



# Minlaton District School

## 2022 annual report to the community

Minlaton District School Number: 781

Partnership: Southern Yorke

Signature

School principal:

Ms Alison Bogle

Governing council chair:

Brooke Liebelt

Date of endorsement:

31 January 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Minlaton District School is a Category 5, Reception – 12 school on the Yorke Peninsula, serving a largely agricultural and service community centered around Minlaton and extending north to a line from Port Rickaby to Port Julia and south to a line from Hardwicke Bay to Stansbury. Our total school population has been relatively stable around 250 enrolments over the past few years. Minlaton District School is held in high regard for our ability to meet the diverse needs of our student population and we enjoy support in this through our strong partnerships with the community, local business and our parents. Uneven enrolments across year levels result in a number of multi-year level classes. In 2022 this unevenness resulted in only 3 of the 13 year levels existing as stand-alone class configurations. The impact of Covid on our attendance in 2022 was profound, and resulted in an average attendance rate less than 80% across the year and a number of families choosing to withdraw their children and undertake Home Education for the foreseeable future. We continue to work across the partnership through our Yorke Peninsula Secondary Alliance to provide a breadth of pathways for our senior students, this has been seen as a more successful option than Open Access enrolment for our cohorts and builds on successful relationships established through sporting and cultural events across our sites in recent years. Minlaton District School has delivered Chemistry and Biology at the senior years to two partnership sites. Only six of the fourteen Year 12 potential completers applied to receive an ATAR with the majority of students pursuing employment and further training, the result of strongly focused employment pathways embarked upon during their senior schooling. The breadth of opportunity for our students to receive an education tailored to their specific individualized goals has long been a feature of our school. Very few of our Year 12 cohort chose to pursue an ATAR in 2022 with many having firmly established pathways into the workforce as a result of individualized programs rich in workplace learning through their senior years. A group of First Nations students, benefitted from the South Australian Aboriginal Sports Training Academy, being delivered through Central Yorke School, and were members of the highly successful team who took out the 2022 SSASTA Shield. The loss of one of our students to a fatal asthma attack during the October school holidays had a significant impact on the whole school community. Our Site Improvement Plan focus on Read Write Inc and Reciprocal Teaching has resulted in a strong professional development focus for all staff as we continue to develop our pedagogical and site practices to best support all students to achieve learning growth. While we target specific interventions toward various sub-school cohorts, we continue to embrace a philosophy of one school, where there is both cohesion and continuity across all year levels, students and staff from Reception to Year 12. Our secondary teachers have a clear understanding of the RWI program in the early years, and celebrate and acknowledge the work of their colleagues, while all staff take ownership of the results of our student leavers whether this be at the conclusion of the SACE, or other pathways.

## Governing council report

2022 once again saw Minlaton District School start off with challenges brought on by COVID restrictions. The Governing Council did its best to supporting the school in navigating through our third year of Covid. Unfortunately face to face meetings were rare at the beginning of the year, however returned to our new normal of meeting back on site by the middle and end of the school year. The Governing Council, despite building and labour supply challenges achieved a canteen refurbishment and welcomed a new Canteen Manager. The school canteen maintained a three-day week lunch service within tight budget constraints due to our small student population. We were incredibly fortunate to be the recipient of Joan Correll's bequest and as a result purchased a new stage for the school to utilise for performances, Presentation Night, assemblies and other adhoc events and presentations. The Governing Council were aware of Joan's love of the arts and believe this is a fitting purchase in her honour and memory, and we plan on placing a plaque on the stage to signify this. As part of progressive governance, the Governing Council adopted a new Governing Council Constitution to reflect changing composition and membership. As part of our charter we ran a number of fundraising efforts for Minlaton District School including the Colour Fun Run in the last week of school. A number of our members put in great effort to make this event a success and more importantly hugely fun event for the students and we look forward to making it bigger and better again in 2023! We also ran our yearly raffle and sock fundraiser, both successful efforts. A big thank you to all who supported these initiatives. In Term 3, our Principal of 13 years announced her resignation and retirement from the position which then required a Parent Representative to be appointed to the Panel to appoint a new Principal. Mr Andrew Dickinson was the successful applicant and we look forward to welcoming him to Minlaton District School in 2023. As this is Ali Bogle's last Annual Report, on behalf of the Governing Council I would like to wish Ali all the very best for her future endeavours and thank her for all her hard work and dedication to our school. Ali will be leaving an incredible legacy after her 13 years with us and for that we thank her.

