



Melrose Primary School

2022 annual report to the community

Melrose Primary School Number: 253

Partnership: Flinders

Signature

School principal:

Mr Murray Koster

Governing council chair:

Tess McCallum

Date of endorsement:

1 February 2023



Government
of South Australia
Department for Education

Context and highlights

Melrose Primary School is a small school in the Southern Flinders Ranges with an enrolment in 2022 of 24 students, catering from Reception to Year 6. The school enrolment is stable which has contributed to a successful and productive 2022. The school population was divided between two full time classes, Reception – Year 3 (10 students) and Years 4 – 7 (14 students). We also have a 0.4FTE librarian/Special Needs teacher, one SSO student support and one school administrator. Our school values of Respect, Excellence, Honesty and Responsibility are embedded in all that we endeavor to achieve. The school also has a strong focus on our learner dispositions which are based on Costa's 16 Habits of Mind. The school is a member of the Flinders Partnership, joining with the following sites for staff professional learning opportunities and sporting activities: Peterborough High School, Peterborough Primary School and Yunta Campus, Peterborough Community Preschool, Orroroo Area School and Preschool, Wilmington Primary School and Preschool, Booleroo Centre District School and Booleroo Centre and District Kindergarten. The Governing Council and staff have continued to work hard to achieve the best possible learning outcomes for all students. Parent support is a strong feature, with 57% of families represented through membership on the Governing Council. Highlights for 2022 include: continued academic achievement across all areas of learning, 2 students as state winners in the state's Primary Mathematics Investigation Competition, 1 student state runner-up (primary years category) in the Antimicrobial Health competition, 2 winners in the Transport SA 'Transport of the Future', competition and 100% participation in the Premiers Be Active Challenge and Premiers Reading Challenge. The re-establishment of the school vegetable garden and using produce from the garden in cooking lessons was also a highlight of 2022.

Other highlights of the year included

Combined schools sports day with Booleroo Centre DS and Wilmington PS

Upper Primary Aquatics Day in Port Augusta with Wilmington PS

Whole school camp to Clare and Port Pirie

Harmony Day activities

Aboriginal Education Day activities

SAPSASA activities including cross country, tennis, netball, athletics and soccer

Sports carnivals – Tag rugby, tennis and soccer

Tenpin bowling at Port Pirie

Participated in the East of the Ranges Combined Choir at Port Pirie

Book Week parade and activities

Fortnightly visits from the Flinders Mobile Library

Participation in the Australia wide Simultaneous Story-telling

Involvement in the Accelerated Reader term goal challenges

End of Year Presentation/Concert and Twilight Picnic held at the school

Year 6 Graduation Dinner

Whole school transition program spanning late Term 3 and Term 4 for new Reception students

Year 6 transition program at Booleroo Centre District School

Governing council report

I would like to thank the following Governing Council members: Lachie McCallum, Sarah Goldsworthy, Kerrin Lee-Bruce, Amanda Schulz, Dina Omahen, Jessica McCallum and Andrew and Lydia Walter. They have made up the 2022 Governing Council. Throughout the year you put in your valuable time and effort to make our beautiful school the best it can be, and see its future continue to grow. The governing council plays such a major role in the life and future of the school, and I welcome anyone who may be interested to join. If you would like to know more or ask any questions I am always available, please feel free to contact me.

Thank you to Murray and Jodie for the endless support you continuously give to the Governing Council. I cannot thank you enough for everything you do. Your amazing efforts have seen the school continue to improve and grow. Some achievements for the 2022 year saw the replacement of the old student desks in the upper primary class, the library and also the multipurpose room. In the week before Christmas 2021 the carpets in both classrooms and the office block were replaced. This refurbishment has seen the upgrade completion for both classrooms, making both rooms look neat, clean and up to date. During this year outdoor equipment for the cubby area was purchased, this included a sandpit, wooden boat, picnic table with an umbrella and two play kitchens. Thank you to the volunteers who donated their time to put this equipment together and to also give them a few coats of lacquer.

2022 was another year of many challenges and with few opportunities to be involved in our traditional fundraising ventures. The fundraising committee were not quite as active but still managed to raise an amount of \$851.38. I would like to thank everyone for their efforts in achieving some of our goals, every little bit helps, and many hands makes light work. The Fundraising Committee have already been actively getting together to plan for next year so watch this space. If you are interested in becoming a part of the committee please see Jessica or myself.

The school was successful in winning two grants this year, the first a Woolworths Garden Grant, which saw the raised garden beds receive a much-needed upgrade with a newly installed watering system. A massive thank you and congratulation must go to Wanda for all the time and effort you put in to submitting this grant and the follow-up work. The other was an antibullying grant used to purchase two outdoor settings and a large outdoor mat for the decking area. The aim for this space is for students to have somewhere to go where they can relax, eat recess and lunch, and just hang out in a safe and comfortable zone.

