



Myponga Primary School

2021 annual report to the community

Myponga Primary School Number: 0303

Partnership: Sea & Vines

Signature

School principal:

Mr Shaun Betts

Governing council chair:

Tina Cole

Date of endorsement:

21 February 2022



Government
of South Australia
Department for Education

Context and highlights

Our vision and mission clearly indicate that children are at the centre of all we do. Students from Reception to Year 7 generally come from Myponga and the nearby urban community of Sellicks Beach. With an enrolment of around 110 students we offer all the advantages of a broad-based quality education within a friendly, community-oriented environment. The core values of Respect, Responsibility, Resilience and Relationships underpin our work. Currently there are three main priorities: Literacy – reading, Literacy - writing and Numeracy. Our students have high levels of participation and success in a range of SAPSASA events. We also have a specialist arts and technology program. Support for students is provided by the Principal, Wellbeing Leader and Pastoral Care Worker, as well as Intervention programs. High expectations and personalised service create conditions that support all learners in high achievement and life-long learning. For several years total student enrolments increased, or remained stable. In 2019 this trend turned with a much larger cohort of year 7s leaving than new receptions arriving. In 2009, Myponga was designated as the 'school of right' for the Sellicks Beach area. As of 2022 the area has been rezoned to Aldinga schools and so numbers are expected to lower over the coming years.

Governing council report

Chair Report

It has been a privilege to be part of the governing council again this year. It feels a bit like I have blinked and the year is over. We had a covid interrupted year once again, with an overall successful online learning it was managed and we moved on. A fantastic new climbing frame has been installed this year, which has gone over well with the kids. We have had new flooring laid in a number of the classrooms and the playgroup room. The SVAC had a very successful fundraiser with the colour fun run. The parent and friends group led by Jess, Heidi and Tasha have had a busy and fruitful year. They have improved and re-established the garden area. The group has put the new kitchen to good use having multiple canteen days. They also organised a stall at the Myponga market. Thank you must go to all involved.

Quality improvement planning

The site improvement plan was redeveloped toward the end of 2018, with a focus on numeracy, writing and reading.

Improvement goals for 2021 were:

Develop students' proficiency with number and use of operations across years R-7, Develop students' ability to interpret and infer meaning from a text across R-7 and Develop students' proficiency in writing.

Targets

- Each student meet or exceed the mean scale score for PAT M for their year level.
- If not, each student meets or exceeds average growth for their year level.
- Increase the percentage of students meeting SEA and maintaining high band status in writing in years 3-7 NAPLAN from 2019 to 2021.
- NAPLAN - Improvement in percentage of students reaching SEA and HB.
- Improvement in percentage of students reaching SEA from 2020 - 2021 in running records (Reception, Year 1 & 2) by the end of term

What we did:

One plans and student learning plans for students with learning difficulties were written, with input from leadership, teachers and support staff. SSO support was given in classroom and intervention programs each week. Staff attended training and development in Brightpath writing, phonological and phonemic awareness, managing extreme and challenging behavior, AUSLAN.

Our SIP is reviewed at least twice per term, with staff consulted to identify areas of strength and for further support. SIP teams are formed at the beginning of the year and they meet to organise actions which address the overall goal and support us to reach targets as set. SIP teams also met at the conclusion of each term to reflect on the implementation process, look for if there was impact and plan for next steps as per the step 4-5 process of the school improvement model.

Whole school processes and agreements are developed with and in consultation with staff to support improved teaching and learning. Collaborative teaching and learning design, common assessments, moderation and sharing highly effective practice were planned for. Staff professional learning supporting the site priorities is essential. Staff indicate areas for training and development in their PDPs. A focus on linking the PDP process to SIP priorities was a focus and will continue in 2022 and beyond.

