

Madison Park School 2019 annual report to the school community



Government
of South Australia
Department for Education

Madison Park School Number: 649

Partnership: Salisbury

Name of school principal:

Michael Washington

Name of governing council chairperson:

Emily Donaldson

Date of endorsement:

School context and highlights

2019 was a year of continued staffing changes and recruitment. Two permanent teaching appointments were made. The school appointed a new Aboriginal Community Education Officer, Aboriginal Education Teacher, an English as a Second Language teacher along with Coordinators in Learner Improvement and STEM. Madison Park School was reclassified as a Category 3 school this year due to the increasing complexity of the student population. The school employs forty three SSOs in support roles. This work is becoming increasingly specialised and the school continues to recruit and train additional SSO's for specialist roles including Interoception, Students With Specific Learning Difficulties, Specialist Literacy and Numeracy Intervention programs.

Significant funds were committed to maintenance and upgrade of the aging buildings including plumbing, air conditioning and ICT infrastructure. This included purchasing additional iPads and Laptops and including employing a technician 2 days per week.

A number of extremely well attended evening events were held including an Open Night, STEM and Science Fair.

The teachers have maintained a strong focus on developing improved Mathematics and Reading programs. Student improvement data shows approximately 90 percent of students are demonstrating 12 months growth for 12 months learning, with many exceeding this. Progressive Achievement Testing data also shows a significant increase in numbers of children achieving the Standard of Educational Achievement in Maths and Literacy.

The school provides range of programs to support social learning including an Interoception Room: this provides practical and easy-to-use strategies to support the development of Interoceptive Awareness to help them maintain and practice their emotional self management skills.

Madison Park Playgroup has over 80 regular families. Parent volunteers organised a series of events to promote positive relationships within the community including a daily breakfast club and and they raised thousands of dollars to build a new Nature Play area with a creek, wetlands and cave.

Madison Park School is sustained by dedicated staff and high level of community good will. The school has continued to grow in capacity and numbers. Enrolments have continued to increase for the 7th year, with 12 mainstream and 5 disability classes in 2020. The school now educates 44 children within special options classes and 275 children within mainstream classes.

Governing council report

Chairperson Report 2019

We had a great year with the Governing Council this year. I continue to be very fortunate to have support from a group of wonderful, committed council members. Without them, this school would not run as efficiently.

In 2019 the Governing Council had every available position filled with a full complement of parent and community members. Meetings throughout the year were held regularly with excellent attendance.

Some of the achievements that the Council have managed this year include:

- Coordinating and approving school fundraising events and approving applications, ensuring the timing of these events don't put excessive financial pressure on the community, Council made a decision to direct their fundraising money into the new Nature Play area enabling this to be completed during 2019,
- Providing the school with feedback about operational policies and procedures including Camps and Excursions and the School Dress code,
- Supporting the Principal in successfully seeking repairs to the school veranda, down pipes and bitumen areas,
- Providing advice and feedback to school management about School Photography and Swimming Bookings,
- Supporting the operation of the OSHC including policy development and compliance.

I'd also like to make a special mention to our treasurer of many years, Lee. The role of treasurer can be a hard role to fill and Lee has been wonderful in this role. Lee no longer has any children at the school and won't be returning to our Council in 2020. On behalf of Council and myself, I'd like to thank Lee for all her hard work over the years.

This is also my last year on Council and I would like to thank Michael Washington and the school staff team for their support particularly in the past two years as Chairperson. I'd like to thank the Council members for their support and contribution enabling the Council to run as smoothly as it has.

Emily Donaldson

Improvement planning - review and evaluate

The 2017 school 'On Track Review', combined with regular analysis of student achievement results during 2019 provided a clear direction for the ongoing improvement work of the school in two focus areas:

Mathematics:

- *Reviewed and drafted new Numeracy Statement of Practice in line with new research,
- *Change from telling students what to do to asking them to solve problems,
- *Closed tasks to open ended tasks to encourage problem solving,
- *Change class talk to 10% teacher talk, 90% student talk, fostering 'productive struggle' in mathematics, encourage students to see mistakes as a crucial part of the learning process.