The major focus for next year will be the replacement of the unsafe sports shed, once this project has been completed, we aim to move the compactus and revamp the inside of the community room. I believe both these projects will have a big impact on the everyday lives of our students and also for the groups that use our Community Room. I am really looking forward to seeing this project begin.

Thank you to Greg, for the work you have done within the school grounds, the school continues to look cared for and is a great asset to our wider community.

It is my pleasure to formally welcome Shay, Ruby, Sienna, Freya, Sonny and Matilda our new Reception students who start full-time next year and Ashton who will be in Year 2. I wish them all the best for their future learning here at Melrose Primary School.

Thank you
Tess McCallum
Governing Council Chairperson

Quality improvement planning

Mathematics Goal – Our target for 2022 was for 47% of years 1 to 6 students (9 out of 20 students) to achieve a B grade or better in Mathematics for their end of year report. We achieved this target with 10 students (50%) achieving a B or higher in their End of Year Report. 95% of our students achieved SEA in this year's PATM test and all students achieved a C grade or higher in their End of Year report. In NAPLAN 2 out of 6 students achieved in the higher bands. Our goal was to have 50% achieve in the higher bands which fell short of our goal. We believe more work needs to be done in the area of problem solving. There needs to be time set aside in maths lessons for problem solving activities. As a whole school there needs to be a focus in this area so as to develop a whole school and community culture of mathematics learning. As part of this approach the goal for students is to articulate problem-solving strategies used, i.e. to explain how they went about solving a mathematical problem.

Writing Goal - Our target for 2022 was for 36% of years 1 to 6 students (7 out of 20 students) to achieve a B grade or better in English for their end of year report. We achieved this target with 9 students (45%) achieving a B or higher in their End of Year Report. This result was affirmed through teachers moderating student writing using the Brightpath resources which matched Brightpath grade scores.

The school was committed to teaching writing using the Brightpath resources. This approach has been effective with teachers focussing on the explicit teaching of various elements of writing including, specific purpose of the task, text types, audience, feedback, dialogic talk and language choice. These elements have been successful and have given students the biggest impact in their writing. During 2022 genres specifically focussed on were narratives, persuasives and information reports.

Areas we need to work on in 2023 include keyboarding skills as staff believe this has held students back in NAPLAN testing results. There appears to be a discourse between our NAPLAN writing results and Brightpath writing results. We believe the Brightpath results indicate a more accurate assessment of student achievement.

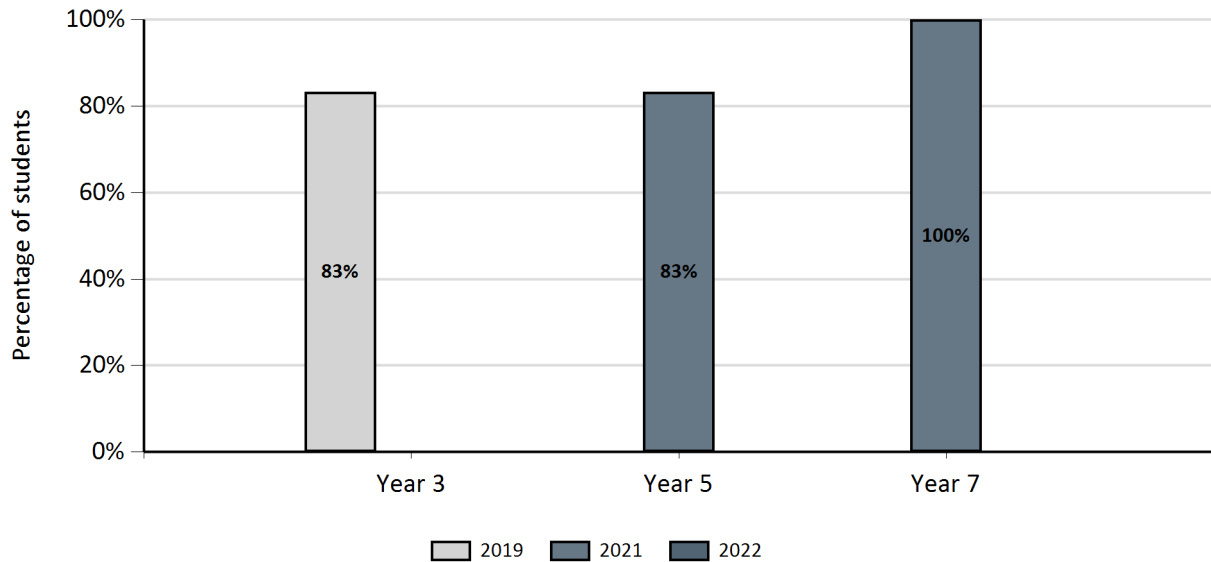
In 2023 staff have agreed to add an additional goal to our SIP focussing on phonological awareness which we believe will have a significant impact on further improving student writing and further develop individual students reading abilities.

