



# Mulga Street Primary School 2017 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 enrollments remain stable at around 365 students. This enables classroom numbers to stay low in the early years and under 30 in the middle primary and middle school. In 2017 Mulga Street provided 15 classes with HPE, Japanese and Arts as non-instruction subjects. Mulga Street is fortunate to attract an Aboriginal Education Teacher and Aboriginal Community Education Officer to support our Aboriginal Learners and families. Student well being is supported by our Well Being Leader and Pastoral Care Worker who provide a valuable service for students, families and staff.

There were many highlights through out 2017 which provided engaging learning experiences for the students and teachers.

- Sustainability focus, Beach Clean Up - Nene Valley, Waste Watch Warriors Committee, Waste Audit, Quality Start
- Acquaintance Night
- Children's Centre Achievement of Excellence
- Successful Finance Audit
- Bookweek Activities including; competitions, twilight reading and parade
- Premiers Reading Challenge improvement in engagement and a shift from 70% completion to 82% completion
- Lions Mad Minute for Year 5 students, Debating Yr 6/7s
- Out of School hours Sport, Sports Carnivals, Sports Day, P.E. Week, SAPSASA participation, Auskick
- Assemblies, Values Medallion Awards, Move It at the Helpman, Learning Centre Concert, Music is Fun incursion
- Choir- Soloists and Dance Troupe members, SE Music Festival
- Student Voice -Connah Delaney Memorial Seat
- YELP
- Excursions, Noorla Yo Long Yr 4/5 classes, Yr 7 Aquatics Camp Year 5/6 camp
- Reconciliation Week and NAIDOC week celebrations with indigenous performer
- SSO, Teacher and Volunteer Recognition morning teas
- Year 7 graduation, Town Planning showcase, published book
- Instrumental Music
- ANZAC Day and Remembrance Day activities
- White Ribbon School events + Loudest Shout, Harmony Day
- Parent Volunteers/Parent Club fundraising/ Breakfast Club,
- Facilities/Grounds improvements—Paving Learning Centre
- Mulga Street Facebook page
- Play is the Way across the school
- Generations in Jazz
- Transition days
- Scouts Visit



## Governing Council Report

2017 Annual Report to the School Community

Chairperson Mario Persello.

18/2/18

On reflection 2017 was a year of change and high achievement again for Mulga Street students and staff.

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 Mardi McClintock appointed a full time role for the next 5 years and Tamarin Condon to become Deputy until the deputy role will be advertised later in 2018.

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 2017 and look forward to working with you again.

Thankyou.

Mario Persello

## Improvement Planning and Outcomes

The focus for 2017 was on developing power learners and accelerated learning. This was supported by the co-coordinator who led the staff in training and development in transforming tasks and building staff knowledge and understanding of children having a growth mindset and the learning dispositions to be academically and emotionally resilient and persistent. Base line data was collected at the beginning and end of the year on student understanding and it was pleasing to see a shift in thinking. The principal contributed to the learning by introducing the learning pit to the staff and community and communicated throughout the year the importance of struggle with learning. The acronym GRIT was introduced to the Mulga Street Community (Guts, Resilience, Initiative and Tenacity) with students being acknowledged at the end of term assembly for demonstrating GRIT with their learning.

The pedagogical shift for staff in 2017 was to challenge students to demonstrate knowledge in multiple ways in maths and through a mathematical or science focus to collaboratively plan, assess and moderate student learning. This process revealed that for some staff they were not providing the opportunity for students to achieve an A. They were teaching and assessing to the C. In 2018 this needs to be a focus as we seek to challenge our high achievers and move our low achievers to achieve the DECD SEA standard.

Staff were led by the maths PLC and were challenged with formative whole site data around mathematical understanding in place value. This led to a focus in all classes on number and place value. Staff identified student misconceptions or gaps in mathematical knowledge and introduced number of the day to focus learning. Throughout the year the Maths PLC monitored and gathered data to determine progress. At the end of the year many students demonstrated growth which was pleasing. The middle school classes continued to begin each lesson with a focus on number of the day but moving into decimal and fractional numbers. Our questions remain though "Are the students fluent, in number knowledge?" "Are they able to apply their knowledge of number in different contexts and reason and problem solve?" As we move forward into 2018 we will challenge staff to use formative assessment to guide teaching and learning. Developing staff capacity to use open ended tasks in mathematics will enable the high achievers to demonstrate their knowledge and understanding and continue to achieve in the higher bands.

