



Millicent North Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Millicent North Primary School Number: 605

Partnership: South East Coast & Vines

Name of School Principal:	Graham Slarks
Name of Governing Council Chair:	Heather Douglas
Date of Endorsement:	22-03-2017

School Context and Highlights

The school had an extensive array of activities in 2016 that were both social, extra curricula and educational.

These included:

Jump rope for heart, Acquaintance night with free BBQ, whole of site story reading night, whole of school fun run, book week, sports day, Whole of year kindergarten to school transition program that has now become a template for other sites, Middle school teaching philosophy that involves streaming and specialist teaching programs, Smart training, Lego league challenge, LAP, Class awards, Reading awards, Morning tea with school leadership (school Captains), CFS visits, Variety of class excursions, Aquatics camp, Grampians camp, Naracoorte caves camp, Zoo snooze, Bear Hunt, Mother's day morning tea, Fund raising for children with cancer, Girl's group Friday afternoons, Premier's Reading challenge, Gymnastics for the JP students, Men's shed Friday afternoon, Various sporting activities, Sports specialist clinics run by outside agencies, Author visits, Cross country training, School Discos, cross country, School vegetable garden, student versus staff basketball and netball matches where the students learnt to lose gracefully, various SAPSASA commitments and involvement, various coaching clinics, specialist basketball program, after school basketball coaching clinic for JP students Monday nights for a term, specialist netball program for middle years and upper primary classes twice a week for a term, specialist football program supported by local football league, participation in Gala day.

2016 also saw the continuation of lunchtime electives: basketball, netball, Singing, Art, Peddle Prix, Cooking, cricket and Craft. These electives have become entrenched into the school culture and will continue in 2017.

The school was also successful in receiving three grants from the federal government to run specialist sporting programs in terms one, two and three. Netball term one, the school used these funds to purchase equipment for netball and also used some of the money to purchase netball uniforms. Football in term two and Gymnastics in term three. In term four the school decided to self fund Tennis which in 2015 demonstrated the effectiveness of this program in developing eye hand coordination in the JP students particularly. The funds were used to employ specialist coaches and to buy sporting goods to support those programs and into the future.

Governing Council Report

The 2016 school year saw continued growth in the school. The passion of the staff continued to be infectious and the tone of the school developed further. This can be seen and heard by the positive actions and comments of the students, parents and wider community. This has also made a positive impact on the number of parents who want to be involved in their children's learning environment.

The school year was a very busy one with numerous successful events such as sports day, acquaintance night, Millicent gala day, the fun run and swimming lessons – just to name a few. The successful camps for our year 4, 5, 6 and 7 students continued in 2016 and have become a much anticipated event among the students. I would like to thank the dedicated staff for giving up their time to organise these special events, they offer the students so much.

The development of the junior primary playground area continued and is becoming a model for other schools. This development has involved staff and parents but was also supported by the local council and business owners. We now have a space that not only looks amazing but also where children can engage and enhance their learning.

The staff have again implemented a successful transition program, with the two local kindergartens. The upper primary continued to focus on learning at their appropriate levels with the "grouping" of students. This moving between classrooms has proven to be successful. Our wonderful SSO's have continued their work and dedication to our students by providing them with the Pre, Mini and Multi Lit programs and also helping children achieve with maths. Both teachers and SSO's have provided extra curriculum activities at lunchtime for our students.

The atmosphere around our school has continued to develop, it is positive, caring and inviting. I would like to thank everyone of you for your time, commitment and passion for our school. We have been very well represented and your involvement, ideas and suggestions are valued. You have all made this a better place to be and with amazing staff, ongoing enrolments, community support and continuous upgrading of the school grounds and classroom facilities, I am confident we will continue to grow our school's reputation.

I wish any retiring members the very best and thank you for your contribution over the years.

Heather Douglas

Improvement Planning and Outcomes

Millicent North Primary School's school priorities

Priority one - Literacy

The targets based on 2015 data, NAPLAN targets are long-term goals. 2016 PM Benchmark results demonstrated very high achievement in Reception; indicative of teacher pedagogy and early intervention, and significant growth in year 1 students, due to targeted intervention. In 2017 NAPLAN targets will remain the same with the aim of improving all students literacy skills to ensure students not only reach minimum standards but surpass them. Targets in PM Benchmarks will be raised in 2017 to reflect staff high expectations. PAT-R data will be analyzed to set SMARTA targets.