# Quality improvement planning

The implementation of our Site Improvement Plan in 2022 was somewhat stymied by the changing Covid landscape and the state wide staggered start to the school year with some year levels returning face to face and others engaging in online learning. The logistical organization which underpinned the success of our start to the year, ensuring that the wellbeing of students and staff was our priority, delayed the planned start of our work on Reciprocal Teaching and made the implementation of a number of actions problematic. A number of our champions did begin their own RT trials within their classes as a result of some introductory PD early in the year, but full scale immersion in the SIP actions did not take place until toward the end of Term 2.

The strength of the Read Write Inc program saw continued pleasing results in our Phonics Screening check at Year 1, with 72% (13) above the benchmark at an average of score of 37, while those below (5 students) scored an average of 25.4. Having a number of extra staff trained in RWI enabled us to maintain rigorous adherence to implementation even in the face of many staff absences, and ensured fidelity of practice across all levels of the program.

The Reading Comprehension focus across the school through Reciprocal Teaching and the Reading Comprehension focus in the Middle School has seen an average growth in excess 12 months across the 6 months between Probe tests. Almost all staff have utilized Reciprocal Teaching strategies within their teaching programs and classroom observations and conversations with students indicate that they are familiar with and generally confident users of the strategies as appropriate to their year level.

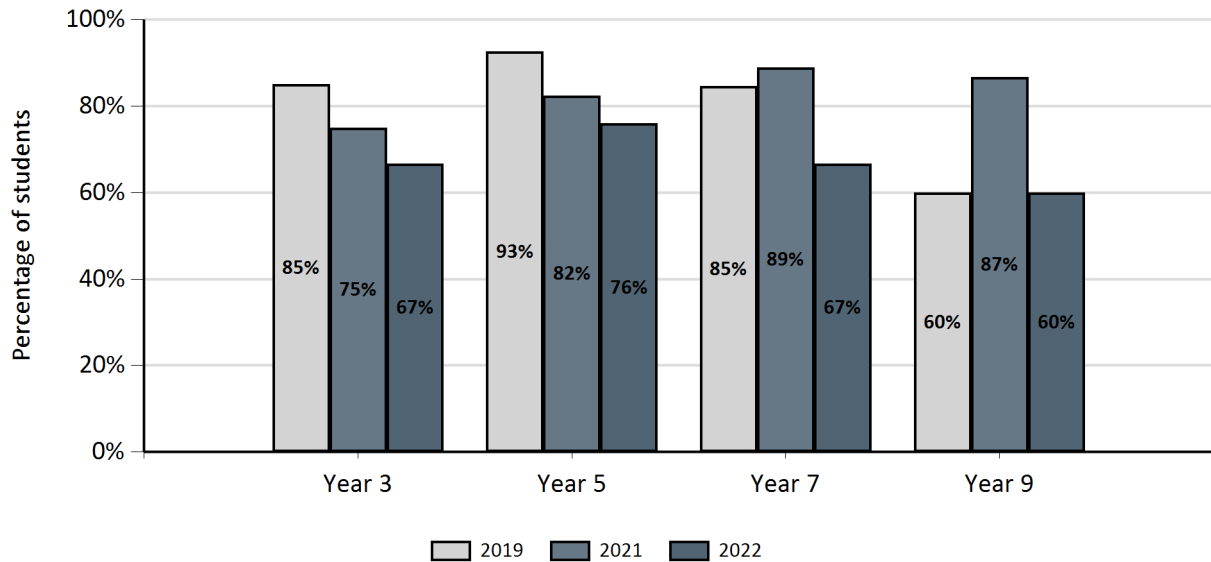
Our 2022 targets were aimed toward high bands in NAPLAN reading. The NAPLAN testing period in Term 2 coincided with our most intense period of students being impacted with Covid, particularly in the Year 9 cohort. Given our very small student numbers at each year level, the negative impact of absence and Covid impacted performances from individuals, is evident when using NAPLAN as a measure of success, hence the reference to the Probe tracking and monitoring information previously.

