



Mulga Street Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Mulga Street Primary School Number: 1650

Partnership: Blue Lake

Name of School Principal: Mardi McClintock
Name of Governing Council Chair: Mario Persello
Date of Endorsement: _____

School Context and Highlights

Mulga Street Primary School sits on the north western edge of Mt Gambier and opened in 1982. It is a large primary school set amongst spacious, attractive grounds, including landcare yard and sustainability facilities which support the school's focus on sustainable practices. In 2016 Mulga Street offered specialist teaching in the areas of Japanese, Health and Physical Education, the Arts and HASS. Extra curricula; value adding programs included, 8 sustainability programs, sporting opportunities and the arts; including choir and school concert. Intervention programs offered in 2016 included Quicksmart maths, reading intervention, multi-lit and construction.

Enrollments have been declining for the past 4 years, in 2016 Mulga Street had an enrollment of 380 students. This population included 31% school card, 4.7% disabilities, 4.% ATSI and 2% Guardian of the Minister children. In 2016 the staff identified in excess of 80 students, 21%, who met a category of disability requiring support ranging from quality differentiated teaching to substantial intervention. The number of students with complex and challenging behaviors has been increasing with many families experiencing a range of difficulties including - financial hardship, domestic violence, relationship breakdowns and substance abuse.

The Mount Gambier Children's Centre, part of the educational experience at Mulga Street and also offering occasional care from birth to 5, creates a seamless transition for children from pre-school to school. In 2016 this was further strengthened with junior primary staff working with the early years staff to engage in learning with Lisa Burman and implementing playful pedagogies across the site.

Mulga Street has an active parent club who undertake a number of initiatives to support the school community, of note is the breakfast club operating three mornings a week throughout the year (2500 students accessed this program) and hosting interstate travelers during the Generations in Jazz festival.

Highlights of the 2016 year include: Quality Start program, acquaintance night, breakfast club, sustainability programs, student voice (the litter initiative and fundraising), dance sport, the completion of the aboriginal garden, Generations in Jazz, Book Week, Premiers Reading challenge (78% participation), NAIDOC week and reconciliation day activities, out of school sporting teams, swimming, PE week including the annual sports day, White Ribbon - Loudest Shout winners

Governing Council Report

Chairperson Mario Persello.

16/2/17

On reflection 2016 was a year of change and high achievement for Mulga Street students and staff. Governing Council was not an exception to this, with a change of chairperson from Mr Tim Hann to myself. I would like to thank Tim for all his hard work he had done in this role.

Staff too saw a few changes within the teaching ranks, new sso's, and new teachers. One major change within staff was the principal role, with Janine Milsop leaving to take a position in the district office. This made way for Mardi McClintock to take the role for 12 months and Tamarin Condon to become her Deputy.

Governing Council would like thank these two leaders for their professional attitude and hard work in entering these two roles with ease and no interruption to the running of the school.

Success of our school is due also to the high calibre of staff and leaders at the school as well as all the volunteer groups and committees for their hard work and dedication.

Governing Council couldn't be successful without hard working committees that make up the council, Finance, Grounds, Canteen, Waste Watch Warriors as well as Parent Club. To all the members involved in any way from cooking a BBQ, raising money, coordinating contractors and quotes a big thankyou and well done.

The canteen continues to operate successfully thanks to the hard-working staff and parents who keep the canteen a viable option for the school.

Governing Council continued to support various intervention and support programs in the literacy and numeracy, as we see these crucial to the successful schooling of those that require these programs.

I had the pleasure of being able to attend and present an award at the year 7 graduation. The calibre of graduates was again very high and all staff should be proud of being part of these student's education in one form or another.

I also attended the School Concert and again an excellent performance by all.

We can be proud of all students representing Mulga Street all types of ways, SAPSASA, White Ribbon Day, Remembrance Day, their dedication and behaviour were first class.

To finish off I would like to thank all student leaders and governing council members for all their hard work in 2016 and look forward to working with you again.

Thankyou.