In 2016 the school met the targets with regard to PM Benchmark for Rec, Year 1 and Year 2.

The school did not meet the targets for NAPLAN in all year levels. In Years 3 and 7 the school was very close to meeting these targets (appendix 1)

Priority two - Numeracy

As with the previous priority, the SMARTA targets were set using 2015 data. However, in regards to the PAT-M targets, site unfamiliarity with the data set led to an unreliable measure being used. In 2017 this target will be refined around the number of students reaching the DECD SEA, through an analysis of scaled scores. 2016 data will be analyzed to ensure targets set are achievable and students requiring additional support will be provided with the resourcing to do so. The school did not reach targets in any year level using the PAT – M test. With regard to NAPLAN the school met its target with the year 3 students, was very close with the year 7 students and only achieved 70% with the year 5 students, the lowest achieving cohort. (see Appendix 1)

Priority three – Wellbeing

The goals set for this priority were very high and did not meet the SMARTA requirements. However, as a site, staff believe that aiming for anything less than zero incidents of bullying, violence, threats to safety and wellbeing is unacceptable. In 2017, staff will continue to support students in developing social skills and conflict resolution skills. As students in years 6 and 7 participated in the national wellbeing survey, this data will be analyzed and will inform targets for this priority.

Wellbeing Targets

The school did not meet its target in this area. The school's goal was 0 suspensions and in 2016 recorded 2 incidents. With regard to the second goal "No incidents of violence & threats to safety and wellbeing" again the school did not meet its goal and recorded 21 incidents of violence and 3 incidents of threats. While these figures were substantially better than 2015 the school didn't meet the targets that were set.

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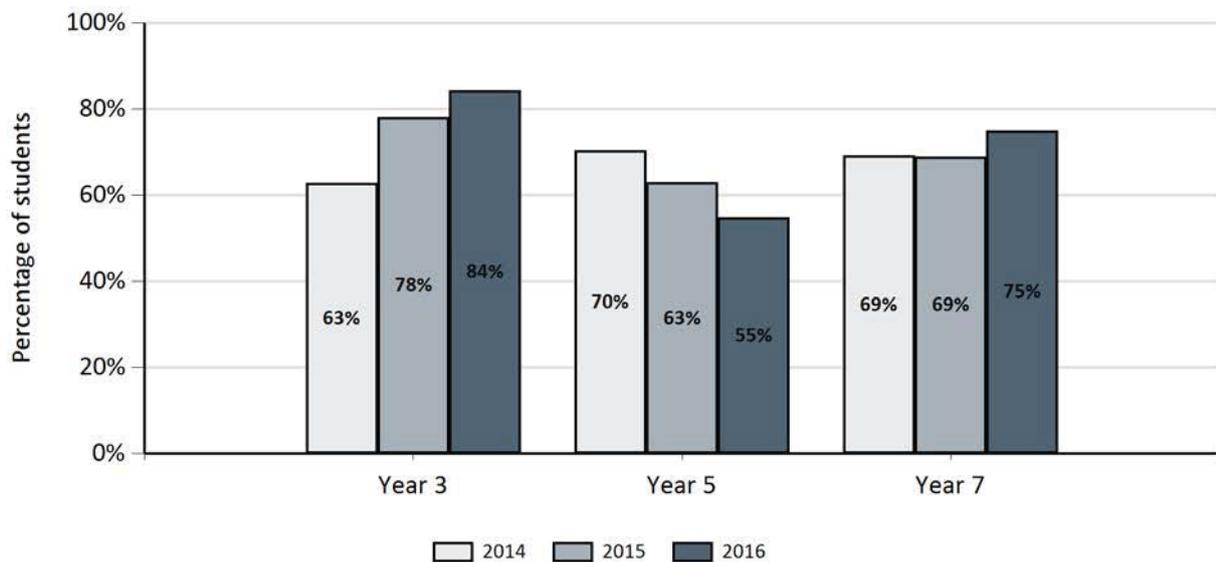


