



# Marryatville Primary School

## 2022 annual report to the community

Marryatville Primary School Number: 249

Partnership: Central East

Signature

School principal:

Mrs Angela Van Enkhuyzen

Governing council chair:

Chris Wood

Date of endorsement:

17 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Marryatville Primary School is a category 7 school with an enrolment of approximately 530 students. MPS is committed to the wellbeing and engagement of our staff, students and culturally diverse school community. In 2022 MPS had less than 5% students with disability, 40% students with English as an additional language and 4 indigenous students enrolled. The school culture and climate is positive with a clear commitment to providing opportunities for all students to experience positive emotion every day, build meaning and purpose and develop their character strengths. Our whole school positive education approach is supported by daily 'read alouds' which focus staff and student attention on creating a balanced, thoughtful and resilient outlook to increase their personal wellbeing and that of others.

Our vision statement includes the words 'provide our students with the skills and knowledge to lead resilient and flourishing lives'. In 2022 we provided many opportunities for students to spark their interest and discover what they are capable of. Academic challenges such as real life problem solving tasks, showcases of engineering projects and competitions had high levels of engagement. Talent and interest in the arts was celebrated through instrumental music, the Festival of Music and performance opportunities. Participation and success in a wide variety of sports was supported by our sports committee and dedicated parents.

Our 2022 MPS STEM Day was a success. It was great to be able to involve parents, community members and industry who presented to students about their careers in STEM. Our students demonstrated incredible enthusiasm, creativity and aptitude in critical thinking and problem solving. This day was an opportunity to highlight these strengths and increase student understanding of the joy and wonder of science, technology, engineering and mathematics. STEM at lunchtime activities across all year levels increased student STEM engagement, as did Girls in STEM Day, the Bright Futures program and participation in the Andy Thomas Space Foundation showcase.

Spring Fest was held in term 4. This community event attracted many families to the site to picnic on the oval, enjoy interactive games and be entertained by our talented MPS students. The purpose of the event was to connect our community in a way we have not been able to for several years. The feedback from families was overwhelmingly positive and appreciative.

The productive partnership that exists between school and home is something we are very proud of. We thank our school community for their support in building a sense of community, high expectation and inclusivity.

## Governing council report

The 2022 school year at MPS saw a somewhat return to normal, with the introduction of further community access to the school grounds, moving from virtual to reality. It was our first year of seniors at year 6 and a slightly smaller cohort of total students. The ongoing adaption and changes have been managed well by all in the school, the leadership, teachers and staff working to communicate and include all in the changes.

The Governing Council (GC) of 2022 acknowledges the significant efforts made by the school leadership, teachers and staff to ensure every opportunity for success was created in the school and learning environments.

The school community has continued to support the school in several ways; volunteering, attendance and involvement in events and extra-curricular activities, including school sports, arts and excursions.

The GC has strived to represent the diversity of the wider school community. This includes representation of an increasingly ethnically and racially diverse community. This informed and increased discussion and questioning of our school actions and ensured support for all students at MPS. The respectful functioning of the GC across a range of issues is important to maintain.

MPS has maintained robust fiscal and environmental management of all required compliance, spending, budgeting and financial controls.

It is with a balance of sadness and excitement that I handover the Chair of the GC at MPS to the next incumbent. My time at MPS is complete, after 13 years I wish all the school and community all the best. Thank you.

# Quality improvement planning

A working group convened in term one to lead the work of developing a whole school literacy agreement framed around best practice. This group comprised a leader, junior, middle and upper primary teacher with the brief to capture evidence based literacy practices being used across the school into a document which included links to resources to guide teachers work. The group looked at the staff SIP feedback from 2021, models of agreements developed by other schools and templates provided by the LET team. The draft document was presented to teachers for feedback at our term 2 student free day before further refinements were made and the final version was endorsed by teaching staff. The document provides the scope of best literacy practices which are currently being used across MPS.