Mario Persello

Improvement Planning and Outcomes

The 2016 Site Improvement Plan priorities focused on reading, writing and the early years. The whole site engaged in learning with Carmel Small to develop writing with an added focus on reading comprehension. The learning for staff focused on the development of oral language as a priority, before children begin the reading and writing process, and a focus on the explicit teaching of grammar and punctuation using the correct technical language from R-7.

Due to the sustained focus over the past three years in reading and writing the 2016 NAPLAN results demonstrated growth from year 5 to year 7. In 2014 82% of the year 5 cohort met the national minimum standard in writing and in 2016, as year 7's, 93% met the national minimum standard. These results are indicative of maintaining a focus for an extended period. The Literacy PLC an integral, and embedded part of the staff culture of Mulga Street Primary School will continue to build upon the training and development of 2016 and seek to value add to the class literacy programs with targeted, measurable, research based literacy intervention through the likes of Mini-Lit, the SPELD spelling program and Reading Tutor. School Support officers will be trained as experts in these programs overseen by a member of staff. A whole school approach using jolly phonics and jolly grammar creates consistent language and expectations.

Value adding to the development of students as writers, the early years team engaged in training and development with Lisa Burman focusing on writing through book making and teachers from the learning centre accessed Lisa to undertake training and development in Writer's Notebook. The strategies learnt through this PD were implemented in 2016 and will continue to be a focus in 2017. The Children's Centre has also embraced bookmaking to introduce and reinforce the concepts of print and writing so that children entering Mulga Street have strong foundational knowledge as writers.

The Children's Centre staff and the early years team worked closely to ensure that consistency between sites was implemented and transition to school was seamless in term 1 of 2017. In 2017 the early years team and the Children's Centre will continue to embed consistent pedagogy, language and behavioral expectations enabling children to experience an even more fluid transition to school.

Reading remained a high priority in 2016 with all classes engaging in guided reading. The reading results for all cohorts was disappointing as targets were not met, despite the intervention and time dedicated to reading. The Literacy PLC has re-evaluated how we report reading achievement to students and families so that they have a clearer understanding of the expectations at each year level.

Creating safe conditions for learning, an external review recommendation, was a challenge in 2016 with the number of behaviour incidents surpassing past years' data. Of note was the number of refusals with learning tasks even though the student feedback overwhelming indicated that the teachers made learning fun and engaging. In 2017 a coordinator will be appointed to develop staff capacity and understanding in developing powerful learners.

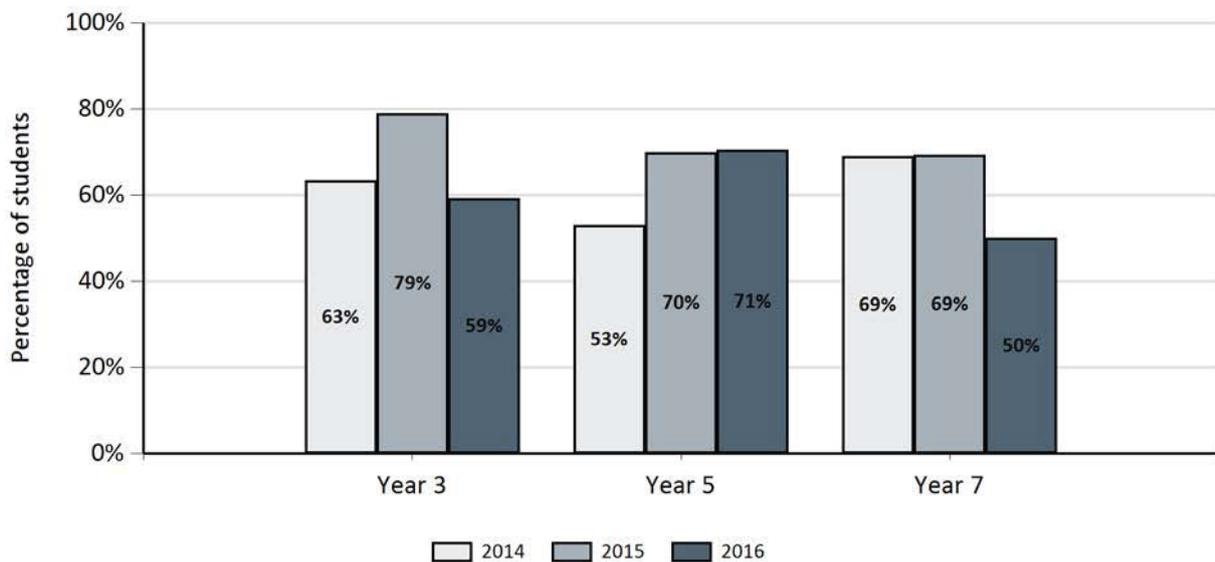
In 2016 the maths PLC reformed to focus on numeracy achievement, also an external review recommendation. The PLC has committed to developing a deep understanding of number and our number system in our students from R-7. This process began in 2016 with staff assessing and analyzing students' understanding in place value of whole numbers, year 2-7. In 2017 the Maths PLC will stay the path with this learning, becoming a site priority.