Performance Summary

NAPLAN Proficiency

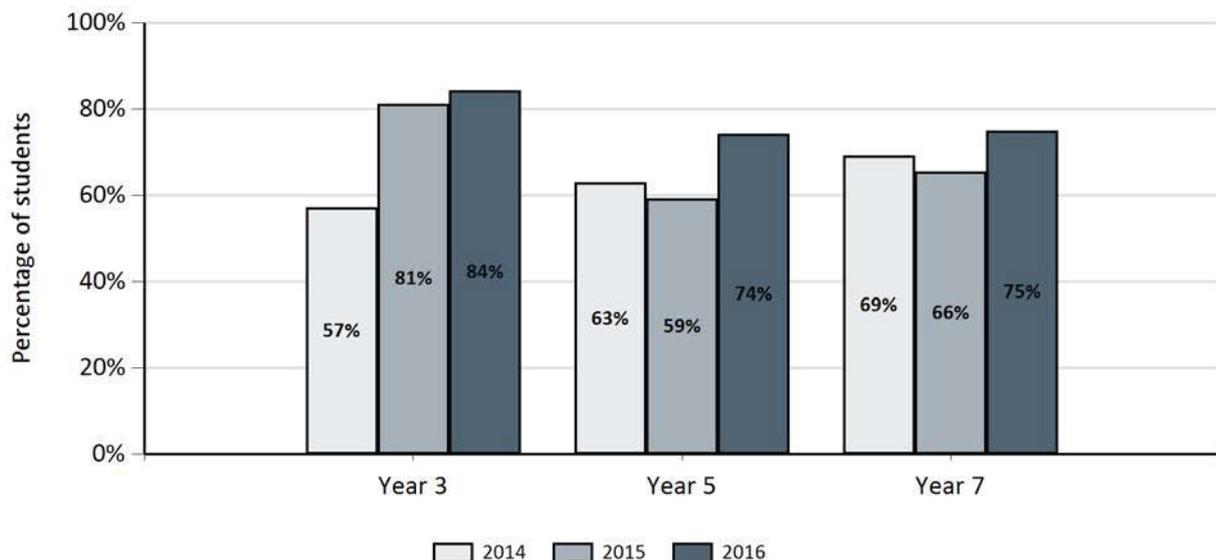
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	25%	27%	25%
Middle progress group	46%	43%	50%
Upper progress group	29%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 3-5	Year 5-7	State (average)
Lower progress group	21%	27%	25%
Middle progress group	61%	30%	50%
Upper progress group	18%	43%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	32	32	11	6	34%	19%
Year 3 2014-16 Average	33.0	33.0	8.0	6.0	24%	18%
Year 5 2016	31	31	4	3	13%	10%
Year 5 2014-16 Average	28.3	28.3	5.0	1.7	18%	6%
Year 7 2016	32	32	3	5	9%	16%
Year 7 2014-16 Average	29.0	29.0	2.3	3.3	8%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

The school has continued a three year trend on improvement in NAPLAN scores. The year five cohort was the weaker of the three and this result was not surprising. All three year levels performed as well as like schools with the year three cohort outperforming like schools and performed as well as all schools.

PM Benchmark data continues to improve with most students reaching level 30 before or during year four. The number of students needing literacy support in the middle school area has continued to decline with resources now being directed towards numeracy and spelling support. Literacy testing using the WRAP test for students who are reading above level thirty has shown comprehension to be an area that needs further work. The students are good literal readers, they reflect the style of a good novel reader but lack the skills required for other types of reading. Imparting the concept of different reading styles for different tasks is now a focus for these year levels. Addressing comprehension remains a focus for students in year 5 on and an area of professional development for staff as an improved skill level will also improve the PAT M and NAPLAN scores where our students fall down in interpreting complex or inferred questions.

The PAT test results were lower than the school would have liked and that our testing would suggest lower than the students measured skill level but has shown clear areas for improvement including test practice. As a site we have looked at areas that need strengthening but have also re-examined the idea of students being expected to remember concepts covered in term one or even term two as being unreasonable. The staff have introduced mental as a precursor to math lessons. The mental is designed to revise concepts previously covered to keep it alive. Also staff decided to implement a revision period prior to the testing. This is not teaching to the test but ensuring the students have the optimum chance of achieving to a standard that the school feels they are at rather than achieving to a lower level due to the lack of recency of practice of the concept.