To further improve student achievement in writing teachers provided opportunities for challenge and stretch through 'bump it up' strategies to enhance self-directed learning and student agency. As a whole school we focused on students knowing where they are in their writing journey and understanding their next steps for improvement. Students engaged in self-moderation and assessment of their writing against exemplars and rubrics, peer moderation and goal setting. Each teacher participated in the effective implementation of Brightpath to deepen formative assessment strategies. Data gained from Brightpath allowed staff to monitor individual student writing success and provide next steps for teaching and learning. Teachers worked collaboratively with teams to moderate samples and ensure targeted feedback was provided to each student to progress their writing as part of the learning cycle.

Primary teachers embedded new learnings from the Writing PLUS professional development into their teaching and learning programs alongside teaching the English units of work which provide evidence informed teaching, learning, and assessment advice to ensure best-practice and high achievement when implementing the Australian Curriculum.

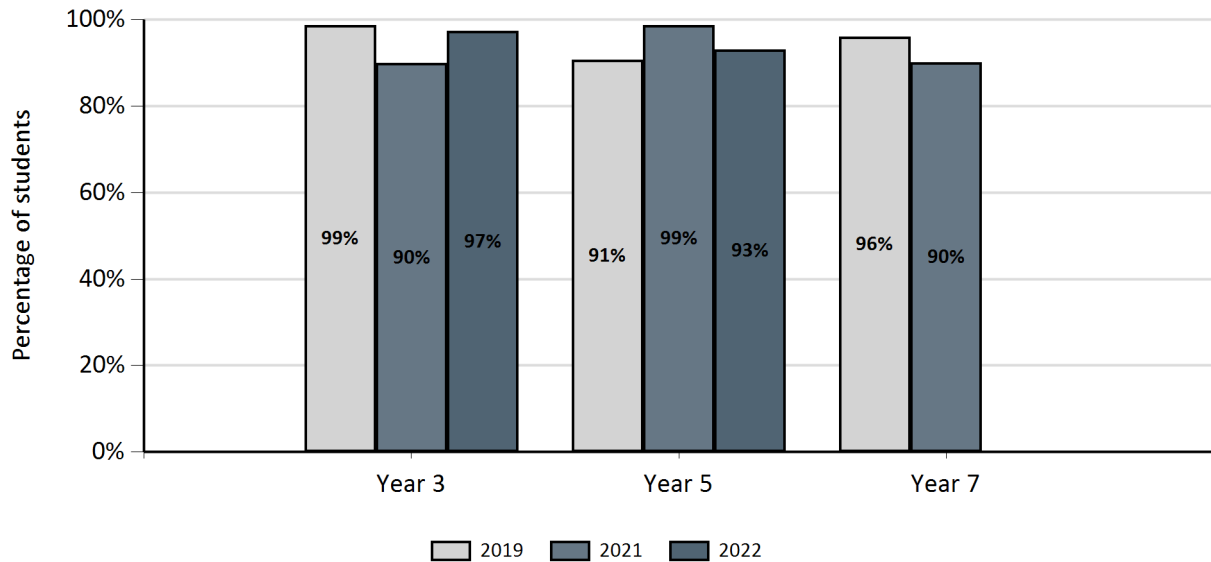
Teachers utilised new mathematics curriculum resources to plan and implement sequential and thorough learning. Units of work, including some excellent hands on maths activities, challenged student thinking. Each teacher engaged in an action research project focused on an area of their practice that they believed would have high impact on student learning outcomes. Projects included fostering engagement through mental routines, identifying specific learning goals, facilitating meaningful mathematics dialogue in student groups and enriching tasks to engage more capable learners. In teaching teams they reviewed student achievement data and assessed the effectiveness of the strategy. In all cases the teams concluded that the teaching strategy implemented was worth continuing.