Performance Summary

NAPLAN Proficiency

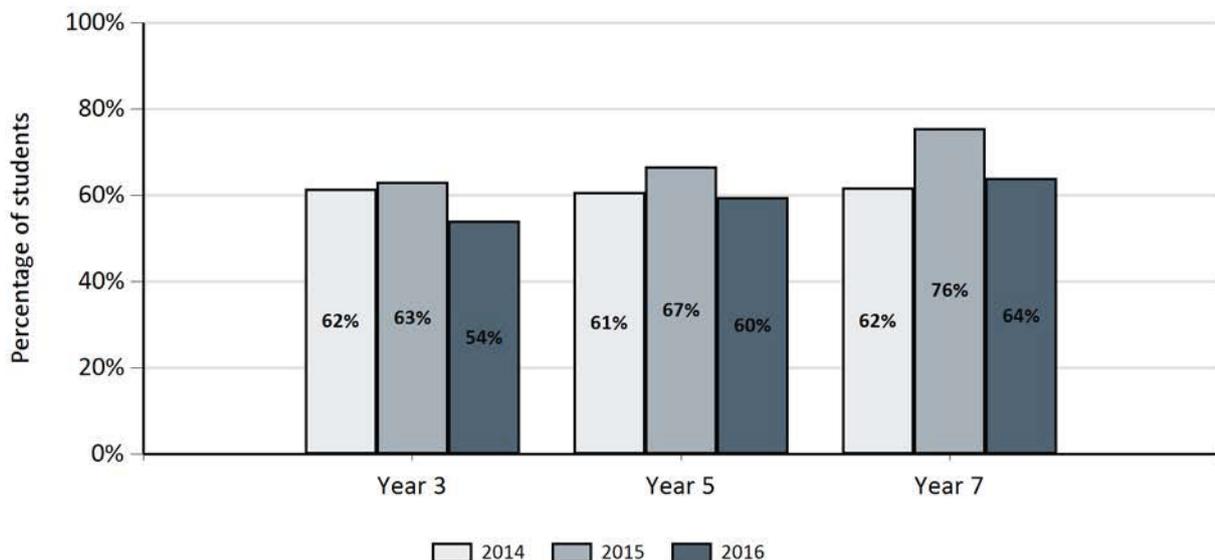
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	20%	29%	25%
Middle progress group	64%	56%	50%
Upper progress group	16%	15%	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	30%	40%	25%
Middle progress group	55%	47%	50%
Upper progress group	16%	14%	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	49	50	13	2	27%	4%
Year 3 2014-16 Average	46.3	46.7	12.7	3.7	27%	8%
Year 5 2016	51	52	9	3	18%	6%
Year 5 2014-16 Average	54.0	54.3	8.0	3.7	15%	7%
Year 7 2016	50	50	3	6	6%	12%
Year 7 2014-16 Average	51.3	51.3	7.0	5.7	14%	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

NAPLAN participation in year 3 was significantly lower than in previous years as up to 13 students did not participate in the various assessments. For 3 students this meant that 0 was recorded as their score and this data was included in the school average, marginally lowering it. When analysing the data in the year 3 cohort it is evident that the percentage that achieved the DECD SEA (Standard of Educational Achievement) decreased to 59% from 79% in reading, and from 63% to 54% in numeracy.

