Mitcham Primary School

2022 annual report to the community

Mitcham Primary School Number: 270

Partnership: Mitcham Plains

	Signature
School principal:	Mr Scott Greenshields
Governing council chair:	Chevonne Gourlay
Date of endorsement:	27 February 2023

Context and highlights

Mitcham Primary School caters for children from Reception to year 6. It is situated 6kms from the Adelaide CBD. The enrolment in 2022 is 622 students. The school has an ICSEA score of 1120 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school leadership team consists of a Principal and Deputy Principal, 2 Assistant Principals (curriculum and special education), Digital Technologies Coordinator and Business Manager. The school population has 3% students with disabilities, 19.67% students with English as an additional language or dialect (EALD), 1 child in care and 6.9% of families eligible for School Card assistance and 4 Aboriginal students. There are three main feeder pre-schools, however, in recent years the school has continued to receive a larger number of students from outside these Pre-schools. We continue to attract enrolments from private and other public schools. There continues to be strong evidence from all stakeholders of a positive, respectful community at Mitcham Primary School. Staff acknowledge the positive change of culture over the last few years including an increased willingness to support each other, and sharing of practice and resources. Staff are keen to engage in new learning and value the opportunities provided in accessing professional learning and the expectation of sharing this learning with colleagues. There continues to be strong evidence of work across the school with design thinking, especially through the focus on STEM. Staff and the community acknowledge that the school has good facilities and is well-resourced to optimise learning for students. The following list is just some of the things that have happened over the year; swimming carnival, sports day, Remembrance Day, student-led assemblies, Year Fleurieu Penisula camp (in lieu of Canberra trip), Festival of Music, Year 2 camp, student access to quality excursions and incursions, high teacher engagement in quality T&D aligned with our Site Improvement Plan, many end of year class celebrations, Year 6 disco and the Year 6 graduation held in our gym onsite. Much of what has been achieved is due to our families supporting the school and volunteering in many different capacities. Without their ongoing care and support, much of what we do would not be possible.

Governing council report

2022 saw our students begin their school year disjointed, with a mixture of on-campus and at-home schooling taking place. Once again due to COVID, our teachers needed to make last-minute changes. The school community was grateful for the thought and effort that was taken to ensure our students began their school with as little disruption as possible. We will be forever grateful to Mitcham Primary staff and all their hard work during this period and their continued dedication to our students.

Throughout 2022 we saw the influence of COVID slowly fade. As the year progressed, parents were once more welcomed onto school grounds and to participate again. This enabled our Canteen to once more take advantage of volunteers, and allow our Fundraising committee greater opportunities. We saw greater participation in sports, and the community come together.

The year also saw the completion of the school gym. The new gym has been a celebrated addition to the school. Soon after opening, the community were able to view it at our Open Night. The Open Night was definitely a highlight of the year, with a great turnout. Families took advantage of being back on school grounds, watched performances from our students and explored the classrooms. The night was a great success. The opening of the gym, saw the OSHC being able to move into the premises after losing their space the previous year and having to utilise other school areas such as the Kurraka. The new space allows OSHC to offer their full program once again. The gym was also utilised for Fundraising with our first-ever Mitcham Primary Quiz Night being held there. The night was a huge success and would not have happened without the support and hard work of the teachers and parents on the Fundraising Committee. We are grateful for their hard work, seeking donations, organising the night and set up. Thank you also to our community for their generous donations and generosity on the night, making it our most successful Quiz Night ever with over $19000 raised. 2022 also saw our first-ever Year 6 cohort as leaders of the school. The gym once more provides a wonderful setting for their graduation. The Governing Council wish the 2022 Year 6 graduating class all the best in their future journeys.

Thank you also to our 2022 Governing Council members and sub-committees for your hard work throughout the year - we have truly appreciated your support.