# 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

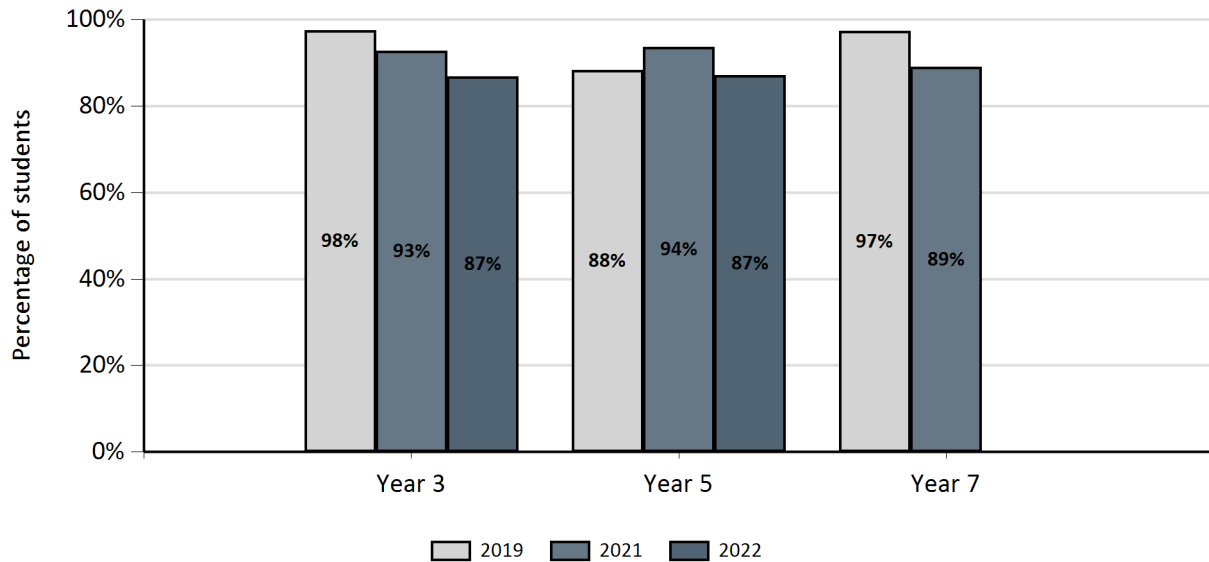


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 03 2022	76	76	55	40	72%	53%
Year 03 2021-2022 Average	73.0	73.0	49.0	37.0	67%	51%
Year 05 2022	86	86	48	35	56%	41%
Year 05 2021-2022 Average	83.0	83.0	47.5	35.5	57%	43%
Year 07 2021-2022 Average	91.0	91.0	40.0	40.0	44%	44%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning



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

The Aboriginal Learner Achievement Quality Matrix and Action Template was used to plan for and monitor a reception Aboriginal student. The focus in 2022 was on Data Informed Planning and Tracking and Monitoring Growth and Achievement. Our Indigenous learners have individual One Plans which are used to set personalised literacy, numeracy and social and emotional SMARTAR goals. These goals were regularly updated. Class teachers and leaders tracked individual achievement through the regular collection of work samples and testing.

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

At the beginning of 2022 we had one Aboriginal student enrolled in reception. Excellent progress was made throughout the year in self regulation and school readiness. Literacy and numeracy support will be ongoing. In term 2 a year 4 student enrolled and in term 4 two students were enrolled for the last six weeks, although their attendance was poor (approximately 40%). All students have received targeted literacy and numeracy intervention with good results noted.

## School performance comment

The actions of the 2022 site improvement plan drove student improvement in writing and mathematics. Teaching staff worked in professional learning communities to plan sequences of learning, implement high impact teaching strategies, assess student growth and plan next learning steps.

