



MILLICENT NORTH
PRIMARY SCHOOL

Millicent North Primary School

2022 annual report to the community

Millicent North Primary School Number: 605

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Karmel Finch

Governing council chair:

Heath Douglas

Date of endorsement:

15 February 2023



Government
of South Australia
Department for Education

Context and highlights

Principals report 2022

This year has been an interesting year to say the least! We began the year with a terrible tragedy involving a parent at our site, and then Covid flared again. Near the end of term 1 our school was badly affected by Covid, to the point where the Education Department closed us for 2 days to try and circuit break the number of cases on sight. The remainder of the year has seen us battle staff shortages due to illnesses and personal traumas.

On the flip side of all this, staff have worked together in an extremely supportive and cohesive way to ensure that our school has continued to operate in a professional manner that is conducive to optimal learning. We are fortunate to have a stable staff who have been here long enough to be highly invested in our site.

Our NAPLAN, Phonics Screening and PAT data are a testament to the delivery of a high impact curriculum by dedicated staff. Our academic results have once again shown us as a leading light in our area and we are continuing to make growth in both literacy and numeracy. We have continued to put money into extra SSO support for students with disabilities, intervention programs in literacy and numeracy as well as classroom support. This has had a positive impact on the learning of all students. This year we purchased the MacqLit program, (which is an extension of the Mini and MultiLit programs for Junior Primary), to provide extra literacy support for our primary students.

Our Educational focus this year, has been on writing, and we have developed a whole school statement of practice in literacy, to ensure consistency in practice from Reception to year 6. We have also begun looking at our assessment data and in particular how we assess in reading. We have employed a data and literacy consultant for the next 12 months to move to a new way of assessing reading and how we to streamline our data in both literacy and numeracy, and use data more proficiently, for planning and programming.

Our canteen has finally been completed with range hoods being installed over the ovens. The canteen is used each morning for Breakfast club and all classes have cooking lessons with their class teacher and Amber Deane, every Monday, using fruits and vegetables from our garden. The canteen is also open each Thursday and Friday for lunches and recess food. As you can see it is well utilised and is a wonderful facility to have. The entrance room to the canteen has now had a new wall and cladding installed as well as being freshly painted. We have a number of tables and chairs and 2 table tennis tables in the room for students to use. Caf  curtains have been installed at the door and we are awaiting on a quote to have the floor sealed and painted.

A gardener (Pauline Hardy) has been employed to work alongside Steven Coote, who mows our vast lawns and sprays weeds etc. Pauline has already made her mark, as our grounds are already looking much neater and tidier. Our school garden has continued to grow with more fruit trees and a bee garden created. Many thanks to Jo Merrett who has been a driver of this, and ran lunchtime garden electives to maintain this area. Amber Deane has also taken her life skills group regularly to care for the garden and our chooks

In the last week of this term, we will have our staff carpark fence replaced to match the other tubular fencing. This will not only improve the look of this area but also provide us with greater security. We hope to replace the back of the school's fencing in 2023.

We have had one verandah replaced this year and this has been a bone of contention for all involved! The verandah is not only aesthetically displeasing, it also doesn't provide adequate protection from the elements. Continued negotiations have caused the project to stop until a resolution can be reached with the Department. We have engaged a painter to paint all our doorways to refresh these areas.

Our students have had numerous visitors to our site to provide oport

Governing council report

Good evening to you all, you all should feel very proud of your Childs achievements this year.

We feel grateful as a governing council knowing that we have an outstanding learning environment for our students at Millicent North Primary School.

This doesn't happen without wonderful staff and we would like to thank the teachers and support staff across the whole school for your dedication to the students learning, wellbeing and supporting their ability to grow and learn.

A huge thank you must go to Carolyn Rayson, a 1 term appointment soon turned into 4, but we are extremely grateful for your professionalism and stability you managed throughout this year.

Moving into next year we'd like to welcome Karmel Finch and her family to our community and wish her all the very best as our new principal for 2023.