Attendance

Year level	2014	2015	2016
Reception	90.9%	93.1%	92.1%
Year 01	91.9%	93.9%	93.8%
Year 02	92.3%	94.2%	91.8%
Year 03	92.6%	94.0%	94.2%
Year 04	93.3%	94.4%	93.0%
Year 05	93.1%	92.0%	94.3%
Year 06	92.7%	92.4%	95.1%
Year 07	93.8%	92.3%	93.4%
Total	92.6%	93.3%	93.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance was heavily influenced by several families. Following policy review new actions were implemented. Including calls on the day informing the parent that their child was away and a reminder regarding how many days they had already had off, letters home to the parents of students whose attendance was below the expected attendance rate, showed a pattern regarding the non-attendance or was unexplained. The letter informed the parents of the number of days their child had been away, both as a number and as a percentage and also outlined the impact low attendance was having on learning.

Behaviour Management Comment

End of year enrolments were 218.

10 Students received consequences for bullying/harassment and violence.

2 suspensions were given as a result of harassment. 2 for violence. 5 Less than 2015

There were other incidents of students not getting along which were responded to by staff as they arose with the issue being successfully resolved. There were eight incidents that required restorative agreements all of which were successful in achieving a resolution and reduction in tension between the students involved.

There were no incidents of TRTs not willing to work at the school. Feedback from relievers was very supportive regarding the tone of the school with many indicating a preference of working at this school due to the positive behavior.

Client Opinion Summary

A client opinion survey was conducted early in term four 2017.

Parent feedback was very supportive of the school. The lowest performing areas were Teachers at this school treat students fairly, Student behaviour is well managed at this school and this school takes parents' opinions seriously which all had an average rating of 3.7. In the other areas the school had an average of 4.5.

Teacher feedback was also very positive with the lowest score being 3.9 with regard to the question "this school is well maintained". The next lowest score was 4.0 for the question students like being at this school, 4.1 for Student's learning needs are being met at this school and I receive useful feedback about my work at this schools. All other questions rated 4.3 or higher with the question s Teachers at this school expect students to do their best and Staff are well supported at this school rated at 4.7.

There was no student feedback.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	8.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	8.2%
Transfer to SA Govt School	41	83.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The school's Criminal History Screening officer works closely with site leader ensuring all aspects of DECD's screening and suitability – child safety policy is adhered to. Staff were regularly reminded of the requirements of this policy and requested to ask leadership if they were unsure at any time with the requirements of the policy when using parents or attending camps. Regular meetings with the CHSO occurred to ensure compliance was occurring. The following document was used as a reference for ensuring compliance.

<http://www.decd.sa.gov.au/docs/documents/1/ChsSummaryforSiteLeaders.pdf>

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	22
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 Equivalent	0.0	12.3	0.5	7.2
Persons	0	16	1	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	50,572.65
Grants: Commonwealth	27,731.00
Parent Contributions	51,754.00
Fund Raising	12,964.85
Other	26,355.34

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Positive relationships are crucial to student learning. Funding was used to support students in improving relationships with staff and students through explicit teaching of social skills.	Increased time in class and engaged in learning.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Intervention programs in literacy and numeracy and purchase of additional resources inc Apps, to support student learning.	Students reached or made progress towards NEP goals
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funding enables access to and participation in a variety of school subsidized incursions and excursions that support learning outcomes. Celebrating Aboriginal culture through participation in local cultural events. Increased intervention and support to 'close the gap' between Indigenous and Non-Indigenous students, to support students in reaching SEA outcomes. Teacher release to conduct regular assessments of student learning e.g. reading assessments. Assisting with ensuring students are catered for and success/progress towards SEA outcomes acknowledged/celebrated in a timely fashion; providing additional motivation for students.	Increased student engagement. Gap between Indigenous and non-Indigenous students closing. Growth in reading and NAPLAN results.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Purchase of resources and equipment to engage students and promote learning.	Engaging lessons for students.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	Greater investment in technology and other resources, including robots, lego challenge, SCRATCH day to challenge and engage students	Success in SCRATCH day
	Primary School Counsellor (if applicable)	Teachers were provided with T&D - Strategies for managing abuse related trauma; child protection curriculum; Rock & Water T&D to support students wellbeing	R-7 taught skills (Rock & Water) to assist with conflict resolution