Developing our students into capable readers who find purpose in and enjoy reading as a lifelong pursuit continues to be a priority at MPS. Our 2022 NAPLAN reading data shows our students continue to perform strongly in reading with 95% of year 2022 year 7's achieving SEA or above, 93% at year 5 and 97% at year 3. 72% of our students achieved in the higher bands for reading at year 3, 56% at year 5 and 44% at year 7. Early identification and intervention is provided for early readers who are having difficulties. The use of decodable readers aligned with Jolly Phonics provides the foundational skills for early reading success. Our year 1 phonics testing identified 15 students (27%) who did not reach the DfE benchmark. 73% of our year one students were at or above the benchmark. Students who are below benchmark have been provided with a range of evidence based interventions and their progress will continue to be monitored into year 2.

Brightpath data continues to show an upward trajectory within both narrative and persuasive genres. All year levels continue to grow in their writing success, achieving higher averages than the national mean score.

Our 2022 NAPLAN data showed an upward trend in our focus area of cohesion. Our year 3 cohort achieved 72% in higher bands (up from 51% in 2021) and 96% of year 3 students scored above the national minimum standard. Year 5 students achieved 38% in the high bands, the same result as the previous year and 84% of year 5 students scored above the NMS.

Our NAPLAN numeracy results remain steady. In 2022 53% of year 3 students achieved in the high bands, a 5% improvement from 2021. In year 5 40% of students achieved in the high bands, a 5% decline from 2021. Another measure of achievement in mathematics is the progressive achievement test (PAT). When tracking students year to year we see good growth and an increase in the percentage of number questions answered correctly.

# Attendance

Year level	2019	2020	2021	2022
Reception	93.2%	93.0%	95.0%	89.1%
Year 1	92.5%	91.9%	96.1%	89.1%
Year 2	94.5%	93.4%	94.7%	88.3%
Year 3	95.0%	94.2%	95.9%	90.2%
Year 4	94.7%	93.7%	94.2%	91.3%
Year 5	93.5%	95.0%	95.5%	91.0%
Year 6	93.2%	92.6%	95.5%	88.7%
Year 7	93.7%	92.3%	92.9%	N/A
Total	93.8%	93.3%	94.9%	89.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

The school follows the Education Department's policy for students whose attendance is not as expected. Strategies in place include phone calls, letters and emails to parents.

School absence was slightly higher at the beginning of the 2022 due to Covid-19 related reasons. Over the year 19% of students were absent for 10-15 days and 10% absent for 15-20 days. Some of these absences were due to overseas travel.

In 2022 two students reached a level of chronic non-attendance and referrals for assistance were submitted. Some improvement in attendance was noted, however consistency was not achieved. Families of children who are at risk of continued poor attendance are approached supportively and encouraged to work with the school to improve attendance.

In all cases staff endeavour to work with the family to develop an individualised plan which has in place specific strategies to improve and support regular student attendance. Classroom teachers are aware of their responsibilities in keeping accurate records through our Sentral management system.

## Behaviour support comment

Our MPS student wellbeing programs and preventative strategies support our students to make positive behaviour choices. 0% of students were suspended in 2022 for serious behaviour infringements. Take home was used in 3 instances (0.2%) where student safety was a concern. This provided a circuit breaker and enabled leadership to work with the students and their families to address issues of concern.

Class teachers build strong relationships with their students through class agreements, student voice and identity building activities.

The new DfE behaviour support toolkit has provided school staff with further guidance on understanding the factors that contribute to behaviour and a framework for developing student support plans. Our MPS Behaviour Education Policy was reviewed.

# Parent opinion survey summary

There were 155 responses to the 2022 parent survey, a decrease from 2021 when 343 responses were received. The data generated from this survey indicates a positive school climate. Our community value education highly, they talk to their children about what they are learning and they want to know how they can support them. 95% of respondents were satisfied with communication from the school and agree that students and teachers are respectful. Parents were also positive about the feedback provided to their children about their learning.

The written comments were largely positive, focussed on the welcoming environment, effective communication and academic focus.

Some suggestions for improvement included further grounds development, more interaction with teachers including receiving feedback about areas for improvement and how they can support learning at home.