The Literacy PLC met once a fortnight and the focus at the beginning of the year was to review the reading benchmarks to be achieved by the end of term 3 and align the site expectations with the DECD expectations. The early years team continued to engage children in book making to promote writing and explore playful pedagogies to develop the social and emotional capabilities of the students, to assist with independence and self regulation. Reflection and learning from 2017 has meant that 2018 will see a very deliberate focus in the morning on exploration with the teacher creating experiences to promote vocabulary development, a foundational knowledge to reading and writing.

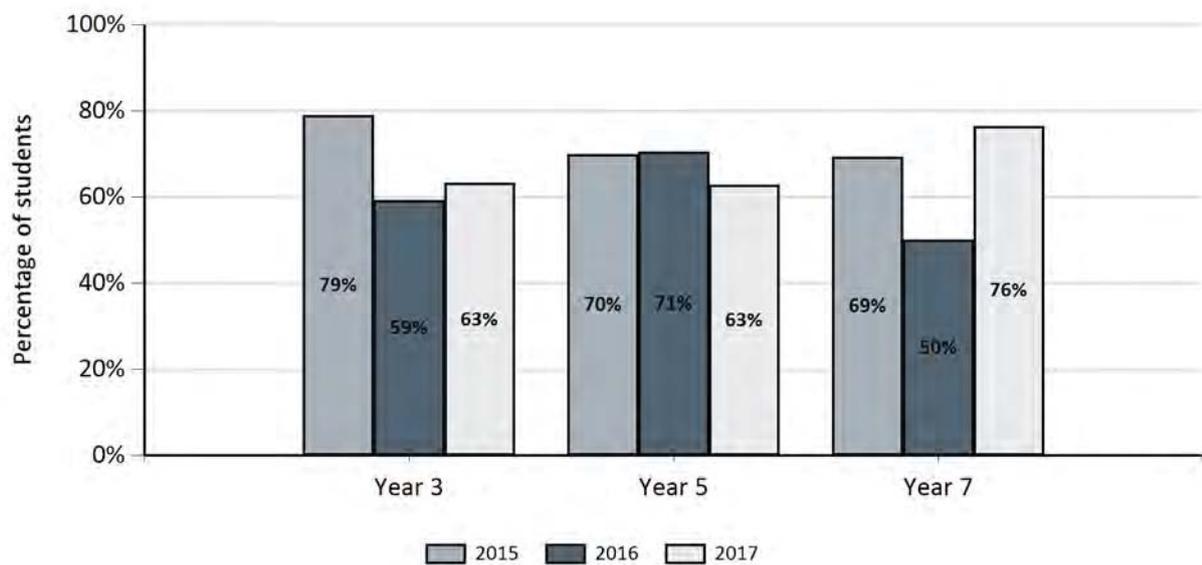
In 2017, after examination of our Reading and Phonics results within the Early Years, site leadership chose to create a new model for Intervention and trained 2 Support Officers to deliver "Mini Lit", 5 days a week. The program with a focus on letter/sound relationships, blending, segmenting, writing and reading words, saw children who had previously struggled in the classroom environment make significant progress.

