



Mylor Primary School

2022 annual report to the community

Mylor Primary School Number: 301

Partnership: Mount Lofty

Signature

School principal:

Ms Melissa Babic

Governing council chair:

Belinda Angus

Date of endorsement:

31 January 2023



Government
of South Australia
Department for Education

Context and highlights

Mylor Primary School caters for students from reception to year 6. It is situated 25kms from the Adelaide CBD in the Adelaide Hills. The local partnership is Mount Lofty.

The enrolments in 2022, as at the February census, is 53. Enrolment at the time of the previous year was 64 with numbers decreasing due to the year 7 students going to high school. The school has a 2020 ICSEA score of 1100 and is classified as Category 7 on the Department for Education index of Educational Disadvantage.

The school population includes no Aboriginal students, 5% students with disabilities, no students with English as an additional language or dialect (EALD) background, no children/young people in care and 17% of students eligible for School Card assistance.

The acting Principal throughout 2022 was Melissa Babic who has since been appointed as the Principal for the next 5 years starting in 2023. There are (4.4 FTE)

Some of the highlights for 2022 included the following:

- Beyond the Gate
- Science Fair
- Art Exhibition
- Upgrade of admin building
- Access swing installed
- R-6 swimming
- Year 6 aquatics
- Year 6 camp
- Year 6 graduation
- Small School Sports Day
- End of year concert
- Year 5 & 6 lantern festival
- Interschool sports
- Runners up in cricket

Governing council report

Just when we thought we had seen the last of COVID-19, we were again challenged with the pandemic response this year! It was an incredibly difficult beginning to 2022 with our tenured Principal, Nathan Sanders, not meeting the Emergency Management Direction, COVID-19 Vaccination Requirement for Education and Early Childhood Settings. His unanticipated exit at the end of 2021, the introduction of an Acting Principal for Term 1, and the home-based schooling approach for the first week of 2022, created an enormous amount of tension, grief, and unrest in our school community.

The delayed introduction of visitors on site had ramifications for the Governing Council AGM, appointment of members and office bearers, and budget approvals for 2022, and also challenged the cohesiveness of our school community. Despite all of these challenges, I can confidently say that we ended 2022 with a solid foundation, a clear vision moving forward, and the returning sense of community spirit. This was in part, thanks to the stability in leadership that saw the appointment of Melissa Babic to Principal after care-taking the school in Terms 1 and 2.

We continued with the establishment of sub-committees in 2022, and our reporting systems made it seamless for communication, decision making, and management.

The OSHC service at Mylor Primary School (which services Mylor Primary School, Scott Creek Primary School, and Heathfield Primary School) was hit hard with the pandemic and the slowed rate of “return to work” for parents. Our numbers took a significant hit for most of 2022 and it took the effort, huge amount of time, and lots of brain storming by our sub-committee to ensure that the service could remain viable long-term. Part of this process required a fee increase, introduction of a cancellation policy, strong monitoring of budget expenses/income, and greater promotion of the service to our community. Kate Hill, OSHC Director, was appointed after Jenny Greenow retired in 2021, and she has done a fantastic job of managing, growing, and improving OSHC despite the enormous difficulties faced this year.

Two new subcommittees were formed in 2022 – the MPS Family Handbook Committee, and the Bushfire Preparedness Advisory Committee. The purpose of the first committee was to refresh and update our family handbook, as it was noted that it our existing handbook no longer accurately captured the essence of our school. The new handbook looks fantastic and is a thorough, user-friendly document that warmly welcomes new families by providing them with all the information they need to enjoy our school community. The Bushfire Preparedness Advisory committee was established owing to the change-over in long-term staff. This meant that our knowledge and experience in handling our school community during an emergency was not as vigilant or prepared as it should be. The committee was very successful in addressing all areas of Bushfire Preparedness and our families have a strong sense of trust that our staff can confidently handle this situation if it were to arise.

Mylor Primary School has been stretched financially this year, and it is anticipated that 2023 will also be a year of tight budget controls. The move of Year 7’s to high school saw a large cohort of our students leave Mylor, and enrolment numbers have been slow to increase. We also funded an additional class in Term 3 and Term 4 of 2023 to help manage some staff and student challenges in the year 5/6 unit. Despite the financial pressure of doing so, the benefit to the learning and wellbeing of our staff and students was immeasurable.

In order to manage the anticipated deficit in the budget and the ongoing constraints, it is imperative that the core focus for Mylor Primary School looks to promote and secure future enrolments. It will also be important to investigate and action ways to bring in revenue to support school and learning improvements, such as grants, fundraising, and Department initiatives.