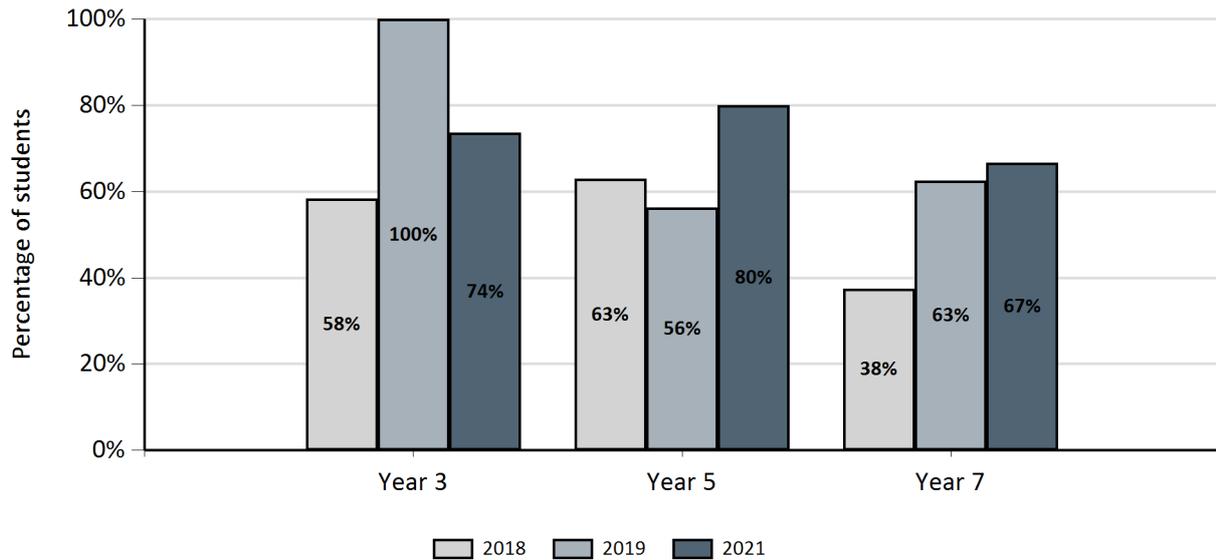
Teachers adhere to a termly data schedule, collecting and analysing key data sets as the year progressed.

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

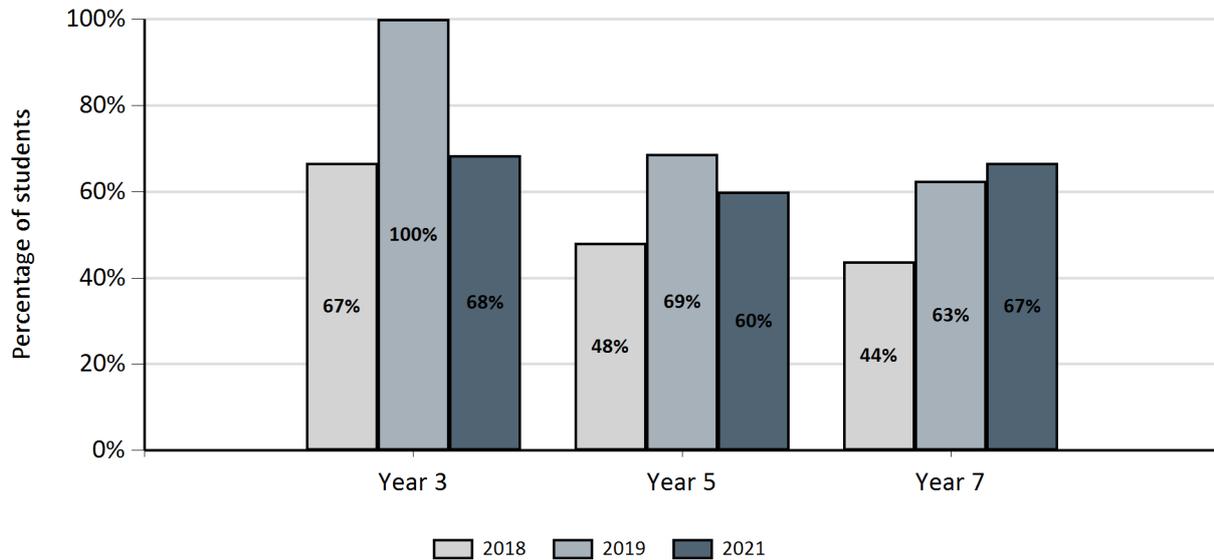


*NOTE: No NAPLAN testing was conducted in 2020.

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	78%	*	33%
Middle progress group	*	*	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	*	*	33%
Middle progress group	*	*	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 [^]		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 2021	19	19	4	1	21%	5%
Year 3 2019-2021 Average	15.0	15.0	5.0	1.5	33%	10%
Year 5 2021	10	10	4	2	40%	20%
Year 5 2019-2021 Average	13.0	13.0	5.0	1.5	38%	12%

*NOTE: No NAPLAN testing was conducted in 2020.