It was intended that these strategies will enable greater student intellectual engagement with learning and stretch the students intellectual capacity.

Reading:

- *Reviewed and drafted new Literacy Statement of Practice in line with new research,
- *Renewed guided reading strategies to enable every child to become a 'balanced reader':
- *Reading at their chronological age, level 30 by age 12,
- *Read with fluency, phrasing and with comprehension

Key strategies used were:

- *Teachers provided with extensive opportunities to learn from and observe Maths consultant Ann Baker, and Literacy Consultant Stephen Graham throughout the year,
- *Teachers provided with opportunities to observe high quality teaching and collaboratively review teaching and plan improvements,
- *Professional Learning Teams enabled teachers to refine teaching approaches, improve lesson design and to look closely at Student Data; ensuring all developmental levels are intellectually challenged,
- *All teachers supported to track and identify individual student development to differentiate teaching at a classroom level and intervene when necessary,
- *Teachers participated in partnership wide professional learning with other teachers about Mathematics every term
- *Teacher Performance Development Processes were improved, with Performance Development Plans linked to school priorities.

75 -85% of students are now achieving the Department for Education standard, individual student improvement over time is also increasing, along with greater numbers of students now achieving in the upper two bands, more so in Reading than in Numeracy. Over 2018 to 2019 the school has increased these percentages in years 3, 5 and 7.

In Numeracy NAPLAN shows 83% of students are exceeding the state average in growth in the Upper progress group between years 3 to 5. In years 5 to 7, 68% of students are in the upper + middle progress group.

Significant improvement in student learning outcomes has begun with greater individual growth towards achievement standards. In every year level in Reading an increased number of students achieved the DECD Standard for Educational Achievement, with the biggest increase in year 3. In year 3 Numeracy the students have been greatly impacted by improving teaching with an increase from 47% to 85% achieving standards between 2017 and 2019

The objective of every child meeting or exceeding the DECD Standard for Educational Achievement as not been achieved in 2019, however a steadily increasing percent of students are showing growth over time. PAT testing shows more students 'closing the gap' and achieving in higher bands than in the previous 3 years. In 2019 the school experienced the greatest improvement in student achievement in 7 years.

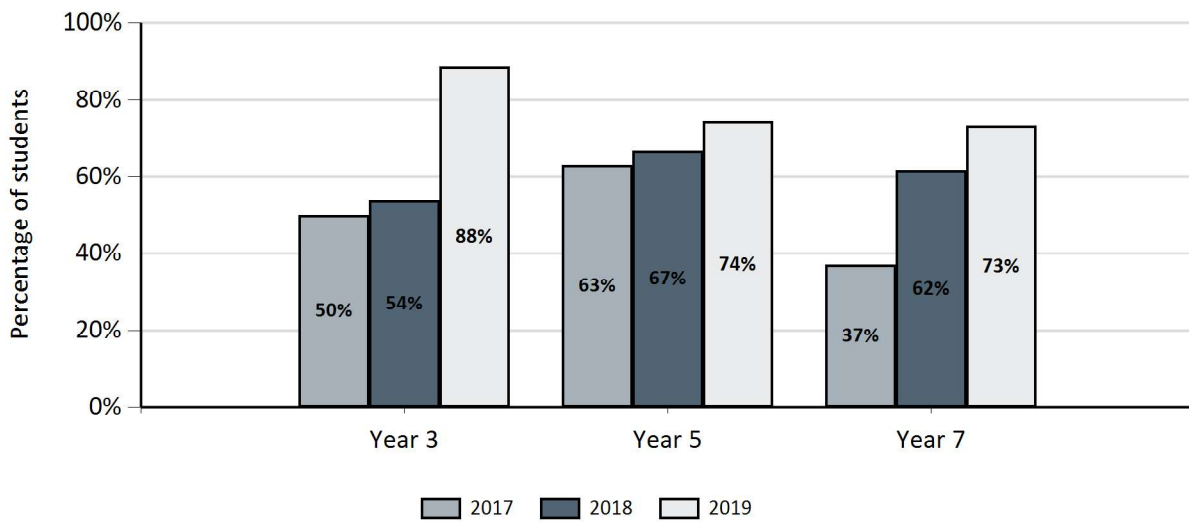


Performance Summary

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.