## 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.

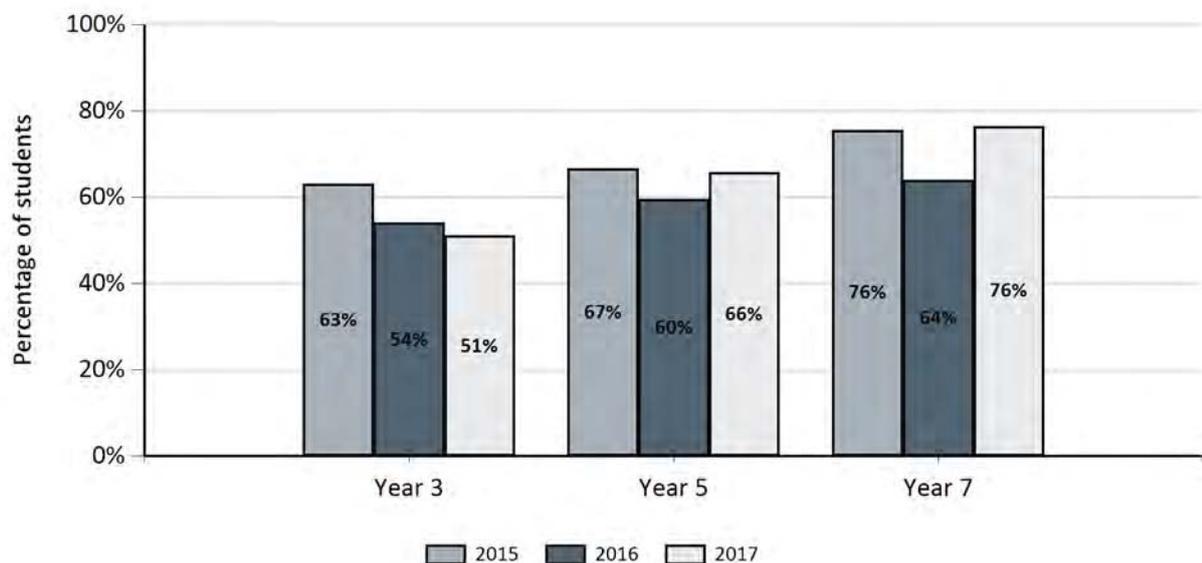
#### Reading



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	20%	16%	25%
Middle progress group	57%	65%	50%
Lower progress group	23%	19%	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	30%	32%	25%
Middle progress group	42%	54%	50%
Lower progress group	28%	14%	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 <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 2017	49	49	7	3	14%	6%
Year 3 2015-17 Average	45.3	45.7	10.0	2.3	22%	5%
Year 5 2017	35	35	7	2	20%	6%
Year 5 2015-17 Average	48.7	49.0	8.3	2.7	17%	5%
Year 7 2017	51	51	4	5	8%	10%
Year 7 2015-17 Average	50.0	50.0	4.3	6.0	9%	12%

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

<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.

## School Performance Comment

With a focus on a growth mind set and success orientated learner dispositions it was pleasing to see some upward movement in our performance in NAPLAN.

Reading in the early years was not positive with less children than in previous years achieving the DECD benchmarks at year 1 and 2. 28% of children in year 1 and 33% of children in year 2 met the DECD benchmark and this has implications for children moving forward with their learning and being able to access the curriculum in subsequent years. At year 3, 63% of the children met the DECD SEA, 51% of the same cohort met the DECD reading benchmark in 2016. We hoping that there will continue to be an upward trend for these children with many still accessing intervention to improve fluency and decoding. As we progress to year 5 we see a continuing trend for negative growth however more children are functioning in the middle and upper bands. What is alarming at year 5 is that the children achieving in the upper bands in year 3 start to drop off and are not retained in the upper bands. This is a concern and questions whether the high achievers are being challenged during the remainder of year 3 and year 4. Do the teachers know who they are? Do they know how to keep challenging them? Are they the quiet students who are placed at the back and just get on with it? At year 7, 76% of students met the benchmark and this cohort has grown from 70% in year 5 and from 69% as year 3's. Once again, however, the trend from 3 to 5 in an upwards trajectory is minimal. Our middle primary years are critical and certainly demand closer scrutiny. It is during these years we start to see children becoming disenfranchised with learning.

The maths PLC, using site based data, challenged classroom practice in the teaching of place value. A New Zealand assessment process was used and year 1 to 7 data collected indicated a deficit across the site with a number of students unable to answer many year 1 questions. Over the course of the year the Maths PLC sort feed back about the data collection process and refined the process. 3 data collection points over the year indicated growth in student knowledge although the question still remains - Can students apply their knowledge in different contexts thus demonstrating not just fluency but reasoning?

The numeracy NAPLAN results were pleasing in year 5 and 7 with an upward trajectory from 2016, and growth in the cohorts from 3 to 5 and 5 to 7. As we delved deeper into the success of our year 7's and their mathematics learning journey it was discovered that their exposure to mathematics in the early years; as rec, year 1 and 2's, was immersion in the big ideas in number. Children achieving in the upper bands in numeracy is low across the year levels and, again, looking at Mulga Street Data over time it can be clearly seen that these percentages were higher from 2009 - 2012 in year 3, 5 and 7 What was happening at this time? - A whole site focus on the Big ideas in number, Problem Solving and the literacy of Mathematics.

## Attendance

Year level	2014	2015	2016	2017
Reception	90.8%	93.0%	90.3%	92.1%
Year 1	92.2%	92.2%	93.4%	91.9%
Year 2	94.2%	93.8%	92.9%	93.6%
Year 3	92.5%	92.4%	92.3%	92.1%
Year 4	94.4%	94.6%	93.9%	93.4%
Year 5	93.8%	92.2%	93.2%	92.9%
Year 6	94.9%	94.2%	91.4%	91.4%
Year 7	92.5%	93.4%	92.6%	90.3%
Total	93.1%	93.2%	92.5%	92.2%

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

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

## Attendance Comment

In 2017 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 by .6% with community links strengthened through our AET teacher and ACEO. Students with some success and our PCW targeted chronic non-attenders with well being initiatives. The school Student Well-being Leader supported families, connecting them with services, and regular contact encouraged positive links with the school.