Quality improvement planning

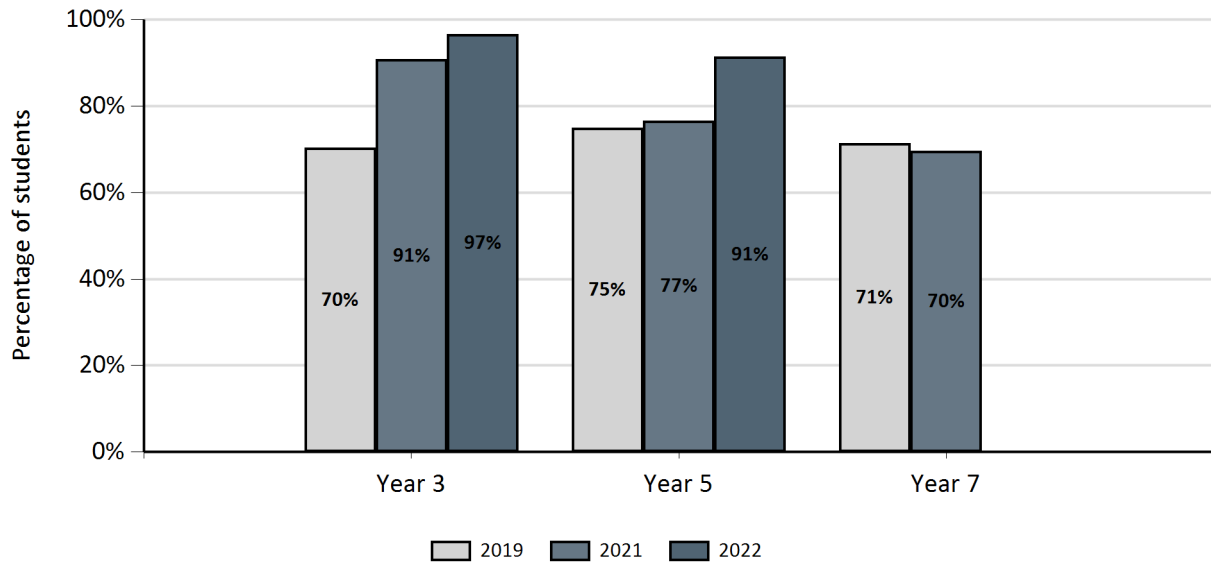
This year our SIP focus was looking at best practice in all areas of literacy and setting consistency of practice from Reception to year 6. A Literacy statement of practice was developed and will now be the focus tool for planning and implementing teaching strategies in literacy. Staff met in teams fortnightly for moderation of writing as well as consistent planning and programming with like year levels. In term 3 this year, it was decided by staff to track all data centrally, with a data management tool, co-constructed with Progressive Education Consultant – Travis Bartlett. Staff also trained in Visible learning and learning intentions with Corwin. Learning goals are now actively and openly constructed and shared with students, with a focus on reading and number strands. This data is both literacy and numeracy and ensures staff have access to regular tracking tools and all staff regularly meet to deep dive into the data and improve planning and programming, tailored specifically to each student's needs. This will be a major focus for 2023 and 2024. In term 4 staff moved to Dibels reading and literacy assessments to gain baseline data in preparation for 2023. The school has now moved away from Benchmarking and WRAP testing and working with Dibels Reception to year 6. This testing should better inform teachers of students' capabilities.