Parent opinion was also gathered during meetings of the parent representative group. This feedback centred around ideas for school events, activities and fundraising. The governing council representatives also contributed to decision making about budget spending and school events.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	12.5%
NS - LEFT SA FOR NSW	3	37.5%
OV - LEFT SA FOR OVERSEAS	2	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	25.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All teaching staff meet the requirements of the Teacher Registration Board and have completed the mandatory RRHAN-EC update. Temporary relief staff provide their qualification and credentials prior to contact with students. The HR portal is used to verify their Authority to Teach and paper copies of documents are kept. We adhere to the DfE Volunteers policy and ensure that families are informed about the policy and requirements for volunteers at our site. An up-to-date data base is maintained by Front Office staff and all staff members are aware of compliant volunteers. The importance of completing training is communicated to all interested members of the school community via the school app, newsletters and other correspondence as needed. Documentation for pre-service teachers, relief teachers, contractors, external service providers, staff and volunteers is constantly reviewed and monitored.



# 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	50
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	1.0	30.0	0.0	9.1
Persons	1	32	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$10,894
Grants: Commonwealth	\$8,500
Parent Contributions	\$336,058
Fund Raising	\$14,662
Other	\$0

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

## 2022 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 2022 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 staff and teachers were provided with time and resources to support positive student social behaviour and make connections with families to support wellbeing. Targeted students were supported to engage in curriculum.	Wellbeing and engagement data shows positive growth in connection to school and engagement continues to improve.
	Improved outcomes for students with an additional language or dialect	Small group intervention was planned and implemented by specialist EALD teachers. The learning focus was literacy. EALD teachers are trained in LEAP levels.	Students were supported to meet their individual goals. EALD teachers differentiated and measured progress of students, which was reported back to classroom teachers.
	Inclusive Education Support Program	Identified students were supported by classroom teachers, SSO staff and a special education teacher to achieve their documented goals. Staff were provided with time and support to complete One Plan documentation. Teaching staff were released to attend parent meetings.	Identified students had a comprehensive One Plan which was regularly reviewed. Teaching staff were supported with time and resources to write and implement One Plans.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Students not achieving SEA or expected benchmarks received targeted support and/or special education teacher intervention.</p> <p>Early years students were supported through SSO intervention and literacy and numeracy resources to enhance site improvement work. Individual students with disability received a differentiated learning program, as documented in their One Plan. MPS had four ATSI enrolments in 2022.</p>	Improved tracking of students at the individual level ensured that interventions were adjusted as needed to achieve goals.
Program funding for all students	Australian Curriculum	Used to support literacy and numeracy teacher training, in line with site priorities and partnership initiatives, in particular in relation to exploring the curriculum units of work and associated resources and Brightpath. Teaching staff were released to work collaboratively with their PLC team and leadership to reflect on SIP actions, PDP goals and engage in action research.	Improved teaching knowledge of quality curriculum planning, implementation and assessment. Teaching staff engaged in opportunities to lead and mentor colleagues.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Investment in literacy and numeracy programs and resources, in line with site improvement priorities. Building instructional leadership capacity of our leadership team and teacher leaders by providing release time for professional development, including attending partnership portfolio groups.	Interventions were well resourced and staff able to track improvement. Leadership were better able to lead teachers in improving practice.
	Specialist school reporting (as required)	N/A	N/A

Improved outcomes for gifted students	Our STEM focus was supported with additional learning opportunities and resources to provide intellectual stretch for students. This included updated robotics, a 3D printer and associated software. Our STEM Coordinator engaged teachers with professional development and involvement in community STEM projects to strengthen pedagogical approaches. Students had increased opportunities to engage in STEM problem solving through these projects and a whole school STEM day.	Students were challenged through differentiated, high interest opportunities. Teachers used High Impact Teaching Strategies to provide intellectual stretch.
---------------------------------------	---	--