## Behaviour Management Comment

In 2017 Mulga Street Primary School introduced the Relaxation and Mindfulness room. This space acknowledges that children are often not aware of what their bodies are telling them and they need to learn how to self soothe. We are currently involved in an interoception pilot program with all students and staff being trained in interoceptive awareness. Learner management plans have now replaced our more traditional behaviour plans. This has been successful as the process demands all parties involved with the students are making decisions and planning together. Our data has shown there remains a small cohort of students having a large impact on our behaviour data with those tending to repeat poor behaviours.

## Client Opinion Summary

Through a concerted effort using social media, email and paper we achieved our largest response in a very long time, 39 responses. Valuable extra comments have given us food for thought and action. We used the approved School Survey document available on-line. Below are the descriptors families had the opportunity to rate from strongly disagree to strongly agree. The percentage listed next to descriptor are the combined total of agree or strongly agree. With a low number of 39 responses 1 response represents approximately 6.5%. All areas have room for improvement with the area for most development is the management of student behaviour with 5 responses in the negative. It is pleasing that we had 100% of respondents agreeing that we have high expectations.

Teachers at this school expect my child to do his or her best. 100%  
Teachers at this school provide my child with useful feedback about his or her school work. 80%  
Teachers at this school treat students fairly. 74%  
This school is well maintained. 100%  
My child feels safe at this school. 87%  
I can talk to my child's teachers about my concerns. 95%  
Student behaviour is well managed at this school. 85%  
My child likes being at this school. 89%  
This school looks for ways to improve. 82%  
This school takes parents' opinions seriously. 72%  
Teachers at this school motivate my child to learn. 80%  
My child is making good progress at this school. 82%  
My child's learning needs are being met at this school. 82%  
This school works with me to support my child's learning. 87%

The extra comments make mention of having more communication via Facebook and newsletters available on line.. Whilst our newsletters have been available on-line for quite some time Facebook is a space that can certainly be utilized better. Another area for concern and one that we are endeavoring to tackle in 2018 is to challenge the high achievers and extend their learning. An area for improved communication to families is the reporting process and how we report against the Australian Curriculum Standards. There seems to be a misunderstanding between reporting learning 'ability' and actual achievement against the standard, based on evidence from the child. We believe that all children have ability and our challenge as educators is to provide opportunities to enable all children to flourish.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	17	19.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	7.9%
Transfer to SA Govt School	59	66.3%
Unknown	6	6.7%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

All staff have maintained their history screening, with regular volunteers to the school and excursion volunteers required to have an up to date clearance. All support officers were notified of the changes to the history screening process in 2017. It is interesting to note that interstate pre-service teachers are often unable to begin placement due to SA DSCI clearances not being sought and yet they have a similar process across the country for all educators. This does not necessarily affect our metropolitan schools but us being so close to the Victorian border it can be problematic.

## 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	41
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	20.5	0.3	11.6
Persons	0	24	1	17

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

## Financial Statement

Funding Source	Amount
Grants: State	\$4178974.11
Grants: Commonwealth	\$5491.00
Parent Contributions	\$161061.05
Fund Raising	\$11016.85
Other	\$39675.46

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Whole site focus on growth mindset and learner dispositions. Staff developed knowledge to promote academic resilience and persistence.	60 fewer refusal incidents Reduced RAAP applications
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	All NEP students targeted in research based intervention programs where reading and maths was a deficit. All staff up skilled in introception strategies to assist students with anxiety.	
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	The introduction of 2 MiniLit programs and restructure of our targeted intervention meant that students with learning difficulties and learning disabilities became a focus across the site. Over 70 children who were not meeting reading goals and demonstrating difficulty in decoding words were targeted. When children graduated from MiniLit they stayed in intervention for a period of time to practice reading and decoding. All ATSI children were targeted if required and monitored. Targeted early years support for literacy.	With a continued support from home some children were able to progress in excess of 7 levels.  93 children accessed intervention programs in literacy and maths.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Intervention - reading and maths. Student engagement - non attending children support with SSOs	Increased knowledge & confidence in reading and number. Re-engagement in school.
	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Introduction of R&M room for Introception strategies, Kimochis with various classes across the school	Reduction in refusal by 60 reported incidents