When analysing against the National Minimum Standard (NMS) The year 3 results were produced were 93% in writing, 86% in spelling and 90% in numeracy and grammar and punctuation. A 1% growth was evident. Reading declined.

Percentage gains were made in the year 5 and 7 cohorts in meeting the National Minimum Standard but were below the DECD SEA targets. When comparing and tracking the same cohort of children from year 3 to 5 to 7 or from year 3 to 5 it is to be noted that there have been improvements for the cohorts.

For the year 5 cohort there was growth from year 3 in; writing, grammar and punctuation, and numeracy of 1%. Reading declined by 7% and spelling by 3%.

The 2016 cohort of year 7 students demonstrated growth reaching the NMS in all areas from year 5 with reading up from 84% to 91% and writing up from 62% to 82% Grammar and Punctuation improved from 74% in year 3 to 82% in year 5 to 96% in year 7; a 22% growth! In numeracy the growth was evident but not as significant; at year 3 85% achieved the national minimum standard, by year 5 the same cohort had improved to 92% and as year 7's to 93%.

Spelling is an area for focus as the year 5 and 7 cohorts made negative growth in this area. Overall we were pleased with the improvement in the number of students meeting the NMS but disappointed with the percentage of students not moving into the higher bands of achievement or meeting the DECD SEA targets. Writing demonstrated significant growth.

The year 1 and 2 running record data exceeded DECD targets with more than half of each cohort meeting the desired reading level. Students who did not will be targeted for early intervention in 2017 in the reading intervention program.

Quicksmart results were outstanding with all students making significant growth in number fact recall and accuracy. The average gain for our first cohort to complete the program was in excess of 2 years. These students also demonstrated significant improvement in confidence in class and this was noted by all classroom teachers as they were more willing to have a go. The learning of number facts and problem solving strategies cannot be underestimated in mathematics achievement.

The Reading Intervention Program continued to target children at risk from years 1, 2 and 3. 80 children accessed this program with 50% making on average 6mths growth. Of the 80 students 44 will be continuing the program to help them move towards becoming confident, independent readers.

Attendance

Year level	2014	2015	2016
Reception	90.8%	93.0%	90.3%
Year 01	92.2%	92.2%	93.4%
Year 02	94.2%	93.8%	92.9%
Year 03	92.5%	92.4%	92.3%
Year 04	94.4%	94.6%	93.9%
Year 05	93.8%	92.2%	93.2%
Year 06	94.9%	94.2%	91.4%
Year 07	92.5%	93.4%	92.6%
Total	93.1%	93.2%	92.5%

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

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

Attendance Comment

In 2016 Mulga Street's attendance remained strong although did not reach the 95% target. Attendance referrals increased this year as did the number of home visits and welfare checks. The attendance of our ATSI students improved with community links strengthened through our AET teacher and ACEO. SSO support was redirected to support non-attending students with some success and our PCW targeted chronic non-attenders with well being initiatives. The school counselor supported families, connecting them with services, and regular contact encouraged positive links with the school.

Behaviour Management Comment

Through the Behaviour Development Procedures and recording of incidents we have been able to gain much insight into the complexities of the negative behaviour choices in our site. The data shows an 8.3% increase of behavior incidents since 2015 with a 3.8% rise in take homes and a 1% rise in external suspensions, whilst Office Cool Downs are down by 2%.

Documentation from staff members of incidents allows classroom teachers to track consistent poor behaviour choices, leading to earlier intervention and the ability to report negative behaviours to leadership and parents/caregivers. We are developing a more consistent approach with clear logical consequences and the use of a common language (Play is The Way, Friendly Schools Plus) across the school.

Client Opinion Summary

In 2016 feedback was gathered as part of our continuous review, opinions were sought from families, students and staff. 22 respondents completed our school opinion survey, 49 students were randomly selected from 4-7 to provide feedback to staff and participated in the Organizational Climate Survey. A psychological Health Survey was not conducted in 2016.