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

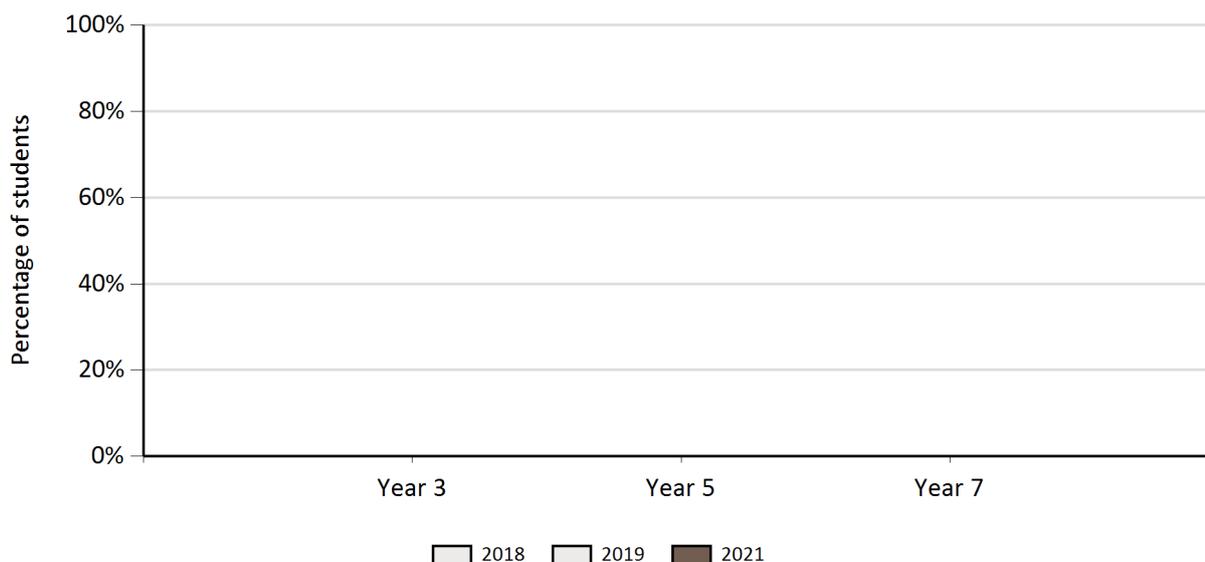
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



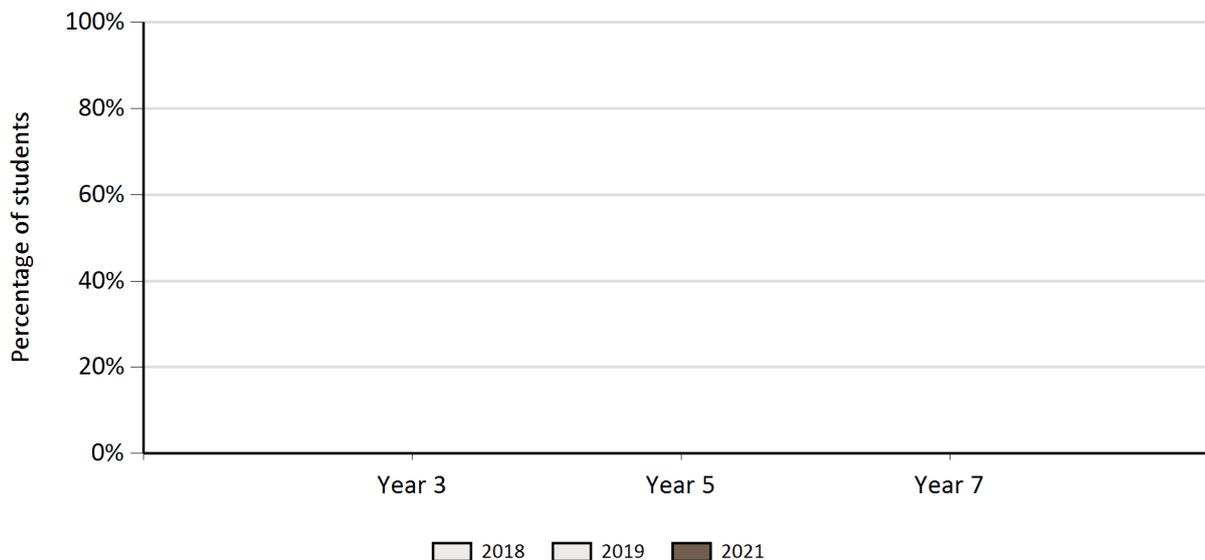
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal 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	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Engaging Families

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

Creating opportunities for families of our Aboriginal students to engage with school and community. This included personal invites via message when student awards were given out at assemblies, and regular feedback regarding student progress.

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

Increased attendance of our Aboriginal families at school interviews/concert/acquaintance night/fund raising events. Student pride at seeing family and extended family at school functions/events

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Teachers use a range of data to ascertain where students are at, where to next and how to get there. An intensified focus in 2021 on student goal setting, visible learning strategies and learner dispositions was a focus in order to achieve improved literacy and numeracy outcomes for every student.