Quality improvement planning

Student achievement in writing, numeracy and STEM has continued to be our focus in 2022. Staff have a high level of involvement in all aspects of improvement planning and review and their daily work reflects a shared commitment to our key priority areas. Our Site Improvement Team consists of a representative from each teaching team, together with the leadership team. The team meets formally once a term for review, and then provides information to teaching staff about progress against targets. Staff provide feedback and additional comments as part of this review process and align their performance development plans to the SIP goals and agreed actions.

Seven Steps for Writing Success continues to be a highly effective strategy, particularly for teaching authorial choices and devices. Staff and leaders have identified that there are opportunities to increase the impact of Brightpath, using initial data to support effective planning, and tracking of students areas for development and progress. During our Term 4 Pupil Free Day, teachers explored new curriculum resources and Literacy Best Advice Papers and highlighted feedback and collaborative writing as areas to further develop, along with a focus on paragraphs, sentence structure, punctuation and spelling.

Within Maths, two teachers and the Assistant Principal - Curriculum participated in a Partnership project in 2022 to support and develop consistent Mathematics practices across the partnership. With the excellent work being undertaken by staff involved in the projects, we adjusted our focus towards developing shared understandings and consistent use of an instructional model. By having clear and agreed expectations for Mathematics planning, teaching and learning across the school, we will be better able to approach problem solving in a consistent way. Teachers engaged in "Teaching Sprints" about the instructional model, which involved a process of setting goals to focus on developing a specific area of practice. This was then shared with other staff in cross year-level professional learning discussions.
The teaching sprint was a positive strategy which brought about changes to practice. Student feedback and reflection strategies were an area that many teachers focussed on. Staff were also highly engaged in opportunities to use PAT data to investigate student achievement and identify misconceptions. These are all actions which are still in progress and will be further developed in 2023.

STEM continues to be a very positive focus area across the school. Quality STEM practices are embedded across the school with excellent outcomes for students. Dedicated collaborative planning release time has supported this action and is highly valued by staff. Visible learning displays of STEM projects show high-level outcomes and student achievement. In classroom walkthroughs, students are able to describe aspects of design thinking in relation to their projects and the connections to community and industry. Our Digital Technologies coordinator supports staff to plan opportunities for students to use DigiTech; this will continue to be an area of focus to lift staff confidence and skills, particularly in R-2 classes. SeeSaw was introduced across the school, with significant changes to communication practices. Parent feedback indicates that SeeSaw is a positive and valued strategy for communication, and supports their understanding of student learning.

Site Improvement Team and staff feedback, during the review process, indicates that future directions across all curriculum areas include: embedding the effective use of data sets to inform teaching and learning; further developing the use of learning intentions and success criteria; expanding strategies for providing ongoing and specific formative feedback.

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
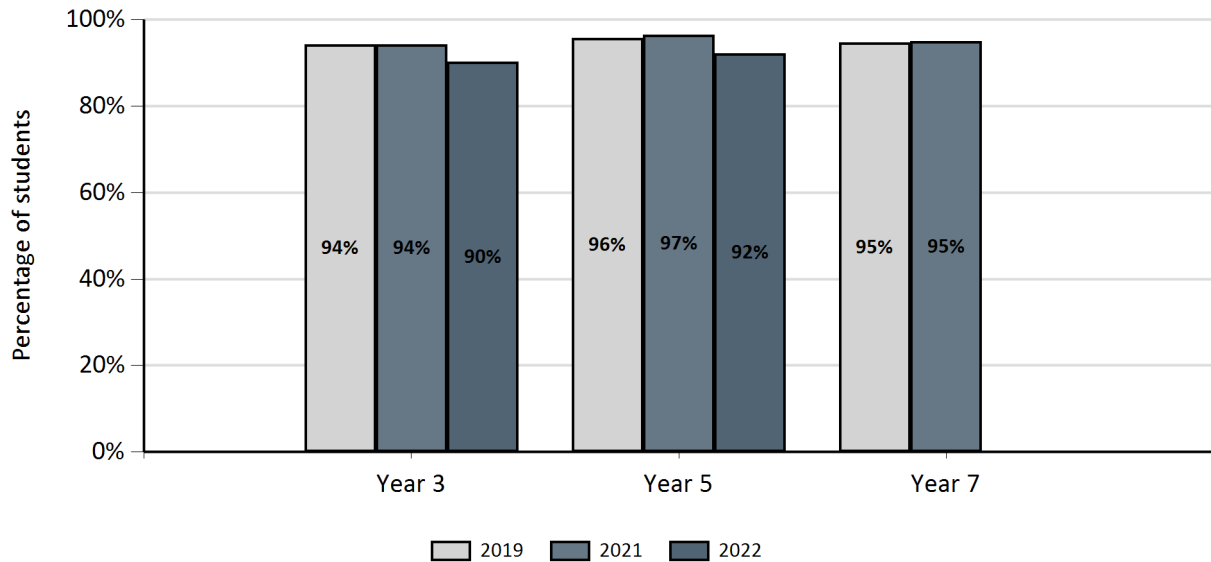
*NOTE: No NAPLAN testing was conducted in 2020.