We round out 2022 with the departure of staff members Alex Agars and Damien Nicholls, as they seek travel and other opportunities. We also farewell Pia Wells and myself, both who have served a combined tenure of over ten years on Governing Council and in our school community.

It has certainly been a difficult and full year, with adaptability, flexibility and pivoting being a necessity! Next year will bring a fresh start and new vigour to our school community as we see a changing of the guard across staff and volunteer groups. I wish Mylor Primary all the best of luck, and look forward to watching the growth and improvement of our school in the years to come.

Quality improvement planning

In 2022, our Site Improvement Plan Priorities included the following two challenge of practice: '

1. If we further develop a rigorous systematic approach to teaching and assessing students' knowledge of reading and spelling, while providing intervention and stretch for all, then we will increase student achievement in reading.

2. If we strengthen teachers' capacity to design and implement learning experiences that further enable differentiation and intellectual challenge, we will see higher achievement in maths.

English – Spelling and Reading

Throughout 2022 the following actions took place:

- A whole school spelling program was introduced 'Sound Waves' which supports the individualised learning of all students.
- Heggerty (Phonemic Awareness – (Blending individual sounds into words) – R-4
- Data collection Professional development with the Literacy Guarantee Unit –
 - o PASM (JP) – Phonological Screening Test (sound)
 - o PAST (3-6) – Phonological Screening Test (sound)
- Professional Learning Communities (PLC) - teachers met in like year level groups from local schools on sharing practice (Scott Creek, Upper Sturt and Heathfield).
- One Plans – Briony Dinning – Special Educator Support Services Department for Education

Mathematics

Throughout 2022 the following actions took place:

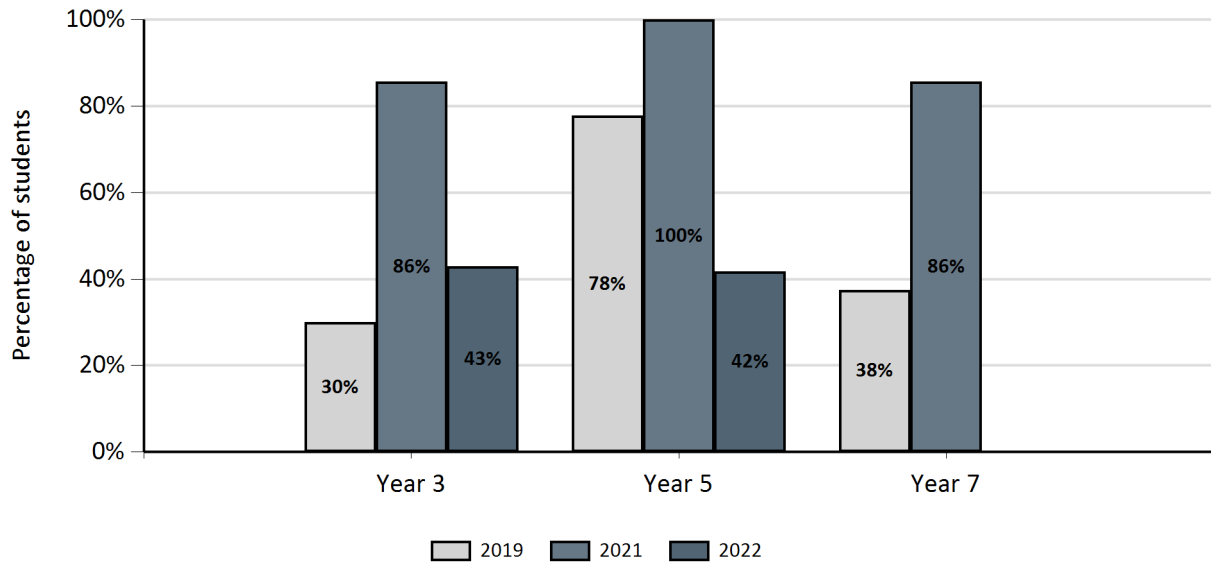
- Students completed a survey about how they see themselves as a mathematician.
- A focus on positive mathematics mindset.
- All students were assessed using the Big Ideas in Number.
- Knowledge and skills development of teaching in classroom strategies to support students to address gaps in data of Big Ideas in Number – Sara Centofanti
- Professional development with 'Be Brave and Lead' and 'Be Fearless and Lead'.
- Professional Learning Communities (PLC) - teachers met in like year level groups from local schools on sharing practice (Scott Creek, Upper Sturt and Heathfield).
- One Plans – Briony Dinning – Special Educator Support Services Department for Education