# 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

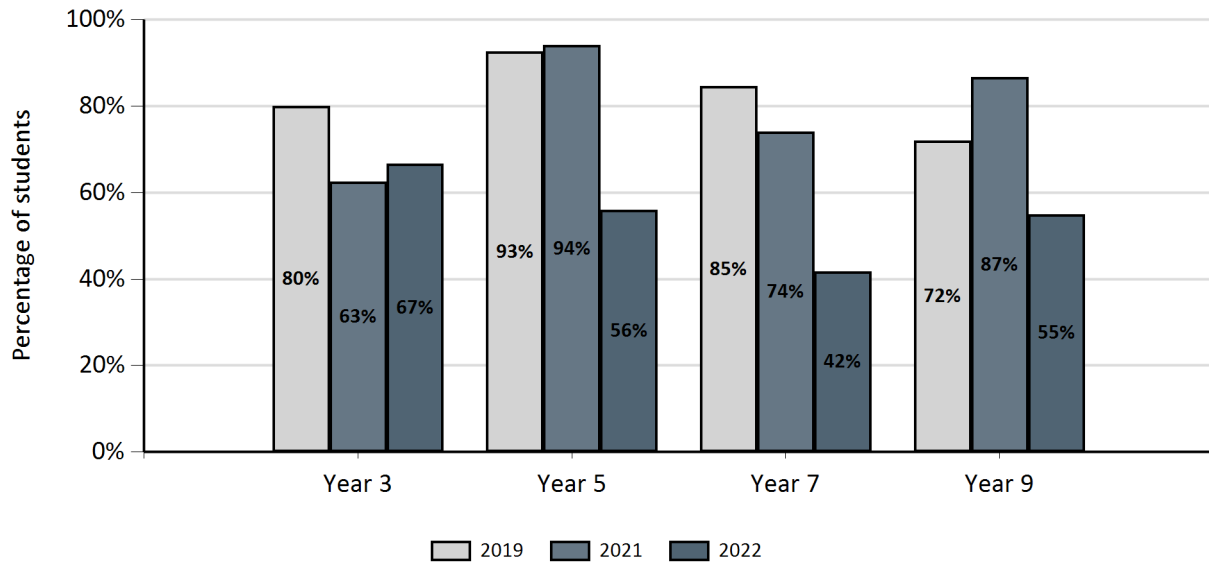


\*NOTE: No NAPLAN testing was conducted in 2020.

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	18	18	5	4	28%	22%
Year 03 2021-2022 Average	17.0	17.0	4.5	4.5	26%	26%
Year 05 2022	25	25	7	4	28%	16%
Year 05 2021-2022 Average	21.0	21.0	7.5	5.0	36%	24%
Year 07 2022	12	12	3	2	25%	17%
Year 07 2021-2022 Average	19.5	19.5	4.0	5.5	21%	28%
Year 09 2022	20	20	2	2	10%	10%
Year 09 2021-2022 Average	17.5	17.5	2.0	2.0	11%	11%

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

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

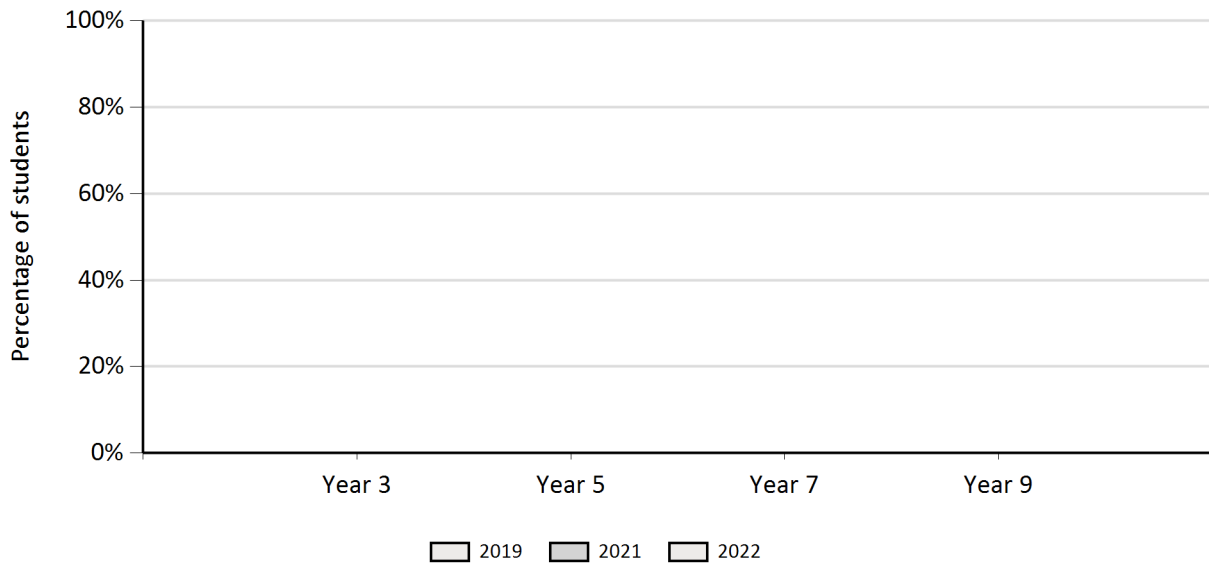
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



