

# Mypolonga Primary School

## 2022 annual report to the community

Mypolonga Primary School Number: 302

Partnership: Murraylands

Signature

School principal:

Mr Sunyl Vogt

Governing council chair:

Karina Harvie

Date of endorsement:

15 February 2023



Government  
of South Australia

Department for Education

## Context and highlights

2022 was another complex year for South Australian schools with hard decisions needing to be made to ensure the safety of all. The year commenced with the school at capacity, with 142 students in 6 classes. The six class structure was able to be maintained to support consistency in curriculum delivery across the school. Unit teams collaborated in planning, delivery and assessment leading to focused achievement across learning areas. Google Classroom, again was a significant tool to support both off and on site learning and enabled feedback to be given quickly and effectively. A new Principal as well as a number of new staff were welcomed to Mypolonga in 2022. With the cohesive, well established and highly skilled team working to induct them into the school and its routines, a smooth transition for the school, staff and students was accomplished.

Highlights for the year were many with Covid protocols being relaxed as the year progressed:

- Family Fun Night at Woodlane Reserve
- Return to opening and running the school shop in Term 2
- Holding Sports day with parents present
- UP students presenting at Agricultural Town of the Year judging - Mypolonga being judged Agricultural town of the Year for 2022
- Whole School Disco
- Classroom Excursions for students
- Community working together to help sandbag the school and protect the school with a levee

Strong collaboration between feeder Preschools, the High school and primary school teachers throughout the year allowed for strong transition moments assisting students, families and staff ensure best outcomes for all.

## Governing council report

I would like to thank all staff and volunteers on behalf of Governing Council for their contributions to the school during the year. It has been a relief to see many aspects of school life return to "normal" as we see COVID restrictions slowly ease. Most excitedly we saw the return of the school disco, master class, shop and parents on school grounds.

Other events this year included Family Fun Night, Life Ed Van, SANFL clinic, RSPCA visit, choir concert and school excursions for all year levels. Students who participated in the Upper Primary District Basketball competition came away as Girls Small School winners and those who participated in Athletics District day were School Performance winners. A fantastic achievement for the students and Mypolonga Primary.

Throughout the year Governing Councillors have been involved in discussions about staffing and classroom structure, school budget and student and staff achievements and development. Our new principal Sunyl Vogt has made some changes to the ways of teaching and assessing our children's progress. The introduction of a program called DIBELS has provided insight into strengths and gaps in knowledge of students in relation to literacy. This has also enabled tracking of the children as they build on their knowledge becoming more proficient in literacy. A similar program for numeracy skills was also introduced called Acadience with improvements seen across the year for students skills. NAPLAN also returned this year with the school receiving great results.

With the school year coming to an end it's a great opportunity to sit and reflect. The year has seen its ups and down and continues to test our resilience. The threat of rising flood waters is forefront in the minds of the School and wider Mypolonga Community. Teachers, children and volunteers helped to sandbag the school buildings deemed a potential risk and moved furniture should inundation occur.

I have enjoyed another year as Governing Council Chairperson being able to connect with the School in a different way and being involved in decision making process. Our thoughts are with all with those who may be impacted by the flood.

Karina Harvie  
Governing Council Chairperson

# Quality improvement planning

With the External School Review taking place late in 2021, the beginning of a new SIP cycle in 2022, along with a change in leadership, it was perfect timing for the school to refocus and turn our attention to some new challenges using the data available through the implementation of DIBELS for tracking student literacy development to increase outcomes for all learners.

ESR Directions:

1. Strengthen structures and processes which explicitly connect, drive and support collective action to achieve SIP goals and challenges of practice.
2. Strengthen effective and coherent practice across the school in curriculum delivery, assessment and high impact strategies to ensure stretch and challenge in daily learning.
3. Strengthen regular assessment practices and share these with students to inform responsive teacher planning, inclusive of maths, and to enable students to self-direct their own learning.

Our 2022 SIP had 2 goals:

Goal 1: Increase student achievement in reading from Reception to Year 3.