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

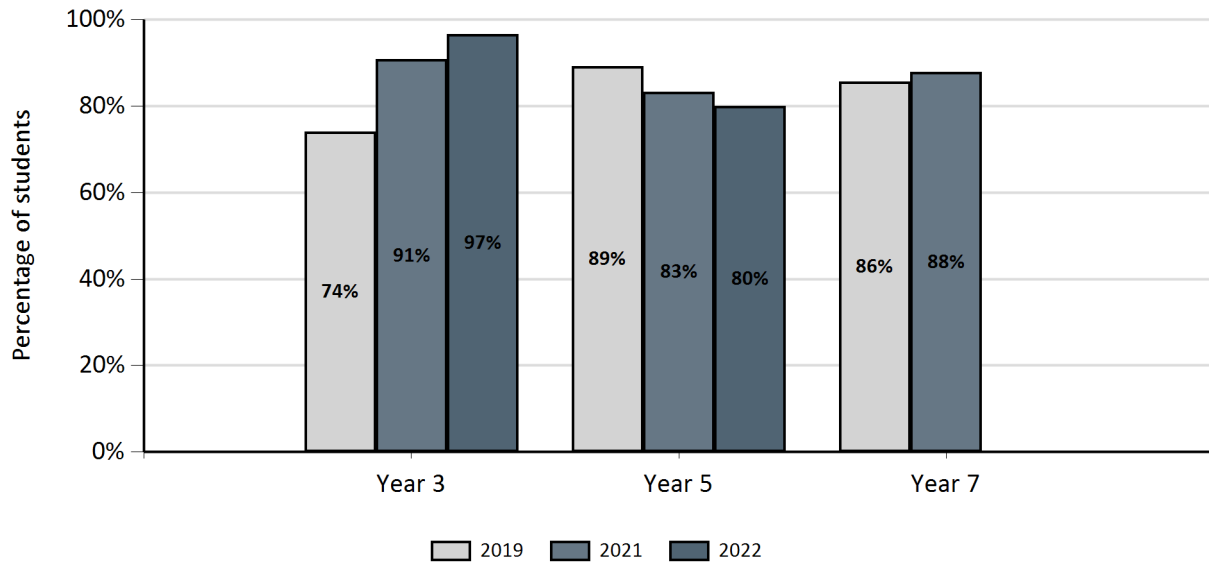


*NOTE: No NAPLAN testing was conducted in 2020.

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	30	30	13	6	43%	20%
Year 03 2021-2022 Average	26.0	26.0	12.0	6.0	46%	23%
Year 05 2022	35	35	14	5	40%	14%
Year 05 2021-2022 Average	32.5	32.5	12.0	6.0	37%	18%
Year 07 2021-2022 Average	33.0	33.0	5.0	6.0	15%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

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

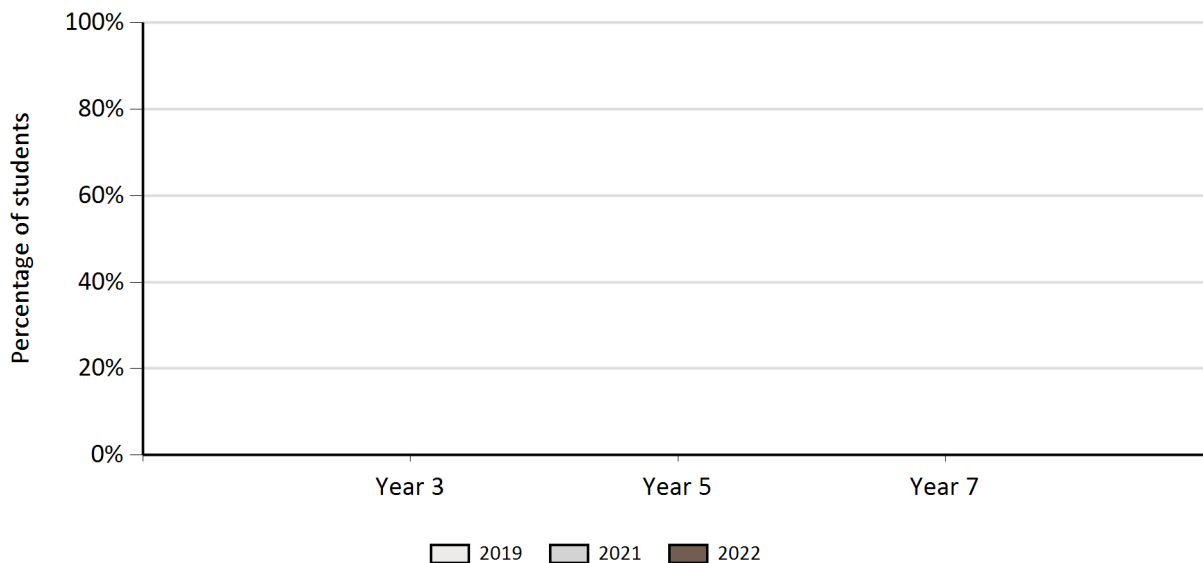
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