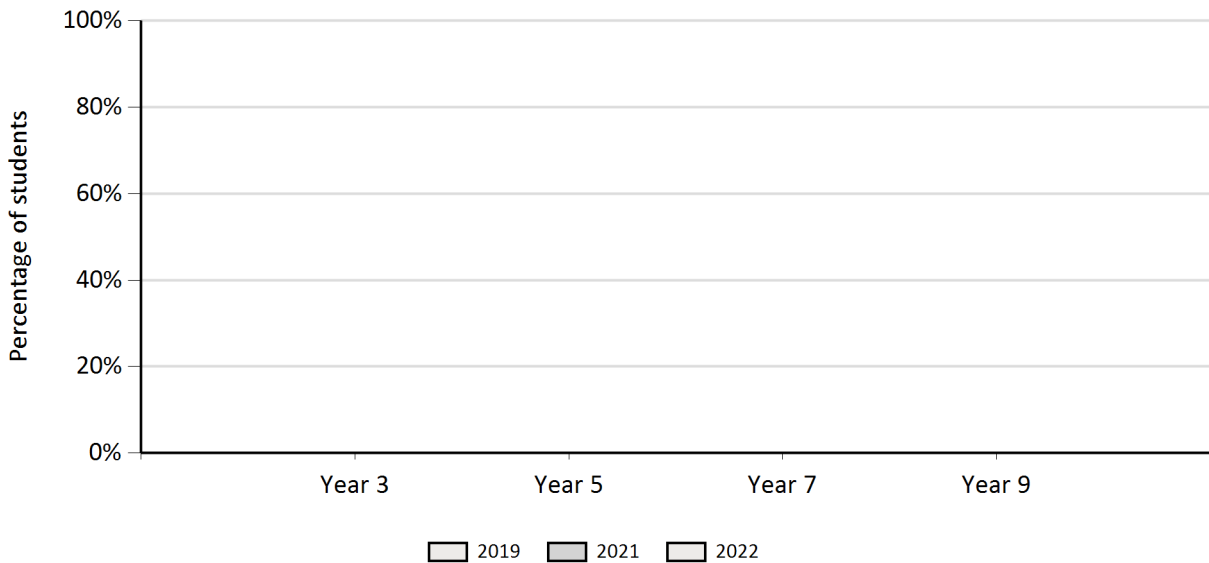
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 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.

<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:

Aboriginal students were engaged in extensive one to one conversations with the AET and ACEO in relation to their individual learning plans with clear articulation of learning goals and strategies being implemented to achieve them. Students were able to identify strengths and weaknesses in relation to their literacy and numeracy data sets and were supported to engage in a cyclic review process to monitor and track their own progress. As a school with increasing Aboriginal student numbers, having a dedicated AET who has built strong relationships with the students and their families has supported our students in achieving their learning goals.

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

Anecdotally, our aboriginal students have taken greater agency of their learning, being able to discuss their learning goals and strategies toward achieving them with confidence. The Reception/1/2 children are keen to share their achievements and receive congratulations on gaining progress toward their goals. Upper primary students are demonstrating growth toward SEA targets, though are still below expectation for their respective year levels. The growth in reading proficiency for those students below the SEA in the middle years has been strong and we anticipate that they will have the capacity to reach expected year level appropriate benchmarks in reading if they maintain current growth rates. The participation of a number of secondary students in the SAASTA Connect and SAASTA programs has been extremely beneficial in providing both a focus and opportunities for students around future pathways. That our three Year 11 students intend to complete their SACE in 2023 is testament to their positive engagement with school and the high level of support they receive both at MDS and through SAASTA.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
95%	96%	88%	100%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	9%	4%	8%	5%
A-	21%	10%	22%	3%
B+	24%	22%	22%	15%
B	9%	13%	10%	18%
B-	11%	9%	10%	15%
C+	3%	10%	0%	23%
C	14%	15%	10%	12%
C-	5%	15%	4%	8%
D+	3%	1%	12%	0%
D	2%	0%	0%	0%
D-	0%	2%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