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

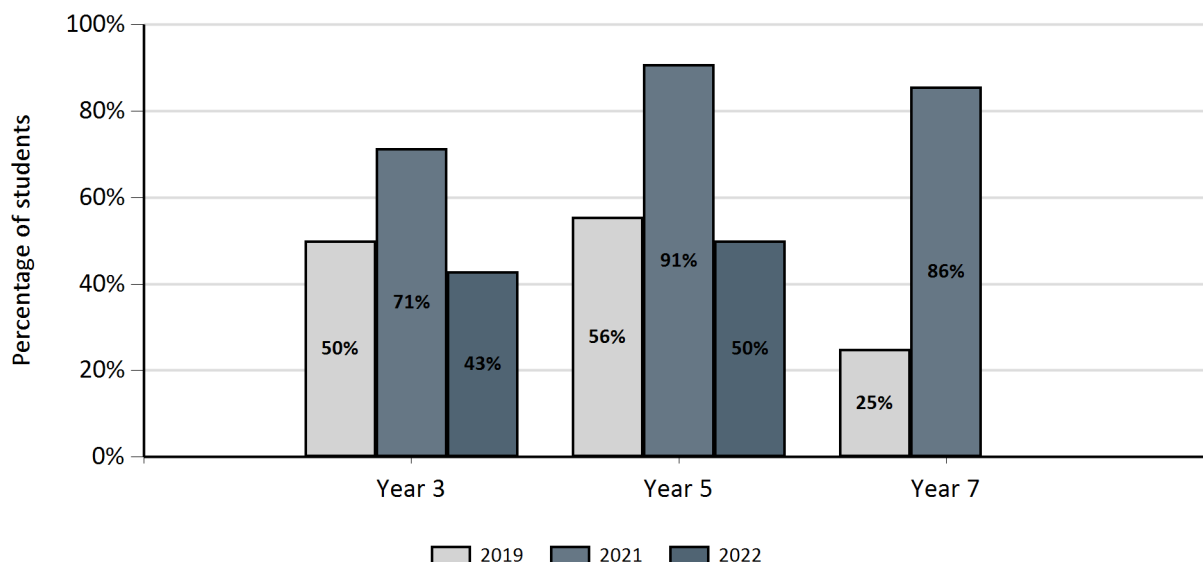


*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	2	2	29%	29%
Year 03 2021-2022 Average	7.0	7.0	2.0	2.5	29%	36%
Year 05 2022	12	12	4	2	33%	17%
Year 05 2021-2022 Average	11.5	11.5	4.0	2.0	35%	17%
Year 07 2021-2022 Average	7.0	7.0	3.0	1.0	43%	14%

*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: Data Informed Planning

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

At Mylor Primary School we do not have any students identified as Aboriginal.
Staff are aware of the Aboriginal Learner Achievement Leaders' Resource.

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

At Mylor Primary School we do not have any students identified as Aboriginal.
Staff are aware of the Aboriginal Learner Achievement Leaders' Resource.

School performance comment

**LITERACY

NAPLAN

Year 3 – 43% (2/5 students) achieved SEA and 29% (1/5 students) achieved high bands

Year 5 – 42% (3/8 students) achieved SEA and 33% (2/8 students) achieved high bands

Year 1 Phonics Screening Check

71% of year 1 students (5 out of 7) achieved SEA

PAT- Reading

Year 3 – 80.0% (4/5 students) achieved SEA or above

Year 4 – 100% (4/4 students) achieved SEA or above

Year 5 – 87.5% (7/8 students) achieved SEA or above

Year 6 – 90.0% (9/10 students) achieved SEA or above

Throughout 2022 staff have been involved in professional development with the LGU. A whole school spelling program was introduced 'Sound Waves' which supports the individualised learning of our students. This will continue in 2023.

The 2023 actions will be the following:

All teachers will explicitly teach the six components of reading. This will include oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

All teachers will adopt 'explicit teaching practices', which will support students to understand what to do and how to do it.

All teachers will regularly collect, interpret and use data to inform next steps in learning.

Staff will, review and remodel intervention programs that provide intervention and stretch for student requiring additional support.

**MATHEMATICS

NAPLAN

Year 3 – 43% (3/6 students) achieved SEA and 29% (2/6 students) achieved high bands

Year 5 – 50% (5/10 students) achieved SEA and 17% (2/10 students) achieved high bands

PAT- Maths

Year 3 – 80.0% (4/5 students) achieved SEA or above

Year 4 – 100% (4/4 students) achieved SEA or above

Year 5 – 81.8% (9/11 students) achieved SEA or above

Year 6 – 81.8% (9/11 students) achieved SEA or above

Throughout 2022 all students have been assessed against the Big Ideas in Number. Staff have been involved in various forms of professional development to increase their knowledge and skills in this area.

The 2023 actions will be the following:

All teachers will explicitly teach number sense in sequence with a focus on trusting the count, place value and multiplicative thinking.

