clearly define the practices teachers are expected to incorporate into their daily work. Develop the PLTs, performance development processes and targeted professional learning to enable teachers to exhibit these practices confidently and competently.

3. Strengthen the role and capacity of the Connector Group to act as an improvement team. Use planning processes to support the implementation of the Site Improvement Plan and agreed whole-school expectations. Ensure this work uses data and evidence to support decision-making and ongoing improvement.

4. Ensure the Governing Council has a clear overview of achievement and growth trends to support the school in setting the broad directions for the School Improvement Plan.

5. Provide students with information on how to improve through the use of rubrics, exemplars and quality feedback.

In early 2017 we were reassessed and reached all the criteria listed. The review team also noted that we had an upward trend in our data which they expected to continue because of the programs put in place.

At the end of 2017 we engaged the services of Ivan Raymond, a clinical psychologist, as an outside mentor who could guide both the Primary and Kindergarten staff to support all of our students and in particular our students at risk. In 2017 this work began with our leadership team, to align our thinking. His work will support us to reach our goal to develop our students as thinkers. We believe that this journey will enable all our students to be critical thinkers as well as lifting our results across the school.

These high expectations have already been noted by the department in reading, with enormous growth over the last 2 years.

This year we are working with staff to create a webpage that will enable each staff member, and by mid 2018 each student, the ability to track their progress in Literacy and Numeracy. This additional tool will support student agency and enable students and staff to see clear directions for goal setting and class programming.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
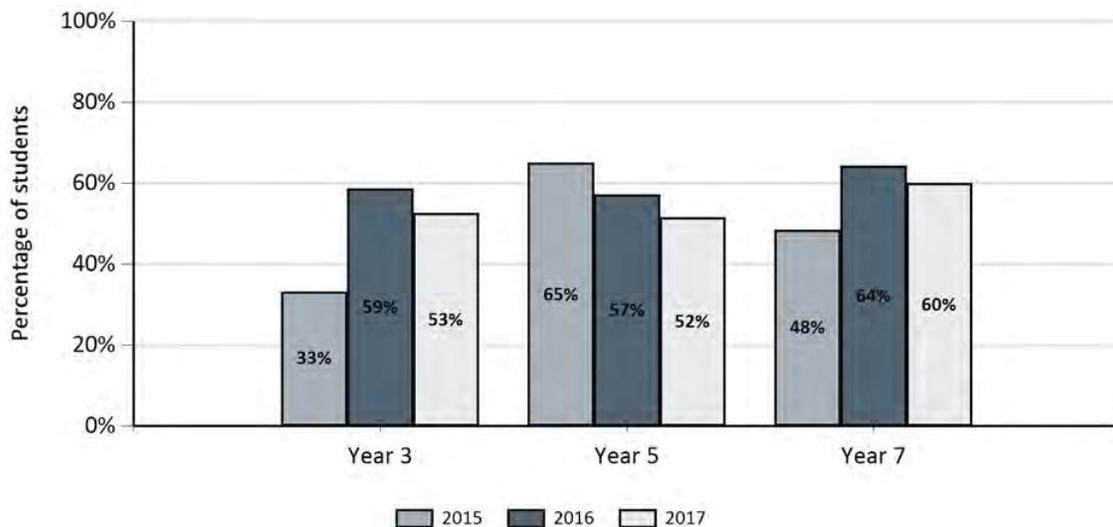
Reading
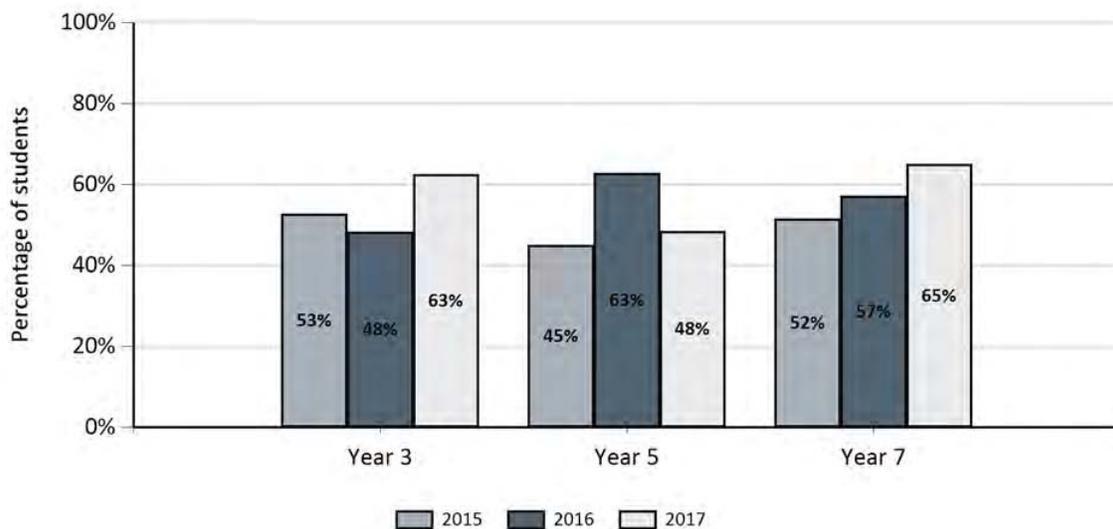
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	29%	4%	25%
Middle progress group	47%	63%	50%
Lower progress group	24%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	13%	17%	25%
Middle progress group	50%	54%	50%
Lower progress group	38%	29%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	40	40	5	4	13%	10%
Year 3 2015-17 Average	35.0	35.0	5.3	2.7	15%	8%
Year 5 2017	33	33	4	2	12%	6%
Year 5 2015-17 Average	29.3	29.3	3.7	2.3	13%	8%
Year 7 2017	20	20	0	2	0%	10%
Year 7 2015-17 Average	31.7	31.7	3.3	3.0	11%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