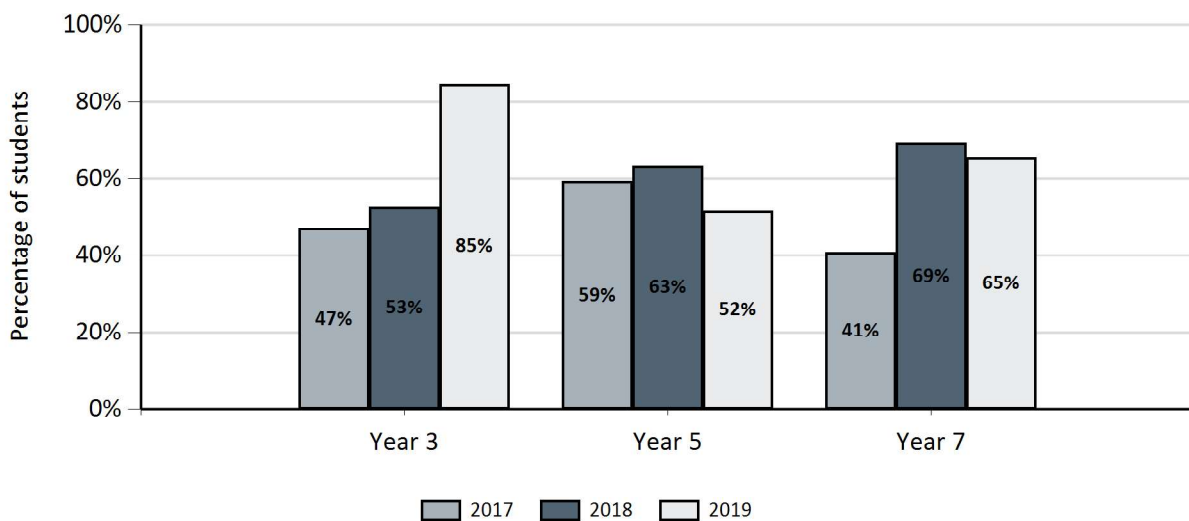
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	38%	18%	25%
Middle progress group	46%	59%	50%
Lower progress group	17%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	22%	23%	25%
Middle progress group	61%	45%	50%
Lower progress group	17%	32%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2019	26	26	15	6	58%	23%
Year 3 2017-19 average	32.3	32.0	7.7	2.7	24%	8%
Year 5 2019	31	31	5	1	16%	3%
Year 5 2017-19 average	29.3	29.3	5.0	1.7	17%	6%
Year 7 2019	26	26	2	1	8%	4%
Year 7 2017-19 average	26.3	26.3	2.7	1.0	10%	4%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

School performance comment

NAPLAN Data Analysis

Year 3-5 Reading data shows 88% of year 3 and 74% of year 5 students achieved the Standard of Educational Achievement. (SEA) 84% of year 3-5 students were in the upper or middle progress group for improvement. Approximately 50% of students moved into the top two achievement bands.

Year 3-5 Numeracy data shows 85% of year 3 and 52% of year 5 students achieved the SEA; a significant increase over 2018. 68% of year 3-5 children were in the upper/ middle progress group for improvement. 23% of year 3 students moved into the top two achievement bands, a result of increasing 'Intellectually Stretch' in teaching.

Year 5-7 Reading data shows 74% of year 5's and 73% of year 7's achieved the SEA. 77% were in the middle or upper progress group. Approximately 20% of students moved into the top two bands, which is an increase over 2018.