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

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	94%	82%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2018	2019	2020	2017
Percentage of year 12 students undertaking vocational training or trade training	64%	53%	50%	61%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	96%



2021	2022
20%	40%
82%	100%

# School performance comment

Our SACE results, particularly those at Stage 2, reflect strongly the benefit of individual case management for every student and providing a breadth of both academic and vocational opportunities to ensure relevant pathways for SACE completers. Only six students of the 15 students who completed their SACE requested an ATAR, and of these only three are looking to pursue a tertiary pathway. Two of the original 18 who began the year, took up offers of employment at the completion of their Research Project, and one IESP student will be resulted in 2023 via a modified SACE program. The flexibility around the SACE has been well utilized to support the ambitions and aspirations of our students.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages provided in cohort analysis from year to year. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from one year to the next year.

As a school we utilize a range of measures to track individual student growth across the year and from year to year. In our early years' literacy RWI all non IESP Year 2 students graduated from the RWI program by the end of Term 2, which has been our target since the introduction of the program and speaks to the quality and consistency of the program since its introduction to MDS. Of our 21 Year 1 students, 7 have also graduated before the end of 2022 and 10 of the 21 have already reached the final two levels of the program and we predict they will finish by the end of Term 1 2023. Analysing data from the past three years of the program we see that our students are moving through the program more quickly, thus gaining earlier the important reading skills they need to engage in learning across all curriculum areas. This correlates with the results of the Phonics Screening check in Year 1, which has mirrored the growth in the ability to decode.

To track the acquisition of comprehension skills, fundamental for students to be able to access texts in all curriculum areas, we use the Probe Comprehension materials to test at six monthly intervals, which provides point in time information to support teachers to plan for student learning and target specific skills. We triangulate this data against the PAT reading results to track student growth. Our exploration shows that the average growth in both PAT and Probe is beyond what is expected for each year level.

## Attendance

Year level	2019	2020	2021	2022
Reception	93.3%	89.0%	90.1%	85.9%
Year 1	90.0%	89.6%	93.4%	87.1%
Year 2	93.5%	85.7%	93.2%	89.7%
Year 3	95.9%	89.7%	91.3%	91.3%
Year 4	96.4%	94.5%	91.7%	87.1%
Year 5	94.3%	93.0%	94.6%	87.0%
Year 6	94.5%	91.5%	97.0%	90.4%
Year 7	92.4%	91.5%	91.7%	91.5%
Year 8	94.8%	82.0%	87.2%	86.3%
Year 9	90.7%	87.5%	87.4%	81.3%
Year 10	93.2%	82.5%	90.9%	78.6%
Year 11	88.4%	93.6%	86.6%	83.3%
Year 12	89.2%	89.5%	93.9%	86.0%
Total	93.1%	88.8%	91.2%	86.7%

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

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

## Attendance comment

The staggered start to the academic year set a pattern of attendance that has been hitherto unknown at MDS; rarely did we achieve an attendance rate over 80% in any one week throughout the year. Covid infection rates and isolation requirements over the course of Terms 1, 2 and 3 had a huge impact on the continuity of attendance and the learning of many of our students, and the pattern continued in Term 4 after restrictions eased. Inconsistency in attendance resulted in increased workload for teachers in maintaining continuity of learning, tracking and monitoring which students had received instruction, and who was what point in their learning. Care Group teachers maintained contact with students and families via email, phone calls and Class Dojo (primary). Daymap allowed many students to access online learning when not present. Chronic non-attenders were case managed by relevant members of the leadership team. Our staff were also impacted directly through illness, and the lack of availability of relief staff resulted in increased workload for many. It is to their very great credit that our staff team continued to provide a positive learning environment for our students.