Target 2022:

58% of students (10 out of 17) will achieve SEA in NAPLAN reading in Year 3. (35% met the Phonics Screening Check benchmark in Year 1)

Achievement towards Goal in 2022:

88% of students (15 out of 17) achieved SEA in NAPLAN reading in Year 3.

Using DIBELS to track students' progress and target learning needs of our students has helped in their continued development, from where they are learning to move them forward.

Student data is showing growth from most students with reading Avg.

R – NWF WRC, BOY 5 to EOY 11

Year 1 – WRF, BOY 20 to EOY 32

Year 2 – ORF WRC, BOY 57 to EOY 96

Year 3 – ORF WRC, BOY 62 to EOY 107

Year 4 – ORF WRC, BOY 83 to EOY 112

Year 5 – ORF WRC, BOY 82 to EOY 111

Year 6 – ORF WRC, BOY 113 to EOY 136

Utilising the intervention program already in place for Reception and Year 1 students, determined by DIBELS data collected, we were able to better support students identified with literacy support and repetition of fundamental reading skills. Programs to support the significant focus required on decoding are used to support students to blend phonemes together.

The Phonics Screening Test, a state wide test which screens students' understanding of phonics, is mandatory for all students in Year 1. In 2023, 82% of Year 1 students achieved the benchmark required by the Department for Education. Significant work was undertaken by the Junior Primary team to embed the phonics instructional routine across the whole junior primary unit, contributing significantly to the excellent junior primary results.

Goal 2: Goal 2: Increase student achievement in numeracy: Years 3-6

Target 2022:

80% of students meet SEA in numeracy in Year 3 (13 of 17 students)

80% of students meet SEA in numeracy in Year 5 (18 of 23 students)

Achievement towards Goal in 2022:

82% of students met SEA in numeracy in Year 3 (14 of 17 students).

90% of student met SEA in numeracy in Year 5 (19 of 21 students).

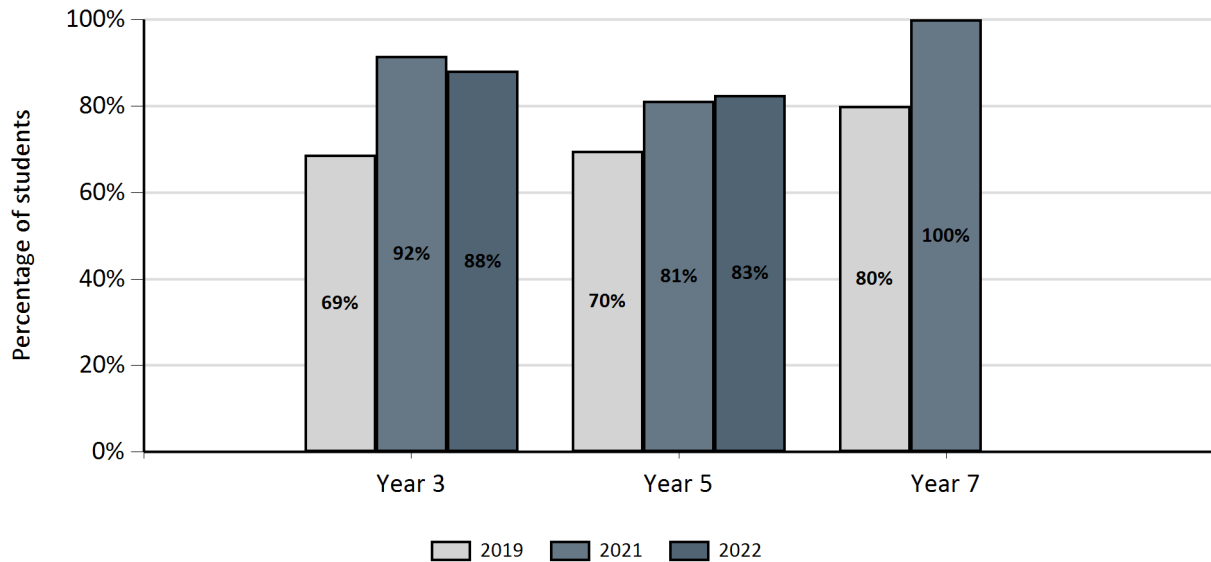
The implementation and assessment of all students at the end of 2022 on the Big Ideas in Number (BliN) will allow us to track more closely the numeracy development of our students moving into 2023 and beyond.