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.
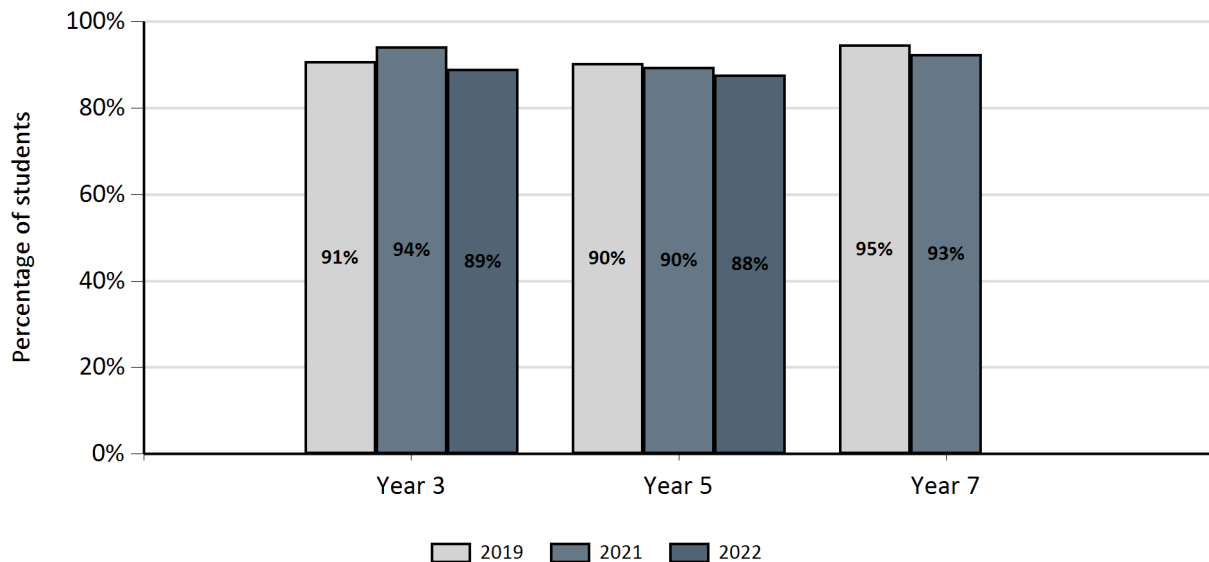
Numeracy

*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	92	92	57	35	62%	38%
Year 03 2021-2022 Average	89.5	89.5	57.0	38.5	64%	43%
Year 05 2022	90	90	42	24	47%	27%
Year 05 2021-2022 Average	88.0	88.0	41.0	24.5	47%	28%
Year 07 2021-2022 Average	80.0	80.0	32.0	34.0	40%	43%

*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: Intervention & Support

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

> Teachers share how they differentiate learning to meet the needs of Aboriginal learners, the goals students are working towards and how their achievement and development are being tracked and responded to throughout the term. Teachers discuss how in-class intervention supports students to make further progress in their learning.