Data indicates that we must continue to look deeply at year whole school pedagogy; whilst our SEA percentages remain strong, our higher band achievement and retention is lower than we would like. The data showed above average achievement in reading and numeracy for all cohorts in 2021, with all 74% of students achieving SEA in reading and 65% in numeracy. In fact 12 out of 41 students achieved high band results in reading in years 3, 5 and 7. Only 4 students achieved high bands in numeracy. Our challenges for 2022-2025 are:

- to design strategies to build talk about learning, explicitly teach reciprocal reading strategies and incorporate dialogic teaching strategies in our program design then we will increase the number of students achieving SEA whilst retaining and increasing the number of students reaching higher bands in reading

- to implement consistent instructional routines using the DfE units of work, including using appropriate mathematical language, and identify and act on gaps in student learning through diagnostic testing and formative feedback then we will increase the number of students achieving SEA in Numeracy

Explicit teaching and understanding best practice to particularly support a group of students for whom self-management is difficult, are key. When students disrupt teaching and learning, progress is impacted. In 2022, our interoception room will continue operate to support such students effectively whilst our 'levels' program is aimed to assist students and drive them to want to do better.

R-2 running record data shows that whilst our students are below benchmark in year 1, they are mostly on track by the time they reach year 2.

The focus on improving students' vocabulary, oral language and guided reading processes should result in an improvement in this area in future years.

Attendance

Year level	2018	2019	2020	2021
Reception	87.6%	88.6%	81.1%	87.9%
Year 1	91.9%	89.5%	82.7%	84.6%
Year 2	93.6%	86.8%	86.9%	86.4%
Year 3	92.3%	91.4%	87.9%	86.2%
Year 4	89.9%	91.6%	81.6%	87.3%
Year 5	91.8%	86.8%	85.5%	87.9%
Year 6	81.9%	88.7%	82.0%	92.2%
Year 7	85.6%	80.1%	82.3%	91.6%
Total	89.2%	87.8%	83.5%	87.4%

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

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

Attendance comment

Non-attendance is managed by:

- Texting or phoning parents whenever a student's absence is unexplained and following up with a letter to seek reasons for unexplained absences
- Holding meetings with parents to discuss poor attendance and seek solutions
- Leadership meetings with the Attendance Officer to discuss the attendance rate of individual students classed as chronic
- Articles in newsletters and announcements about attendance rates at assemblies
- Awards for perfect and near perfect attendance

Letters to families of at risk and chronic non-attenders each term during week 5 and week 10

Behaviour support comment

2021 saw a significant downward trend in the number of incidents requiring intervention. Positive communication with parents and supportive behaviour plans are developed at various levels. Suspensions occur for intentional violence or high levels of ongoing disruption and abuse/non compliance. Intent is looked at carefully as that can determine the consequence and course of action. Behaviour contracts were also used occasionally during 2021 as a result of bullying incidents.

Parent opinion survey summary

Parent response was high this year, with 52 responses. Generally, most of the parent responses were in the agree or strongly agree rating sections but there were a few parent concerns (1 or 2 parents in each) in the areas of – home learning routine, receives learning tips, has useful discussions with staff, input into learning. Areas of strength; 96% of parents either agreed or strongly agreed that staff and students are respectful, 92% of parents believe that children are valued and important at the school. 96% of parents either agree or strongly agree that they receive adequate communication and that this communication is effective.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	11.4%
OV - LEFT SA FOR OVERSEAS	1	2.9%
QL - LEFT SA FOR QLD	1	2.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	28	80.0%
U - UNKNOWN	1	2.9%

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

Child Protection / Criminal History Screening :

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

- All teachers have a current teacher registration
- All SSOs have an up to date/current WWCC criminal history screening
- All volunteers are required to undertake a WWCC criminal history screening and a register is kept
- All volunteers are required to undertake a Volunteer Induction process which includes an online Volunteer RAN training course

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	12
Post Graduate Qualifications	0

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 Equivalents	0.0	6.8	0.0	4.2
Persons	0	7	0	8

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

Financial statement

Funding Source	Amount
Grants: State	\$2,435
Grants: Commonwealth	\$8,182
Parent Contributions	\$26,201
Fund Raising	\$12,633
Other	\$23,235

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	SSO support (1:1) for students with challenging behaviours via IESP.	Decreased number of incidents requiring intervention for identified students.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO support (1:1) for students with identified need via IESP.	- reduction in the number and severity of behaviour incidents - academic improve
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding used to employ SSOs for individual and small group support/programs. Intervention planning for teachers and support staff	Growth measured - Intervention targets are programmed and assessed each term. Running Record data growth
Program funding for all students	Australian Curriculum	Staff PD, intervention meetings and programming, quality teaching and learning, DfE units of work	growth in RR/PAT/NAPLAN, literacy Pro data. phonics check & numeracy,
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Targeted ATSI and Guardianship of the Minister students - directly related to One Plans including engagement in school, behaviour, reading and numeracy progress. Provided 1:1 support for these students	growth in RR/PAT/NAPLAN, literacy Pro data. phonics check & numeracy,
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