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

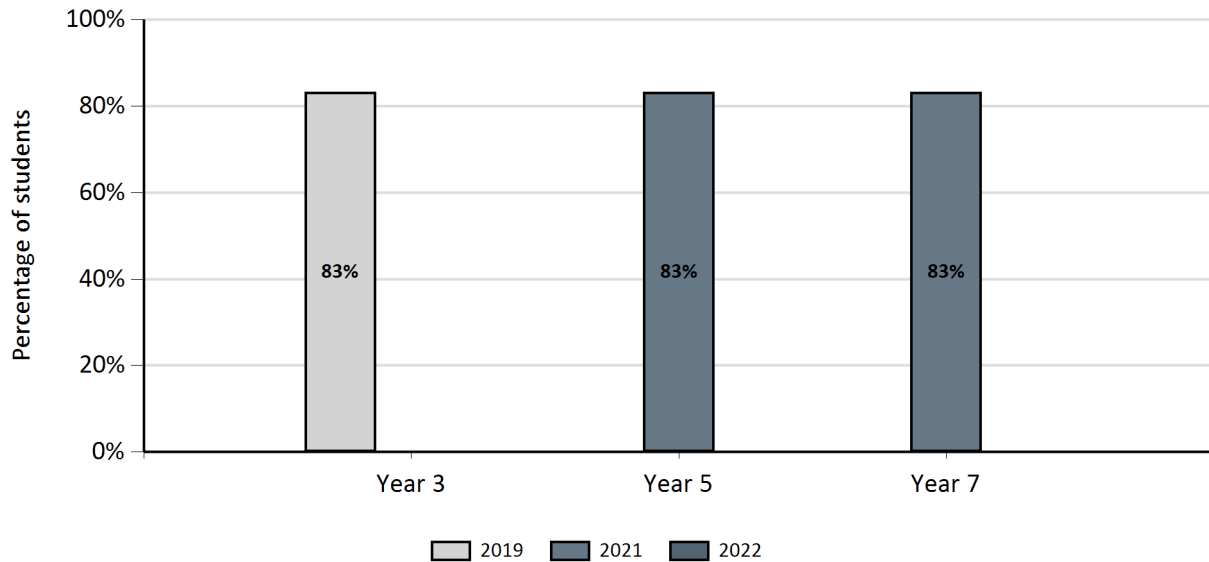


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	1.0	1.0	17%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

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

The school has developed an Aboriginal Learner Achievement Resource in readiness for when an Aboriginal family becomes a member of our school community. At present there are no Aboriginal students enrolled at our school. The school has embedded ATSI perspectives in the curriculum and uses the ALALR as a quality learning tool relevant to all students in the school.

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

There were no Aboriginal students enrolled at Melrose Primary School in 2022 however we focused on element 5: Engaging Aboriginal and Torres Strait Islander Families as Partners in Literacy and Numeracy Learning.

School performance comment

As a school that had fewer than 5 students eligible to sit NAPLAN, small changes to cohorts and student achievement can cause large changes in the percentages for each year level. This makes it difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

PAT M results for all students showed that 95% of students reached the DECD SEA with a number of students achieving in the higher bands. In the PATR test all students reached the DECD SEA with a number of students achieving in the higher bands.

Students with special needs have targeted reading daily, reading decodable readers. They practice their sight words and tricky words daily and extra practice with Jolly Phonics. They are becoming more confident and independent readers. In Writing we use the Brightpath scales to measure improvement in narrative persuasive and information report writing where most students showed significant growth in their writing.

Grade data from the End of Year Report show in

Mathematics all students achieved a C grade or better. A grade – 10%, B grade 33% and C grade 57%

English all students achieved a C grade or better. A grade – 19%, B grade 24% and C grade 57%

Attendance

Year level	2019	2020	2021	2022
Reception	91.9%	N/A	91.5%	87.3%
Year 1	94.3%	95.9%	99.0%	90.3%
Year 2	93.0%	88.8%	88.8%	93.5%
Year 3	94.0%	95.5%	93.9%	80.5%
Year 4	88.8%	85.1%	90.7%	88.8%
Year 5	92.6%	92.3%	88.6%	87.5%
Year 6	95.9%	79.9%	93.1%	86.9%
Year 7	96.1%	72.5%	88.2%	N/A
Total	93.3%	86.5%	90.9%	87.5%

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

Attendance comment

2017 - 92.4% 2018 - 94.5% 2019 - 93.3% 2020 - 86.5% 2021 – 91.5% 2022 – 88%
 Our practice is to contact the home of the student on the morning of the absence if we have not been informed by the family. We encourage parents to let us know on or prior to the day of absence. The school includes information in newsletters during the year reminding families of the importance of high attendance rates and how much learning time is missed and never made up over time when children are absent or late from school. Absence and late to school data is included in the student semester 1 and end of year reports.