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

> Our Site Improvement Plan mentions our goals for Aboriginal learners and highlights our high expectations for success for all. Our Aboriginal learners are in Year 1. Support to make connections with phonemic awareness and letter blends and writing is provided through being part of our Read, Write Inc. programme. This provides Aboriginal learners with growth in reading levels and confidence in reading and writing.

School performance comment

Mitcham Primary School has once again performed well in the areas of literacy and numeracy, with the majority of our students achieving well above the National Minimum Standard in PAT and NAPLAN tests. School-based measures including Brightpath and Read Write Inc. also show strong achievement. We are still placed well within the "Inspire" range, which reflects our high quality programmes and student achievement.

We support students in the lower bands to meet the National Minimum Standard through classroom differentiation and targeted literacy and numeracy programs.
* Read, Write, Inc (Reception to Year 1 phonics programme)
* Multilit (Year 2 - 6, individual literacy intervention)
* QuickSmart (Year 4 - 6, partner numeracy intervention).
* Early Literacy and Numeracy Intervention (Reception students, small group intervention focusing on phonics, early reading skills and numeracy).
Teachers continue to report an improvement in students' skills and confidence through participation in these programmes.

NAPLAN maths were slightly lower in 2022, with fewer students achieving scores in the very high bands. A similar result was experienced by many schools. Year 3 Higher Bands achievement decreased from 48% to 38%, and Year 5 higher bands from 29% to 27%. We are continuing with our focus on increasing the number of students who maintain their Higher Band status from Year 3 to 5. Greater than 88% of Year 3 and 5 students achieved the minimum standard of educational achievement (SEA) for maths.

NAPLAN writing data indicates steady writing achievement. In Year 3, 58% of students achieved in the higher bands, together with 22% of Year 5 students. This number is gradually increasing over time, and we aim to continue working to increase the percentage of students who maintain their high band status from Year 3. Regarding the National Minimum Standard, we maintained similar results to previous years with 92% and 90% respectively of students achieving the level.

Year 1 phonological awareness scores were slightly down in 2022, with 69% of students meeting the Standard of Educational Achievement. Continued implementation of Read Write Inc is an important strategy in supporting students to develop strong phonological awareness and will be complemented by the Heggerty program in 2023. In both Literacy and Numeracy, we continue to target increased achievement through extensive whole staff and targeted small group professional development with task design, feedback and assessment at the forefront. Across all areas we strive to engage students in quality tasks with a high level of challenge, problem solving and opportunities for deep learning.

Attendance

Year level	2019	2020	2021	2022
Reception	94.8%	91.3%	94.8%	87.7%
Year 1	93.5%	91.4%	92.7%	89.5%
Year 2	93.9%	92.6%	95.5%	88.3%
Year 3	93.9%	92.2%	94.6%	91.7%
Year 4	92.5%	91.9%	95.5%	90.6%
Year 5	91.9%	90.9%	94.5%	91.1%
Year 6	94.1%	91.0%	94.6%	90.2%
Year 7	92.4%	89.9%	93.2%	N/A
Total	93.3%	91.4%	94.5%	89.9%

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

Attendance comment

Our attendance for the year has averaged 92%. Students with a record of poor attendance have been identified and their
parents have been supported in order to improve their child's attendance at school.

Processes are in place to track attendance and act accordingly. Teachers are aware of their responsibilities and information regarding the importance of regular attendance is communicated to the community via newsletters, SeeSaw and Sentral.

Behaviour support comment

Incidences of violence and bullying remain very low. All students have taken part in the Child Protection Curriculum and 4 - 6 and students have completed surveys on Well-being and Student Engagement.

These surveys indicated low levels of physical victimisation however, a number of students have indicated that they have experienced social or verbal victimisation including cyberbullying outside of school hours.

These findings are again very similar to previous years.