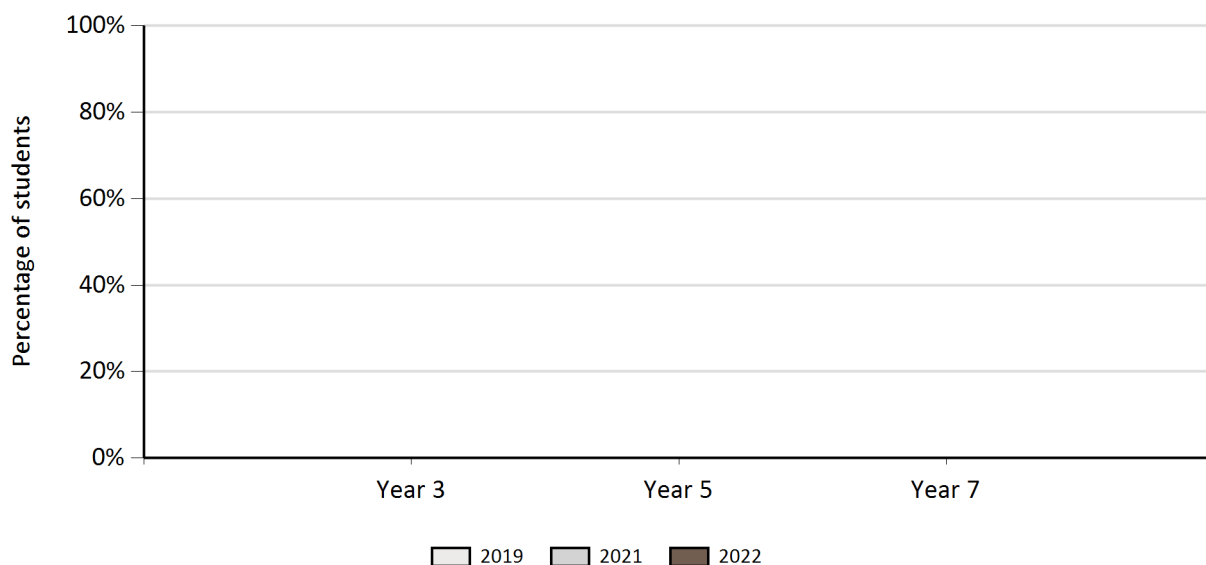
*NOTE: No NAPLAN testing was conducted in 2020.

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.

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 [^]		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	*	*	*	*	*	*

*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: Tracking & Monitoring

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

All Aboriginal students will be tracked in reading using Dibels as our crossmonitoring tool.
 All Aboriginal students will be tracked using Essential Assessment General test -Number and Algebra' - goals and grades
 We are using standardised testing procedures and in 2023 will be moving to a centralised data management tool , co-constructed with Progressive Education Consultant , Travis Bartlett.

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

The regular data collection and regular analysis ensures our students have programs set at their level with goals established for the future.
 This has ensured that no students slip through the cracks and given support where needed through intervention programs or 1:1 classroom support

School performance comment

Our site has demonstrated improvement overall in both PAT M and R testing since 2020. Our literacy has shown the greater growth within year 3,4 and 5 and a small drop in year 5 reading results. Our year 3 results demonstrated that we have had significant growth and our years 4,5 and 6 students have maintained or slightly dropped from 2020. Overall we have had at least 80% of students at SEA level.

Our NAPLAN results demonstrated growth in all areas and year levels, with our year 3 students making the greatest progress. This group of students have had the benefit of doing the InitialLit program from Reception as well as the MiniLit and MultiLit intervention programs. This is encouraging for the future with the ongoing commitment by staff to these programs.

Our investment in working with Progressive Education Consultant, Travis Bartlett, to move to tracking all literacy and numeracy data centrally, through a data management tool, will ensure that student learning is tracked and analysed regularly to support each students individual learning plans as well as any interventions needed. This will support further growth in academic achievement.

Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	89.3%	89.2%	83.1%
Year 1	90.8%	92.1%	91.0%	85.0%
Year 2	93.2%	90.2%	91.1%	85.3%
Year 3	89.4%	92.0%	92.9%	86.8%
Year 4	92.2%	88.2%	91.5%	86.8%
Year 5	93.3%	89.1%	90.4%	87.2%
Year 6	94.8%	89.6%	92.0%	83.7%
Year 7	94.0%	88.6%	92.6%	N/A
Total	92.8%	89.8%	91.3%	85.4%

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

Attendance comment

Our attendance rate was slightly higher in 2022 due to our site being severely affected by Covid causing the school to close in late term 1 for a few days. ATSI students attendance was at 85.8% and Non ATSI students was 86.3%. All student attendance is now recorded through Sentral and parents can notify of absences through Sentral or Seesaw. If a student is absent without parent notification then this is followed up via class teachers or Leadership with families. If there is a pattern of chronic non attendance then a call to the social work line is made for a referral to the Truancy officer

Behaviour support comment

2022 at Millicent North Primary School has seen a steady improvement in behaviour across all year levels despite the stress and uncertainty brought on by the Covid-19 virus. We have worked hard to build relationships of caring, trust and respect between students families and staff. Staff guide students through the process of self-empowerment by standing up to bullies; intervening when others are bullied; and reporting bullying to teachers and parents so it will stop. This had led to students being assertive in their intolerance of bullying at our site. As a result, incidences of bullying have steadily decreased and a sense of safety and well-being has grown throughout the school community. Our number of EDSAS behaviour reports has continued to fall over the last 12 months

Parent opinion survey summary

The parent survey for 2022 showed a general satisfaction with operations across the school. It was noted by parents that they were happy with the transition for year 6 and 7 students to High school as well as the transition from Kindergarten to our site. Both transitions ran smoothly with extra support and time given for identified students at risk. Communication between parents and school was also noted, as being an area that parents were happy with, since moving to Sentral for schools communications and Seesaw for class communications. Feedback from parents in 2020 showed that they would like more help with their child's learning. Parent/ student workshop were held after school 2 nights per week to support parents in understanding concepts of number and class teachers have increased the content of students learning and assessment to parents using 'Seesaw'

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.7%
NS - LEFT SA FOR NSW	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	84.6%

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

The school has a process in place to ensure that all staff, volunteers and contractors have up to date screening history, including Covid vaccination status

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	23
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	13.4	0.3	9.2
Persons	0	16	1	16

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

Financial statement

Funding Source	Amount
Grants: State	\$2,776,090
Grants: Commonwealth	\$0
Parent Contributions	\$40,681
Fund Raising	\$2,578
Other	\$18,250

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 intervention for all year levels using a multitude of approaches determined by the needs of the student as determined by testing.	Successful in ensuring all students progress in line with their potential
	Improved outcomes for students with an additional language or dialect	Nil	Nil
	Inclusive Education Support Program	A sensory room was constructed to support a student with high level autism. A sensory swing, ipad and various cause and effect toys were purchased. Implemented a number of intervention programs using SSO's	Increased number of students now working at level
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	Increased SSO support within classrooms, particularly R-2 classes where SSO's are used during literacy rotations.	Year 1 phonic screening test success at 95%
Program funding for all students	Australian Curriculum	The music program has continued to grow with an increase in the number of students learning a musical instrument, this provides an opportunity for students to be challenged. Robotics electives has also provided higher order thinking	Greater opportunities for students to excel in a number of curriculum areas
Other discretionary funding	Aboriginal languages programs Initiatives	NIL	NIL
	Better schools funding	NIL	NIL
	Specialist school reporting (as required)	NIL	NIL
	Improved outcomes for gifted students	The music program has continued to grow with an increase in the number of students learning a musical instrument, this provides an opportunity for students to be challenged. Robotics electives has also provided higher order thinking	Greater opportunities for students to excel in a number of curriculum areas