# 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

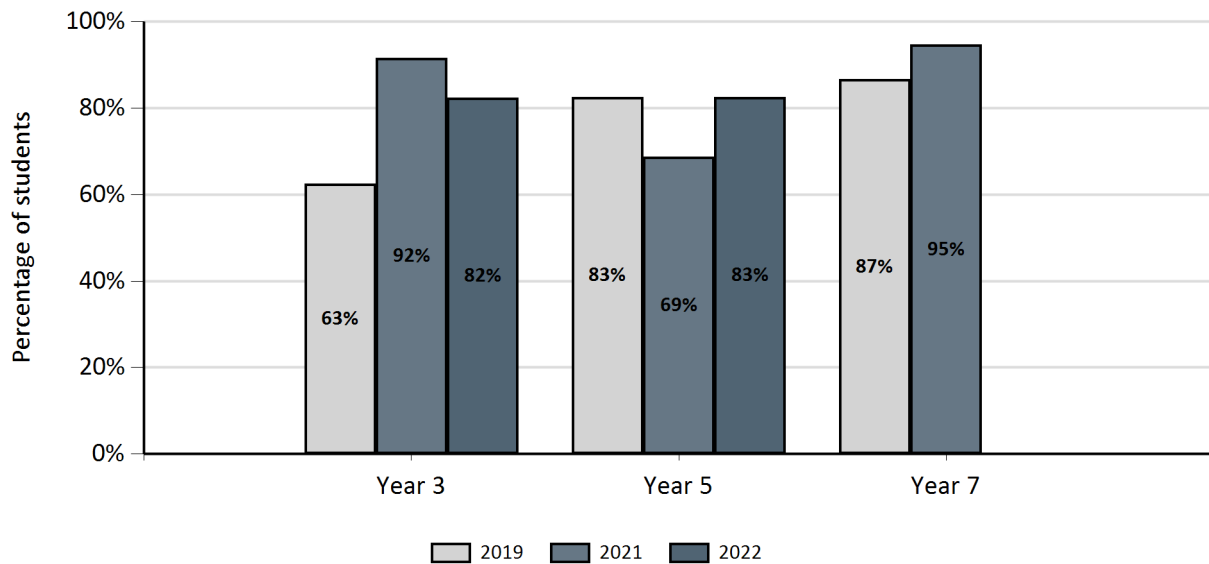


\*NOTE: No NAPLAN testing was conducted in 2020.

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	17	17	7	4	41%	24%
Year 03 2021-2022 Average	14.5	14.5	8.0	4.0	55%	28%
Year 05 2022	23	23	9	5	39%	22%
Year 05 2021-2022 Average	19.5	19.5	8.5	5.0	44%	26%
Year 07 2021-2022 Average	19.0	19.0	7.0	10.0	37%	53%