Reading

Students in years 3 and 7 showed growth in reading over the last twelve month period. The year 7 cohort has shown steady growth in reading over the last three years moving from 52% of students achieving the Standard of Educational Achievement (SEA) in 2015 through to 65% achievement in 2017. The strongest growth in reading in 2017 was with the year 3 cohort who showed a 15% improvement in the number of students achieving the SEA. 63% of year 3 students achieved the standard in 2017 compared with only 48% in 2016.

This is a reflection on the programs that have been put in place in the Early Years classrooms which have resulted in improved reading levels as shown by the Running Records data collected each term. Year 2 students have shown continued growth in running records data over the last three years. In 2015 46% of year 2 students achieved the SEA in relation to Running Records. This improved to 65% in 2016 and 78% of students in 2017. In 2015 36% of year 1 students achieved SEA through Running Records, that improved to 79% at the end of 2017. This push on the development of Early Years reading ensures our students are better equipped to cope with the reading required in NAPLAN testing and beyond.

69% of students showed average to above average growth in reading between years 3 and 5 and 76% of students showed average to above average growth between years 5 and 7.

Numeracy

Whilst the percentage of students achieving SEA in numeracy across the three year levels has dropped slightly we have seen some growth in the percentage of students achieving the National Minimum Standards. 100% of year 7 students, 93% of year 5 students and 84% of year 3 students achieved the National Minimum Standard in numeracy in 2017. This data has shown improvement across the last three years.

Attendance

Year level	2014	2015	2016	2017
Reception	89.7%	92.2%	89.5%	92.3%
Year 1	88.2%	90.3%	92.0%	90.7%
Year 2	92.2%	87.2%	90.7%	92.6%
Year 3	90.5%	89.0%	88.7%	89.4%
Year 4	89.2%	89.6%	90.7%	85.3%
Year 5	91.0%	90.0%	91.5%	93.7%
Year 6	87.0%	90.9%	88.6%	92.0%
Year 7	89.4%	89.5%	90.8%	90.8%
Primary Other	88.4%	93.1%	88.5%	94.6%
Total	89.7%	89.9%	90.4%	91.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Non attendance is managed through SMS, phone calls, home visits and part time programs to ensure that a large percentage of our students attend school.
A concerted effort continues to be applied to reach the same growth as seen in 2016, encouraging parents to communicate with the school regarding absentees through illness, family holidays, students supported through part time, alternative learning programs and students that are unable to attend a regular school setting.