## Behaviour support comment

The incidences of intervention included suspension and take home decreased in 2022 with 22 instances recorded, with three students accounting for nine of these occurrences. Inappropriate use of digital devices featured heavily in the behaviours requiring sanctions, with parents supportive of the steps taken by the school on these occasions. Regular information and reminders provided to students with regard to cyber safety and appropriate use of digital devices will continue. Incidents of violence were limited and dealt with swiftly and appropriately. For the first time, vaping became an issue at MDS with six students sanctioned for using vapes within the school environment. In general, the behaviour of students at Minlaton District School is positive. Students are respectful of others and engage positively with both their peers and students in younger and older year groups. Classrooms and the yard are well managed and students are able to engage positively in their learning and play.

# Parent opinion survey summary

In 2022 we received responses from 57 parents. In all areas bar one (has a good home learning routine) the percentage of parents who agreed/strongly agreed increased from our 2021 results and most results sat at 70% or higher. In relation to School Climate and Communication, responses are overwhelmingly positive and parents are appreciative of the way in which the school communicates and maintains relationships with our families. In a year in which Covid featured heavily, there was a constant stream of communication, and parents were most responsive to the information provided and were diligent in ensuring that the school was notified when their families were impacted. The school was seen as a resource of information and guidance in an ever-changing Covid landscape.

In relation to Learning at School, parents again provided positive feedback about the discussions they have with the school about their child's learning, the feedback that is provided and their expectations about school expectations in relation to work standards. In relation to Learning at home, while there was little disagreement with any of the statements, there were some parents who neither agreed nor disagreed, particularly in the provision of useful tips on how to help their child at home or involvement in their child's learning which might be a focus for future attention.

In relation to Future plans and pathways, the high proportion of responses indicating that it is too early to say suggests that the parents completing the survey were primarily those of younger students.

Comparing the results for MDS with the Kadina Portfolio, our parents are consistently more positive in their responses. This reflects the high regard with which the school is held by our parents and community.

## Intended destination

Leave Reason	Number	%
DE - DECEASED	1	6.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	26.7%
PE - PAID EMPLOYMENT IN SA	6	40.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	20.0%
U - UNKNOWN	1	6.7%

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

A site list of relevant history screening is reviewed on a monthly basis for bus drivers, visiting professionals and volunteers as part of the duties of the Administrative Assistant to the Principal. HRS provides a report for checking staff employed as teachers and school support officers. Copies of relevant history screening are kept on file.

# 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	34
Post Graduate Qualifications	9

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	22.0	0.0	11.6
Persons	0	25	0	19

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,645,200
Grants: Commonwealth	\$14,500
Parent Contributions	\$92,809
Fund Raising	\$7,709
Other	\$84,978

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	This funding supports the employment of a student support worker whose role is to triage students for support working closely with the leadership team, staff and relevant individuals and agencies.	Supported connection for students with high levels of absenteeism, mental health issues and a range of social/emotional issues which are a risk for disconnection with school.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	IESP funding is used to provide one to one classroom support for IESP students. Additional school funding supplements the targeted funding as this is insufficient to provide the full time support required by a number of students, who require not only support academically, but also socially during breaks.	Students who are supported via IESP funding have modified programs and are assessed at non-chronological year levels. Individual growth is noted on One Plans.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Support to access curriculum, cultural and sporting opportunities is provided through RIF</p> <p>An AET is employed to support our Aboriginal students and a cluster ACEO provides further support for students and families through Ab funding</p> <p>Additional staffing is employed to support the implementation of the Read Write Inc Program in the early years and the intensive comprehension focus in the middle years through numeracy and literacy support funding.</p> <p>IESP support allows students who are ineligible for individual levels of funding via disability criteria to have access to one to one and small group support in literacy, numeracy, or specific areas of</p>	<p>High levels of engagement in a range of curriculum and extra curricula programs supported student connection.</p> <p>All Aboriginal students able to celebrate learning growth.</p> <p>Phonics screening/Running Records and Probe testing all indicate continued growth in literacy.</p>
Program funding for all students	Australian Curriculum	Release for teachers to engage with the units of work and develop plans for implementation in classes.	Australian Curriculum delivered with greater consistency across R - 10
Other discretionary funding	Aboriginal languages programs Initiatives	A/A	N/A
	Better schools funding	Funding used to support staff provision for small group implementation of RWI in the early years and reading comprehension support in the middle years.	Maintained gains in Phonics Screening and movement of children through levels in RWO and evidence of growth in comprehension through Probe tracking.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