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

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

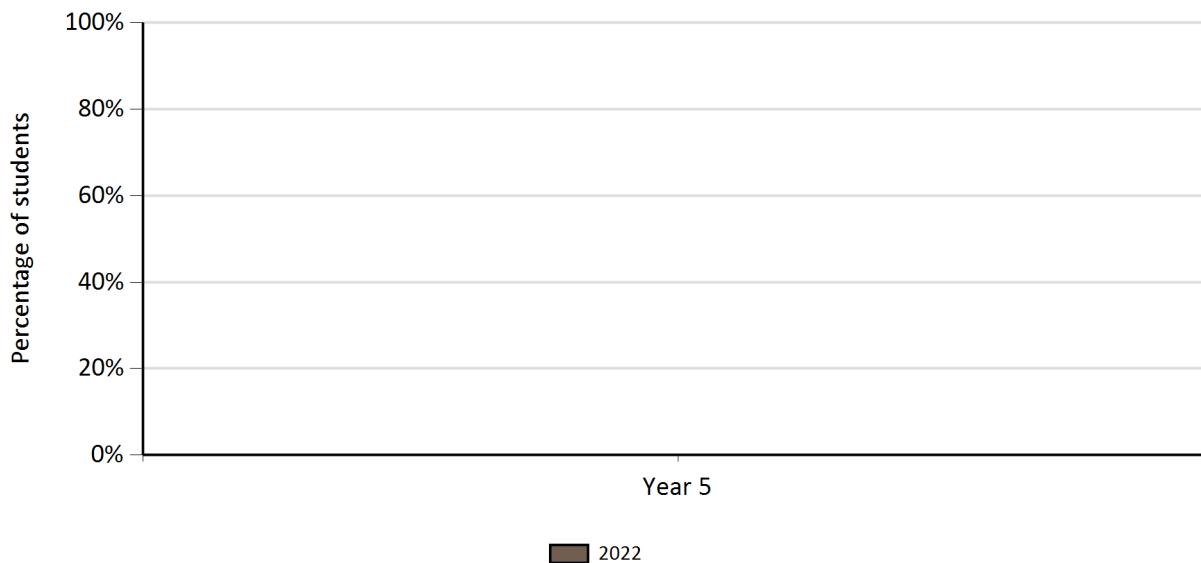
<sup>^</sup>includes absent and withdrawn students.

\*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.

# NAPLAN proficiency - Aboriginal learners

## Reading



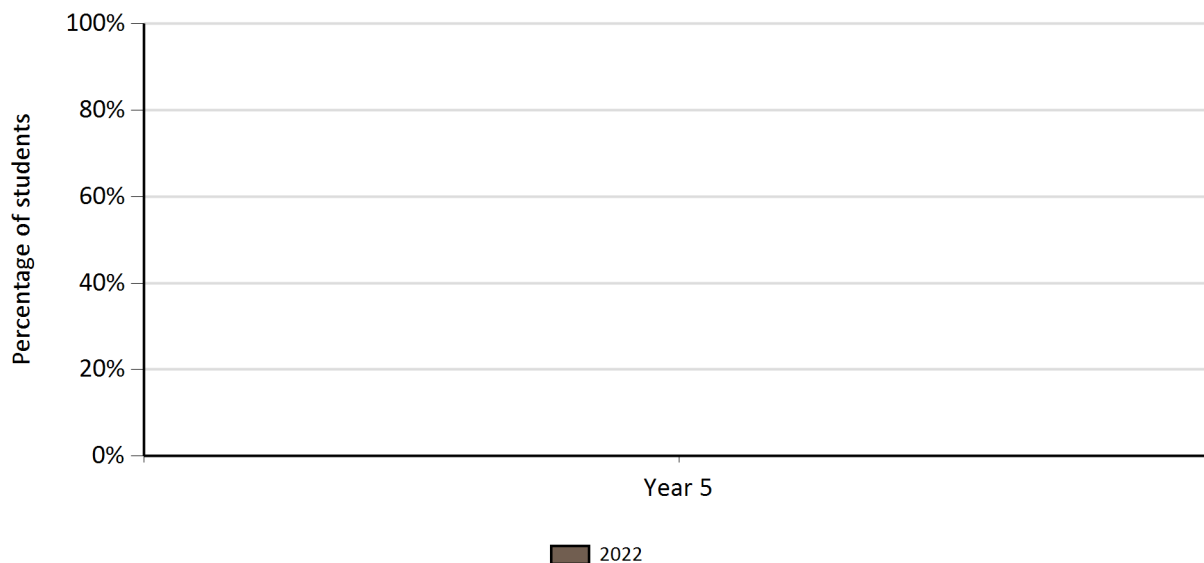
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

\*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.