Year 5-7 Numeracy data shows 52% of year 5 students and 65% of year 7 achieved the SEA. 77% were in the upper progress group, exceeding the state average. Only 4% of students moved into the top two bands, due to these children having fewer years of the quality instruction they are now receiving earlier in their primary schooling providing intellectual stretch.

These results represent a significant improvement over 2018 results.

2019 PAT DATA ANALYSIS

Year 3 Reading

27 out of 34 students achieved SEA (79%) and increase of 19% on 2018 SEA, 73% of students achieved in the higher bands, This is an increase of 23%, as it was 50% in 2018 and 43% in 2017.

Year 3 Maths

25 out of 34 achieved SEA (73%), which was a 4% increase from 2018. 58% of students achieved in a higher bands, This is an increase of 12%, as it was 46% in 2018 and also 30% in 2017.

Year 5 Reading

24 out of 33 students achieved SEA (72%) this remainder the same as 2018, 60% of student achieved in the higher bands an increase of 12% from 48% in 2018.

Year 5 Maths

21 out of 33 achieved SEA (63%) and increase of 6%, 51% achieved in a higher band an increase of 6% on 45% in 2018

Year 7 Reading

25 out of 26 achieved SEA (96%) which is an increase of 23% on 2018. 61% of students achieved in higher bands which is an increase of 18% on 43% in 2018

Year 7 Maths

16 out of 26 student achieved SEA (61%) which is an increase of 1% on 60% in 2018. 34% of students achieved in a higher bands a decrease of 8% as it was 42% in 2018.

In year 3 & 7 more students achieved the SEA, demonstrated personal growth and achieved higher bands. Significant improvement across the whole school is demonstrated in PAT testing. This accelerates a four year trend in improvement.

In 2020 the focus will continue on the number of students in all year levels achieving the SEA along with stretching learner achievement to further increase higher band achievement. The school will continue this work by effectively tracking individual growth and responding with intervention, using teaching methods to intellectually stretch students, teaching children to understand and design their personal goals, understand success criteria and learning intentions



Attendance

Year level	2016	2017	2018	2019
Reception	87.3%	88.1%	93.2%	93.9%
Year 1	91.7%	88.0%	90.4%	91.2%
Year 2	89.9%	90.6%	91.3%	89.2%
Year 3	89.5%	92.6%	88.4%	90.4%
Year 4	88.7%	94.3%	92.8%	88.6%
Year 5	88.4%	90.4%	93.2%	87.6%
Year 6	89.8%	91.1%	90.7%	92.4%
Year 7	83.9%	85.7%	88.4%	88.8%
Primary other	85.1%	83.7%	87.1%	84.7%
Secondary other	92.3%			
Total	88.5%	89.3%	90.5%	89.4%

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

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

Attendance comment

The data shows an over all decrease in attendance across the school up by .9% Several year levels improved except year 2,4,5 and Special Options; which is attributed to a small number of students with major attendance difficulties in these classes.

During 2019 the school implemented its rigorous school attendance policy, including text messaging, regular home visits, collecting students from home and alternative schooling arrangements to address absenteeism. An expanded team of school support staff track, monitor and follow up all student attendance.

Behaviour support comment

In 2019 the school employed a full time SSO to run an Interception room available to all students to provide strategies to support the development of Interceptive awareness; to maintain and practice their emotional self management skills. A whole school Social Emotional Learning program, full time Student Wellbeing Coordinator and a dedicated behaviour support teacher have supported significant reduction in key behaviours related to emotional distress and difficulty with self managing behaviour. Since 2018 overall office level issues have reduced by 15% and suspensions reduced by 35%. Bullying incidents have reduced by 43%. Ongoing issues are primarily related repeat behaviour by a small group of children with complex needs.

Client opinion summary

Families were invited to participate in a survey on aspects of the school including safety, expectations, behaviour management, feedback and learner improvement.