Parent opinion survey summary

Parents and carers were presented with 16 statements, with 2/3 of the questions about the school. Parents were asked to indicate to which level they agreed or disagreed with the statement. The remaining questions asked parents and carers about future schooling options for their child.

Overall our school was highly rated with strongly agree or agree responses for the following areas.
• People respect each other at school – 91%
• Teachers and students respect each other at school – 94%
• I feel like my child is important to the school – 89%
• Receives enough communication – 82%
• The school communicates effectively with me – 81%
• I know what standard of work the school expects – 76%
• Teachers at the school provide my child with useful feedback – 82%
• I have useful discussions with the school about my child's learning – 75%
• Talks with child about what happens at school – 97%
• Has good home learning routine – 81%
• Education is important – 95%
• Equipped to plan pathways – 85%
• The school encourages parents to help students to learn – 88%

Areas to work on include:
• The school provides me with useful tips on how to help students at home – 50%
• I would like more help with my child's learning – 59%
• The school provides an opportunity for me to have input about my child's learning – 65%
We are committed to exploring the areas outlined to help our community feel more informed and connected.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	12.5%
NS - LEFT SA FOR NSW	5	20.8%
OV - LEFT SA FOR OVERSEAS	1	4.2%
QL - LEFT SA FOR QLD	2	8.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	45.8%
VI - LEFT SA FOR VIC	2	8.3%

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 processes regarding WWC checks are complied with and documented according to DfE policy. Processes are in place to ensure that all volunteers have the required clearances and training.

Clear information is provided to parents and caregivers to access which is regularly updated. Volunteer details are provided to staff to
enable them to choose only verified parents to volunteer for camps and/or excursions.

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	73
Post Graduate Qualifications	21

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	38.8	0.0	14.6
Persons	1	44	0	20

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

Financial statement

Funding Source	Amount
Grants: State	$5,872,853
Grants: Commonwealth	$3,200
Parent Contributions	$389,785
Fund Raising	$41,786
Other	$175,303

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	Wellbeing programmes provided to support students' wellbeing and learning resilience include Interoception, Pastoral Care and Physical Resilience. Programmes supported by Assistant Principal Special Ed & Wellbeing.	Students provided with support to develop a greater sense of wellbeing for self.
	Improved outcomes for students with an additional language or dialect	Students were identified according to need and targeted support was provided by the EALD teacher alongside the classroom teacher. Student needs were identified and targeted with intentional small group and in-class support.	Students assessed against LEAP levels and received targeted support.
	Inclusive Education Support Program	To support students with identified needs to ensure success with their OCOP goals.	Students are fully supported with relevant staff to meet their OCOP goals.
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	To facilitate the Read Write Inc. phonics programme to meet the literacy needs of Reception, Year 1 and identified Year 2 students and Aboriginal learners. To fund an additional Junior Primary class to reduce student numbers and improve educational outcomes for all. To provide SSO support in Quicksmart, Toosmart and Multilit programmes for identified students including Aboriginal learners with literacy and numeracy needs. To support those students with speech & language, behaviour or social emotional needs that do not achieve a higher level of support funding.	All students access high-quality learning programmes to meet their learning needs. Identified students receiving intensive support to meet their learning needs.
Program funding for all students	Australian Curriculum	Digital Technologies Coordinator appointed to develop staff skills and ability in providing a quality DigiTech programme to meet students' needs. Extensive digitech training and development provided to develop staff STEM skill base.	Strong training and development programme tailored to SIP outcomes provided.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Digital Technologies Coordinator appointed to develop staff skills and ability in providing a quality DigiTech and STEM programmes to meet student learning needs. Targeted support was provided for those students with needs eg. Aboriginal learners	Students provided with quality learning experiences linked to SIP goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Specialist STEM teacher employed 0.2FTE to coordinate a Gifted and Talented programme aimed at high-achieving students to provide intellectual stretch.	Identified students enable to complete personal learning STEM projects