Behaviour support comment

Melrose Primary School maintains a safe and happy learning environment. There has not been a take home incident or suspension in the previous six years. The school's Code of Conduct and Anti-bullying policies were reviewed during Term 3, 2022. The intent of these policies is to maintain the safety, wellbeing and protection of all within our school community, to build positive relationships for all and to promote a successful learning environment. Bullying is treated very seriously by the school as is considered to be insidious behaviour. School staff deal with unacceptable behavior by proactively working hard to prevent bullying, and to find solutions to stop bullying. Our aim is for students to work collaboratively and be respectful towards each other. Throughout 2022 we had a whole school focus on our 16 learner dispositions which aids in the respectful and positive behaviour of students towards each other. We have also had a whole school focus on our school values and how to live them in our daily lives.

Parent opinion survey summary

The parent satisfaction survey indicated families are satisfied with what is happening in the school. We compare very favourably with the overall state results. Four areas that indicated where we as a school do well in are
 Talk with children
 Students and teachers are respectful
 The school sees the child as important
 Communication between school and families is effective

Where we could do better is
 Parents wanting more help to support their children at home
 Parents receiving learning tips. This category was the only area where a disagree response was submitted
 Has input into learning. 75% indicated don't agree or disagree.

The overwhelming majority responses fell in the Agree and Often strongly agree categories.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

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

During 2022 the school offered all families and adults who wish to volunteer at the school the relevant Working with Children Check (WWCC). In addition to this all Governing Council members have a current WWCC. To date the school has 13 parents/volunteers with current WWCCs. The school has 14 families whose children attend MPS consequently this number of checks is a positive outcome for us. A clear understanding has been made to families and community members as to the need for current relevant screening checks if requesting to volunteer at the school.

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	5
Post Graduate Qualifications	3

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	0.0	3.0	0.0	1.0
Persons	0	4	0	1

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

Financial statement

Funding Source	Amount
Grants: State	\$573,494
Grants: Commonwealth	\$3,000
Parent Contributions	\$9,232
Fund Raising	\$4,848
Other	\$3,987

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	Targeted individual students with counselling when needed, and involvement in QuickSmart, MultiLit, Speech program and the Accelerated Reader program.	Funding provided opportunities to provide appropriate support and resources. Students received support when needed which resulted in high engagement of student participation in the school. Support with speech programs showing improvements in student learning for targeted students.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Targeted funding was used to employ an SSO to work with students identified as being at risk with support based on their individual goals documented in their One Plans. Funding was also used to release teachers to work with the district Special Education consultant in planning for students with special needs.	Growth in both academic and personal areas as shown in the data.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Subsidising funds for Camps, excursions and swimming lessons Literacy and Numeracy resources were purchased to support the teaching and learning in English. From the Early Years Assistance Grant new readers and Jolly Phonics resources were purchased and in the Primary Years, Jolly Grammar resources purchased. In Mathematics, iMaths and Thinking Mental resources were purchased. Students with learning difficulties received 1:1 support	Significant progress made towards high percentage of students achieving above the Department's Standard of Educational Achievement.
Program funding for all students	Australian Curriculum	The AC funding supported MPS with additional resources and professional learning for staff to expand teacher capacity and skills. Release time given to staff to work with the Curriculum Lead exploring and familiarising themselves with teaching using the department's AC units.	Improved outcomes through the strengthening of teacher practice in delivering rigorous learning aligned to the AC units. Teachers using the department's AC units in their learning programs.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used to employ a teacher to work with students identified as being at risk in their literacy and numeracy learning and to release teachers to work with the regional Special Education Consultant.	Data shows improved learning outcomes for targeted students.

Other discretionary funding	Specialist school reporting (as required)	Development of student wellbeing programs, intervention, classroom support and resources. Funding supported students through building capacity to access school/curriculum programs in a meaningful way.	Data shows improved outcomes for the majority of students to achieve above the department's SEA for their year level.
	Improved outcomes for gifted students	One on one teacher conferencing to establish individual learning programs with focus on individual learning goal setting.	Progress has been achieved towards these goals.