Children that attended school 100% of the time in 2017, were acknowledged at the last assembly for the year.

Behaviour Management Comment

Throughout 2017, a variety of proactive strategies have been implemented. These include: "Play is the Way", lunchtimes computer clubs, small group activities in the office, children organising their own clubs, supported game play, classroom circle time and GPS chats, "What's the Buzz" social program and individual/ small group art/craft/cooking activities provided by the Pastoral Care Worker and her volunteers.

In 2017, bully audits were conducted in term 2 and 4. We are continuing to work with our students to successfully interact with each other, making strong decisions, skilling our students to think before they act and think about others.

More students were suspended in 2017 than 2015 and 2016. This was related to a new cohort of students.

Client Opinion Summary

This year's survey received feedback from 27 parents (14% of parents) and 27 staff (73 % of staff)

The key areas that were identified as strengths by both staff and parents were:
• Teachers at the school expect their students to do their best (87% staff, 77% parents)
• Teachers at the school provide students with useful feedback (83% staff, 66% parents)
• Parents at the school can talk with teachers about their concerns (88% staff, 62% parents)

Another key strength as identified by 92% of staff is that they believe the school is looking for ways to improve.

Key areas that can be developed further in 2018 include:
• Further development of managing student behaviour
• Continuing to develop a safe, supportive environment for all students and staff

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	8.8%
Transfer to SA Govt School	80	87.9%
Unknown	3	3.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

The administrative processes for ensuring compliance are the responsibility of the Finance Officer(FO).
For a new school-initiated application, the FO manages the compilation of the application form.
After sighting the applicant's identification, the Principal signs as the Requesting Officer and co-monitors the progress of the application. Upon receipt of the document, it is sighted by the Principal, checked on the HR website and filed by the FO.
When somebody requires a clearance to work on site and already has the documentation, the FO provides it for the Principal to sight, then photocopies

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	32
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	18.7	0.0	11.6
Persons	0	20	0	14

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	25000
Grants: Commonwealth	8000
Parent Contributions	58711
Fund Raising	5600
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	SSO's employed to provide 1:1 where needed, small group work and social skills training.	Increase in positive behaviour, engagement and work completed by students
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Each child in the school was assessed against EALD levels. All students were then provided learning goals to develop their English skills.	All staff are clear on the next programming steps needed.
	Improved Outcomes for Students with Disabilities	NEP meetings were regularly held. Small group work and tightened goal setting saw most NEP students reach their learning goals.	80% of NEP students reached their goals
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	A 1:1 reading program was set up for our Rec students who struggled to identify sight words and recall the alphabet. Teachers were provided with in class coaching and programming support through our "Pedagogy" support teacher. In 2017 we had no BSSO hours for English as a First Language learners. The school created an AET position to support the development of Aboriginal Studies and introduce the Kaurna language and connect our Ab students. We saw growth in the number of Rec and Yr 1 students reaching SEA in reading.	A decreased number of students needed intervention. Of those that did 70% increased their reading levels. 100% of Yr 2 and Yr 6 students met SEA standards.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This funding supports us to fund our Literacy support teacher.	EALD levels show an increase in students at their appropriate level.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students	Teachers supported to develop individualised goal setting for each student. Small group work set up.	many students stretched to reach goals.
	Primary School Counsellor (if applicable)	Our counsellor provided support for a range of families through; connections to outside agencies, individual counselling, line managing the care team and running the breakfast program.	Increased care team to support students. More connected to agency support.