Parent Opinion Survey Results:

Teachers at this school expect my child to do his or her best. 91% agree 9% disagree

Teachers at this school provide my child with useful feedback about his or her school work. 82% agree 2% disagree

Teachers at this school treat students fairly. 68% agree 14% disagree

This school is well maintained. 78% agree 19% disagree

My child feels safe at this school. 87% agree 5% disagree

I can talk to my child's teachers about my concerns. 87% agree 9% disagree

Student behaviour is well managed at this school. 68% agree 19% disagree

My child likes being at this school. 82% agree 9% disagree

This school looks for ways to improve. 82% agree 5% disagree

This school takes parents' opinions seriously. 82% agree 18% disagree

Teachers at this school motivate my child to learn. 68% agree 14% disagree

My child is making good progress at this school. 77% agree 9% disagree

My child's learning needs are being met at this school. 63% agree 10% disagree

This school works with me to support my child's learning. 68% agree 14% disagree

Not included in this summary are the respondents who selected the option 'neither agree or disagree'. The responses were positive overall with areas identified for future focus.

Students were asked a series of questions about their classroom experiences, with an opportunity to provide extra information via a personal comment. The vast majority of students were happy that their teacher knew the content of the learning and provided engaging opportunities for learning. What did come out in the student survey was that teachers were not following through on the behavior policy to remove disruptive students from the classroom.

From the organizational survey for staff, psychological well being emerged as an issue as did work/life balance. Staff felt that they were unable to debate issues with leadership and that overall there was an issue with workplace health, safety and wellbeing and the transparency of decision making to manage these types of issues and make improvements.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	11.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	9.0%
Transfer to SA Govt School	71	79.8%
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

All volunteers and staff in the school are required to have a current history screening in place before being able to work on site or assist with camps and excursions. Records are kept and managed by an SSO2, with parents kept informed of the current DECD requirements. Leadership runs training for prospective volunteers on an annual basis to ensure that new community members are able to contribute to the learning experiences offered at Mulga Street Primary School.

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	38
Post Graduate Qualifications	10

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 Equivalents	0.0	23.4	0.4	12.8
Persons	0	27	1	18

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

Financial Statement

Funding Source	Amount
Grants: State	\$4 209 228.62
Grants: Commonwealth	\$23 554.00
Parent Contributions	\$154 809.56
Fund Raising	\$13 442.52
Other	\$51 574.34

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	Funding was used to create alternate learning opportunities such as the Kid's Shed. Structured and supported play opportunities in the yard and targeted social and emotional learning through the Magnificent Me Program.	Higher Engagement; reduced behaviour incidents, movement towards meeting the SEA
	Improved Outcomes for Students with an Additional Language or Dialect	Mulga Street Primary did not receive funding in this category.	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Individualised and small group programs with SMART targets in literacy and numeracy. Social Skills building programs to develop social and emotional capabilities.	Improvement in literacy and numeracy outcomes. Positive social competency.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Building capacity of SSO's in literacy intervention and understanding of how to create scaffolded learning opportunities. Up skilling of all staff in writing, with Carmel Small, through a whole school inquiry with targeted team release to analyse data and plan for improvement. Engagement of teaching staff in the AC dance and the importance of creative movement for all learners. Learning with Lisa Burman in bookmaking and playful pedagogies.	An improvement in writing in NAPLAN results, improved results in running records of our year 1 and 2 students. Targeted learning for all SWD and ATSI students.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Individualised learning for all ATSI students in the areas of reading, spelling and maths. Individual students accessed Quicksmart maths and multilit - (word attack) programs to accelerate learning.	
	Australian Curriculum	Mulga Street Primary did not receive funding in this category.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Quicksmart Maths, Reading Intervention program, Multi- Lit program,	Average growth of 6mths in reading and two years in maths, high engagement.
	Specialist School Reporting (as required)	Mulga Street Primary did not receive funding in this category.	
	Improved Outcomes for Gifted Students	Access to ICT to promote engagement; cross year level tuition, individualised learning programs,	Engagement through goal setting and challenge: higher level of achievement. A-E
	Primary School Counsellor (if applicable)	Engagement of families and students through targeted attendance and well being initiatives. Line management of PCW and well being programs for students and families, Play is the Way, White Ribbon initiative, Counselling.	High attendance data, creating safe learning environments. Community engagement.