\*\*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: Tracking & Monitoring

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

We utilised the implementation of DIBELS data collection in reading to assist us in tracking and monitoring where each of our children started in their learning and then tracked, monitored and supported the needs of each our our Aboriginal learners.

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

In 2022, there were 4 Aboriginal students at Mypolonga Primary School. One student was in Reception, one was in Year 2 and two were in Year 5. The student in Reception seemed to take longer to pick up on the Phoneme to Grapheme correspondence needed to read and write efficiently and at standard for their age expectation, they were supported with intervention for this in the second half of the year and responded very well with improvement seen in reading and writing. The Year 2 student has plateaued in their reading and writing, with more explicit support and intervention being given to this student, which will be ongoing. The Year 5 students are working at standard and are very engaged in their learning.

# School performance comment

NAPLAN is a mandated DfE whole-school Literacy and Numeracy assessment program conducted every year. Scores are levelled against the Standard of Educational Achievement. All students in year 3 and 5 (including students with disabilities) are included in the data.

In Year 3 the Standard of Educational Achievement is Band 3, higher bands are bands 5 and 6.

In Reading 15 out of 17 students met SEA with 7 out of 17 in the higher bands (2 above Band 6). In Writing 15 out of 17 students achieved SEA with 5 out of 17 in the higher bands. In Grammar and Punctuation 14 out of 17 students achieved SEA with 8 out of 17 in higher bands. In Spelling 13 out of 17 students met SEA, with 5 out of 17 in the higher bands. In Numeracy 14 out of 17 students met SEA with 4 out of 17 students in the higher bands (one above band 6).

In Year 5 the Standard of Educational Achievement is Band 5 and the higher bands are Band 7 and 8.

In Reading 19 out of 21 students met SEA with 9 out of 21 in the higher bands. In Writing 18 out of 21 met SEA, with 2 out of 21 in higher bands. In Grammar and Punctuation 19 out of 21 met SEA, with 6 in higher bands (2 above band 8). In Spelling 16 out of 21 met SEA with 7 out of 21 in the higher bands. In Numeracy 19 out of 21 met SEA, with 5 out of 21 in the higher bands (one above band 8).

Progressive Achievement Testing (PAT) is a mandated DfE whole-school Reading and Maths testing program conducted every year. Scores are levelled against the Standard of Educational Achievement. All students (including students with disabilities) are included in the data.

Reading:

Year 3: SEA 95: 12 out of 16 students met SEA

Year 4: SEA 106: 12 out of 13 students met SEA

Year 5: SEA 112: 18 out of 22 students met SEA

Year 6: SEA 118: 15 out of 17 students met SEA

Maths

Year 3: SEA 101: 14 out of 17 students met SEA

Year 4: SEA 110: 13 out of 15 students met SEA

Year 5: SEA 112: 19 out of 21 students met SEA

Year 6: SEA 120: 15 out of 17 students met SEA

Phonics Screening Check is a mandated DfE Year 1 Literacy assessment conducted every year. Scores are levelled against the Standard of Educational Achievement. All students in Year 1 are included in the data.

18 out of 22 students met SEA, with 3 of the 4 not meeting SEA already receiving intervention support for their learning.

Students at Mypolonga Primary School have historically achieved strong results in Literacy and Numeracy assessments. We continue to strive and improve results for all students. We will continue to aim to improve and refine our practices, consistency across the site and high expectation of students, families and staff in pursuit of the best teaching and learning environment.



# Attendance

Year level	2019	2020	2021	2022
Reception	91.1%	87.6%	92.3%	88.3%
Year 1	91.4%	89.0%	91.4%	84.3%
Year 2	92.1%	90.9%	93.0%	87.8%
Year 3	92.3%	93.1%	91.8%	84.0%
Year 4	91.1%	91.7%	91.0%	85.7%
Year 5	95.3%	91.3%	91.4%	85.7%
Year 6	94.2%	93.1%	90.1%	84.4%
Year 7	93.3%	92.6%	94.7%	N/A
Total	92.8%	91.2%	92.1%	85.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Attendance has been historically high, however absences have increased over the last two years with caution around COVID and illness. There are 0% unexplained absences, due to careful monitoring by staff. There are however, a few chronically late families, who all live a significant distance from the school. An ongoing issue that has been difficult to resolve are parents who are very late picking up their children after school.