All teachers will use effective 'questioning' techniques that yields immediate feedback on student understanding and will stimulate their interests and curiosity in mathematics.

All teachers will regularly collect, interpret and use data to inform next steps in teaching and differentiation to stretch and challenge all learners.

Staff will evaluate, review and remodel intervention programs that provide intervention and stretch for student requiring additional support.

Attendance

Year level	2019	2020	2021	2022
Reception	75.0%	79.1%	89.1%	81.1%
Year 1	88.5%	85.4%	89.5%	82.7%
Year 2	88.0%	91.2%	81.2%	82.7%
Year 3	85.4%	88.4%	84.4%	79.3%
Year 4	85.4%	92.9%	88.1%	75.1%
Year 5	88.0%	86.4%	91.7%	79.9%
Year 6	86.2%	91.5%	91.0%	81.2%
Year 7	91.1%	87.9%	90.7%	N/A
Total	86.5%	88.5%	88.5%	80.3%

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

Attendance comment

The 2022 attendance was 80.3% which was under the target due to COVID-19.

The school follows the Department's policy for students whose attendance is not as expected. Strategies in place include, sms messaging, Seesaw messaging and conversations with families.

For those whose attendance reaches the chronic level, referrals are submitted to the Department. In all cases staff endeavour to work with the family to develop an individualised strategies to improve and support regular student attendance.

Behaviour support comment

Students at Mylor Primary School learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

This involves students participating in a range of the following activities:

Paying attention 1: Mindfulness

Paying attention 2: Purposeful breaks

Understanding your emotions 1: Classroom safety

Understanding your emotions 2: Working with emotions

Coping with stress: Managing change

Setting goals and healthy habits: Positive futures

Setting goals and healthy habits 2: Hopeful thinking

Using your strengths: Building character

Using your strengths 2: Empathy

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

Parent opinion survey summary

In 2022, 19 families completed The Parent Survey and overall the results were positive.

SCHOOL CLIMATE

- People respect each other at school
- I feel like my child is important to the school
- The school communicates effectively with me
- Teachers and students respect each other at the school
- I receive enough communication from the school

COMMUNICATION CHANNELS

- I like to communicate/receive communication through the following mechanisms - parent teacher interviews, email, and apps
- I like to communicate/receive communication through the following mechanisms: Skoolbag and Seesaw

LEARNING AT SCHOOL

- I know what standard of work the school expects
- I have useful discussions with the school about my child's learning
- Teachers at the school provide my child with useful feedback

LEARNING AT HOME

- The school provides an opportunity for me to have input about my child's learning
- Overall, my child has a good routine around reading, studying and learning at home
- The school encourages parents to help students to learn
- The school provides me with useful tips on how to help students learn at home

FUTURE PLANS & PATHWAYS

- I think that education at school is important to my child's future
- I feel equipped to help my child plan what they will do after school

Areas for improvement included the following:

- Receives useful feedback
- Has input into learning
- Encouraged to help child learn
- Receives learning tips

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	100.0%

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

Mylor Primary School ensures it is compliant with the Department for Education relevant Working with Children requirements. All records and documentation are reviewed regularly and maintained for all pre-service teachers and Social Work Students, contractors, external service providers and volunteers.

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	8
Post Graduate Qualifications	4

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	5.5	0.0	3.2
Persons	0	7	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$944,242
Grants: Commonwealth	\$1,800
Parent Contributions	\$24,234
Fund Raising	\$0
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	<p>Students learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.</p> <p>This involved students participating in a range of the following activities:</p> <ul style="list-style-type: none"> Paying attention 1: Mindfulness Paying attention 2: Purposeful breaks Understanding your emotions 1: Classroom safety Understanding your emotions 2: Working with emotions Coping with stress: Managing change Setting goals and healthy habits: Positive futures Setting goals and healthy habits 2: Hopeful thinking Using your strengths: Building character Using your strengths 2: Empathy 	Students developed social and emotional skills whereby they find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	1:1 SSO support and small group work based on the students needs in their One Plan.	Students One Plan goals being met in both learning and wellbeing.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Tier 2 funding was utilised with SSOs in class supporting students and working in small groups with identified students during literacy and numeracy lessons 4 days a week.	The individual goals in their One Plans were mostly achieved.
Program funding for all students	Australian Curriculum	All classroom teachers and the Principal were involved in the Mount Lofty Partnership Numeracy professional development. The Literacy Guarantee Unit supported teachers with the reading and spelling goals in the SIP.	Improve the quality of teaching and learning.
	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	SSO literacy and numeracy intervention.	Supporting students with individual goals.

Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	QDTP	Supporting student with individual goals.