Nineteen family members responded to the survey.

The results of the surveys indicate that families agree that the school has a strong, successful focus on:

- High teacher expectations
- Useful feedback to students about learning
- Child Safety
- Teacher/ School approachability
- Child Happiness/ liking the school
- Student Improvement/ motivation to learn

Families surveyed also provided positive feedback about the students connectedness to school, their feeling of safety and their comfort talking to staff. 84% felt they could talk to the teachers about concerns.

74% of respondents felt that teachers provided their child with useful feedback about their school work.

Behaviour Management was the most strongly identified area development with approximately 47% of respondents identifying this as a priority for improvement, followed by 16% of respondents identifying the need for increased opportunities for them to provide feedback to the school.

Student Wellbeing and Engagement Survey shows a steady four year improvement in Emotional Wellbeing, Engagement with School and Learning Readiness (in particular, Perseverance and Academic self concept) Very high levels of improvement are noted with regard to students feelings of Optimism, Connectedness to School, Emotional Engagement with teachers and Engagement with the adults within the school.

Areas requiring attention for our students continue to be aspects of personal Emotional Regulation, Feelings of Sadness and Worry at school.

Little improvement is noted around Health and Wellbeing out of school, with little or no improvements over three years in body image, nutrition, sleep, music and arts and engagement with organised activities for the students surveyed.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	10.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	9.2%
Transfer to SA Govt School	52	80.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

A record of relevant history screening is maintained by an appointed admin officer. Staff and volunteers with certificates approaching expiration are notified three months in advance. Governing Council manages a Volunteers Subcommittee whose role it is to: maintain a register of approved volunteers, recruit new volunteers, monitor and oversee Relevant History Screenings and training including RAN, confidentially oversee screening process including audit to ensure these are current, provide information to potential volunteers, remind volunteers 6 months before expiration.

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	35
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	27.9	0.9	20.9
Persons	0	30	1	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$770
Grants: Commonwealth	\$23027.27
Parent Contributions	\$104034.23
Fund Raising	\$7237.24
Other	\$30899.04

Data Source: Education Department School Administration System (EDSAS).

2019 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 2019 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 behaviour management and engagement	Funding of dedicated behaviour support teacher, full time Student Wellbeing Coordinator and Interception Room. Increased Proactive programs, in class SSO supports, increased parent collaboration and communication.	Reduction of incidents for targeted children: Increased engagement for all
	Improved outcomes for students with an additional language or dialect	EALD teacher and BSSO's teacher employed to provide targeted intervention to students and direct support for families. Additional SO support during literacy sessions. Interpreters employed regularly.	Increased improvement by EALD students. Positive parent involvement
	Improved outcomes for students with disabilities	School funds training for all staff in specialist support e.g. Autism SA, Occupation Therapy, Speech and Language, Interception Skills and Executive Functioning. Speech Pathologist employed. Coordinator in Disability .	Increased improvement by SWD; 12 months progress Positive parent involvement.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Train and employ SSO to implement Multilit and Minilit reading intervention program. Train R/1 teachers in Initialit program & introduce Initialit program in R/1 classes. Targeted support for Aboriginal Students by SSO's, Aboriginal Education Teacher, Aboriginal Community Education Officer. Employ Ann Baker Numeracy consultant and Stephen Graham Literacy consultant to train and model improved teaching to teachers. Sequenced phonics program developed for early intervention of Rec students.	Improved Running Record Levels Improved Phonics Screening Data Initialit Data shows 12 months growth in cumulative review 12 months growth for every child
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding	Release teachers for professional learning, collaborative planning, peer observation and whole staff professional support. Professional Learning Teams enable teachers to review and develop improved teaching	Measured improvement towards achievement standards, high bands.
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Social Emotional Learning Program, family and case management, proactive programs, inter-agency support, intervention, behaviour planning. Alternative program development.	Behaviour issues have reduced by 15%, suspensions 35%, bullying 43%