## Behaviour support comment

Our focus on positive behaviour, using pegs encourages a culture of cooperation, while a whole-school focus on GEM; gratitude, empathy and mindfulness has had a positive effect on student wellbeing. There were four suspensions in 2022, however the overwhelming majority of our students are positive role models and pro-active leaders. Our positive behaviour processes and a strong student voice approach supports this. The buddy class system links the younger students with older mentors. Each year yard surveys take place over a 1 week period to identify and follow up on yard issues which may be flying under the radar.

# Parent opinion survey summary

Parent Opinion Survey for 2022 was generally positive.

There are many positive aspects that we are proud of and would like to maintain with above 85% of responses agree or strongly agree with are:

- People are respectful
- Teachers are respectful
- Child is important
- School communicates effectively
- Education is important
- Has Good home learning routine
- Encouraged to help child learn

It is great that all stakeholders in the school see that the relationships are respectful and that the parents agree that their child/ren and their education is important within the school. It is great support for the school that families have good learning routines at home and that they see the school as encouraging with the students learning. These responses put us a great position to work in partnership with families to continue to improve the learning for the children.

Areas to improve on with below 70% of responses agree or strongly agree with are:

- Have input into learning
- Has useful discussions
- Receives useful feedback
- Receives learning tips
- Knows standard of work

Many of the concerns arose due to the need for improved communication, an area that all schools continue to try to improve. Much of this has come out of need from COVID and the limited access to school site of parents and carers. It is encouraging that parents are after more specific information to assist their children in the learning, giving us a strong point to work from with clear direction for improvement from the school. Improving our feedback for students and families will be critical in improving outcomes as well.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	75.0%

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 processes to ensure compliance with Relevant History Screening are in place and embedded.

# 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	14
Post Graduate Qualifications	1

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	8.5	0.0	5.1
Persons	0	11	0	9

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,607,894
Grants: Commonwealth	\$5,000
Parent Contributions	\$31,190
Fund Raising	\$12,928
Other	\$13,839

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	Funding received for targeted individuals was used to employ SSO staff to work alongside the teacher and with the individual student to assist them in working toward academic, social and emotional goals described in One plans for each child.	Considerable growth has been observed in having students with targeted funding improve largely in social and emotional engagement with students and adults within the school. Interaction in learning activities with individual growth in one plan measures for each child being significant.
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	IESP funding was used to fund SSO time to support the students in 1:1 support.	Of our two students who received IESP funding, one in Reception with non-verbal ASD began the year with very little communication and engagement in the classroom progressed to a point where they are able to communicate through use of sign cards and some words and completing some activities set in the classroom. The other student in Year 2 also with ASD progressed their ability to work in the class and improve relationships with his peers, whilst also progressing his learning outcomes to meet expected benchmarks.
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>	Funding received for this group of students was used in providing SSO support to our classrooms and targeted intervention for students who were not meeting age appropriate benchmarks in literacy.	With less than 20% of students not meeting SEA in most measures, the targeted support for those on the fringe of not meeting these standards is very important. All students not meeting standard in reading assessments in DIBELS, Phonics Screening Check, PAT and NAPLAN assessments all received extra support in the classroom or extra support in small group or individual intervention. Helping the students to close the gap working toward achieving SEA.
Program funding for all students	Australian Curriculum	Funding was used to employ SSO support, as well as teacher training to improve pedagogical practice as well as knowledge and understanding of curriculum needs.	Staff delivery of teaching and learning strategies continues to improve with use of specific data to target and improve learning areas for student growth.

Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Better schools funding assists the school to fund SSO time to support teachers and students in improving the learning outcomes for students.	80% or more of students meeting SEA in mandated assessments.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable