

# Murray Bridge South Primary School

## 2022 annual report to the community

Murray Bridge South Primary School Number: 950

Partnership: Murraylands

Signature

School principal:

Mr Nathan Taylor

Governing council chair:

Mrs Emma Hansen

Date of endorsement:

3 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Murray Bridge South Primary School is a rural Category 1 school. The school has a high percentage of students with school card (63%), 32% of our students are Aboriginal and we have a significant percentage of English as an Additional Language and Dialect (35%). High transience means the school population has fluctuated between 208 and 217 across the school year. The site has worked through a number of challenges and highlights in 2022, including;

- COVID-19 continued to impact attendance and learning throughout the year with students needing to isolate or quarantine.
- Issues around student behaviour management, continued to absorb the time and energy of the leaders on site, though there have been significant improvements across the site.
- We continued to have a Curriculum Leader with the specific focus of driving curriculum improvement and ensuring the school remained on track with our School Improvement Plan. This enabled staff to have a consistent approach to phonological awareness and phonics.
- In 2022, the Student Review Team (SRT) continued to work with the school to support the additional needs of many of our students. The team, which consists of Support Services personnel (e.g. Speech Pathologist, Behaviour Coach, Special Educator, Psychologist, Principal Consultant, Intervention Leader) met twice termly to review students and inform next steps to progress support and learning outcomes.
- We had a number of successful events and activities including Life Education, Year 6 Aquatics, Reception to Year 5 Swimming, Sports Day and Colour Run, Year 5/6 camp, Reception/Year 1 excursion to Hahndorf Farm Barn, Year 1/2 excursion to Monarto Safari Park and Year 6 Graduation to name a few.

In 2022 we farewelled and thanked from the teaching team and support staff, Jess Waters, Shereice Rumble, Kiri Thompson, Amelia Pope, Anton Suh and Jenny Boughen as they move on to new sites and other career opportunities. Again, we thank them for their service to our community and wish them all the best in their new roles.

## Governing council report

The Murray Bridge South Primary School Governing Council is a small group of committed parents who support the school endeavours. We work with school to provide feedback, improve processes and systems affecting our kids. This communication tool between parents and school representatives is vital in developing a wider school community where valuable consultation and engagement is genuinely sought and encouraged.

We meet twice a term to discuss a variety of happenings within the school such as staffing, future development and ensuring the wide diversities of the school community are considered as well as reviewing and endorsing the school budget. Updates to facilities and new programs are also discussed with the school leadership team seeking genuine feedback from parents on the impact of change on our kids.

The parents involved value the relationship with the School Leadership Team and the opportunity to be heard in this important forum. I encourage all parents wanting a voice in the way your school is run to participate, we welcome all ideas and fresh perspectives for what you feel matters most with our children here at South.

Emma Hansen,  
Chairperson - Murray Bridge South Primary School Governing Council

# Quality improvement planning

The School Improvement Plan had two key objectives for 2022:

1. Increase student achievement in Reading
2. Increase student achievement in Mathematics, particularly Number

A focus on Reading, resulted in a number of actions being taken in 2022, which included:

- Implementing a consistent phonics (spelling) / decoding (reading) instruction using Promoting Literacy Development (PLD) Assessment tools and Scope and Sequence. PLD assessment were used to inform differentiated spelling instruction. The Curriculum Improvement Leader worked with staff and Phonics Support Teacher to provide guidance and assistance with implementing the routine.
- Implementing explicit teaching of spelling including daily reviews and dictation, LETRS routine for multi-syllabic words and Phonics/Spelling Instructional Routines. Daily Reviews were promoted R-6; along with observations and feedback on the instructional routine for R-2 and 5-6 teachers. The Curriculum Improvement Leader and Phonics Support Teacher completed observations, and resource development for teachers.
- Teachers were able to match decodable readers to students using PGCs the students have been taught. They were explicitly introduced to the Decodable Reader assessments in 2021 and were reiterated during professional development sessions. DIBELS testing was completed which supported Year 3 to 6 teachers to determine and inform next teaching points and reading instruction with the 1:1 support of the Curriculum Improvement Leader.
- Teachers implemented paired fluency reading routines to support reading.
- SPGSME, Frayer Models and Question Shells were explicitly introduced in 2021 and formed part of the Week 0 Induction presentation for staff that outlined the whole school expectations. Teaching Sprints had all staff implementing Question Shells across the curriculum, with teachers reporting better formative assessment and improved questioning techniques. The Intervention Leader provided 2 staff meetings on quality planning and questioning techniques for differentiation.
- Introduced MiniLit and embedded MacQLit for Wave 2 Intervention which was implemented for students that are 6 months or less away from meeting age appropriate targets.

A focus on Mathematics, especially on the number strand resulted in the following actions in 2022:

- Teaching Sprints enabled teachers the opportunity to implement a focus on Mental Routines / Number Talks to build their capacity in Step 2 of the Numeracy Instructional Routine. 2 Staff Meetings focused on building capacity in understanding and implementing Number Talks and Mental Routines within a Place Value lens.
- A student Free Day targeted conversation (Dialogic Talk), with varied strategies presented. Teachers were interested in the use of picture books in Maths, and different ways of modelling, then talking through numbers.
- A staff meeting was dedicated to analysing and using BliN data with templates for class analysis developed and introduced. Data has been easier to collect for teachers. SSOs created more TTC and PV Testing Kits to support ease of administration.
- Curriculum Improvement Leader created and modelled Daily Reviews including a range of Number Talks, aimed at addressing needs based on BliN Data. Number Talks were observed in 75% of classes.
- The Intervention Leader delivered training to teachers on differentiation which focused on Daily Reviews / Number Talks. We are continuing to build consistency in Year 3-6.

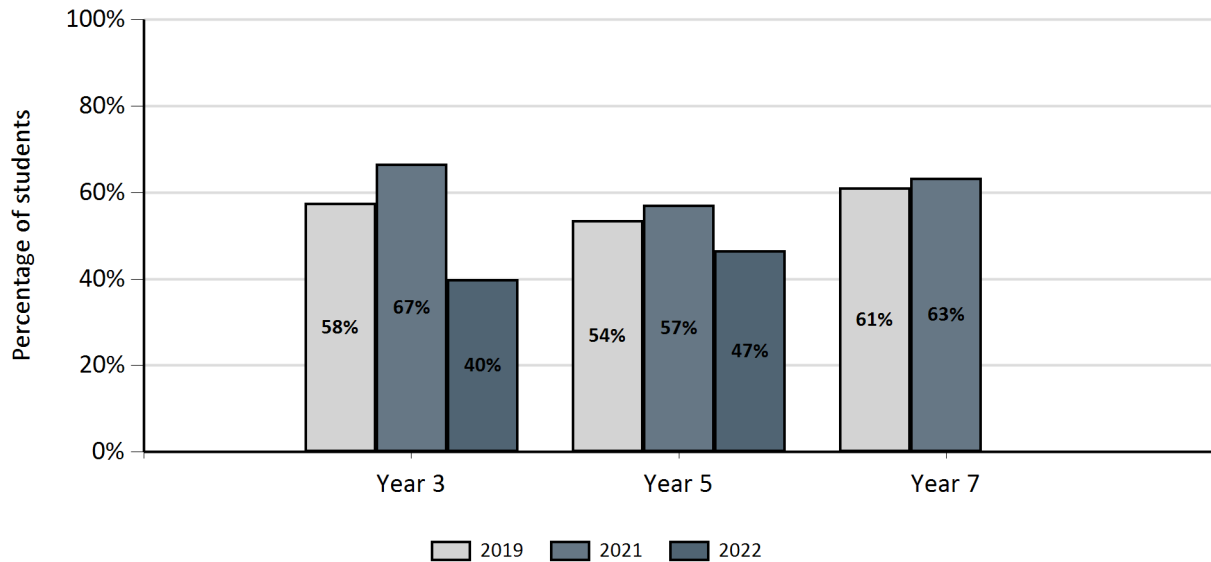
In 2022 we continued to have a strong focus on developing consistency across our site with Literacy and Numeracy, while continually developing a culture of collaboration amongst our staff. Utilising data to inform teaching and learning had positive outcomes throughout the year. The whole school Literacy and Numeracy Agreements were updated which was further supported by our Social Emotional Learning Program and whole school Classroom Expectations.

# 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

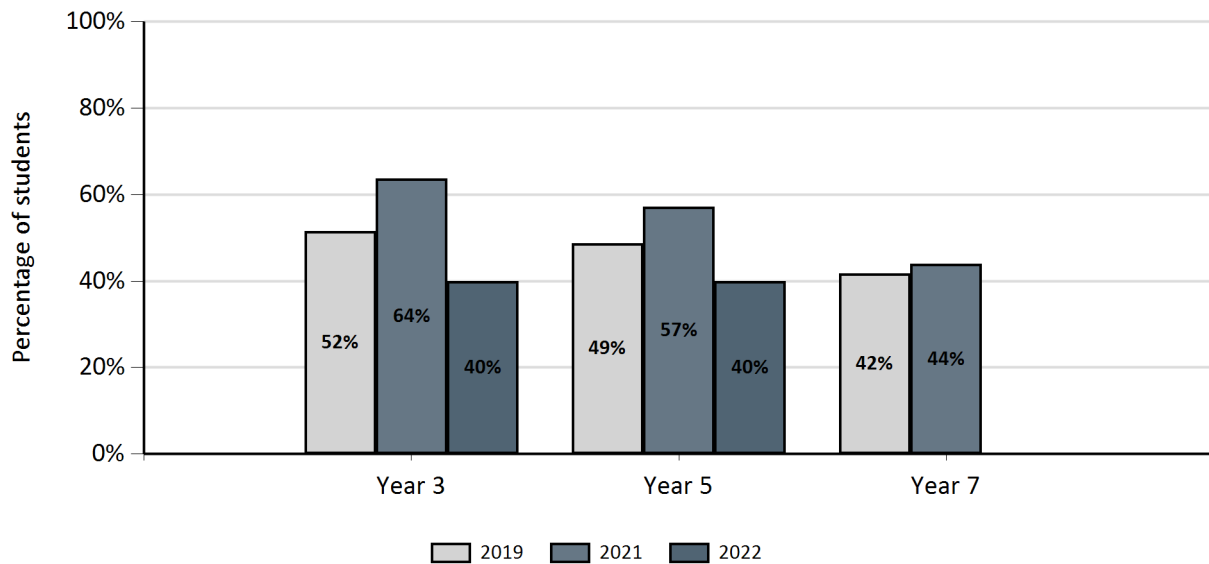


\*NOTE: No NAPLAN testing was conducted in 2020.

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	40	40	2	2	5%	5%
Year 03 2021-2022 Average	36.5	36.5	5.0	2.0	14%	5%
Year 05 2022	30	30	4	2	13%	7%
Year 05 2021-2022 Average	29.0	29.0	2.5	1.5	9%	5%
Year 07 2021-2022 Average	41.0	41.0	3.0	5.0	7%	12%

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

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

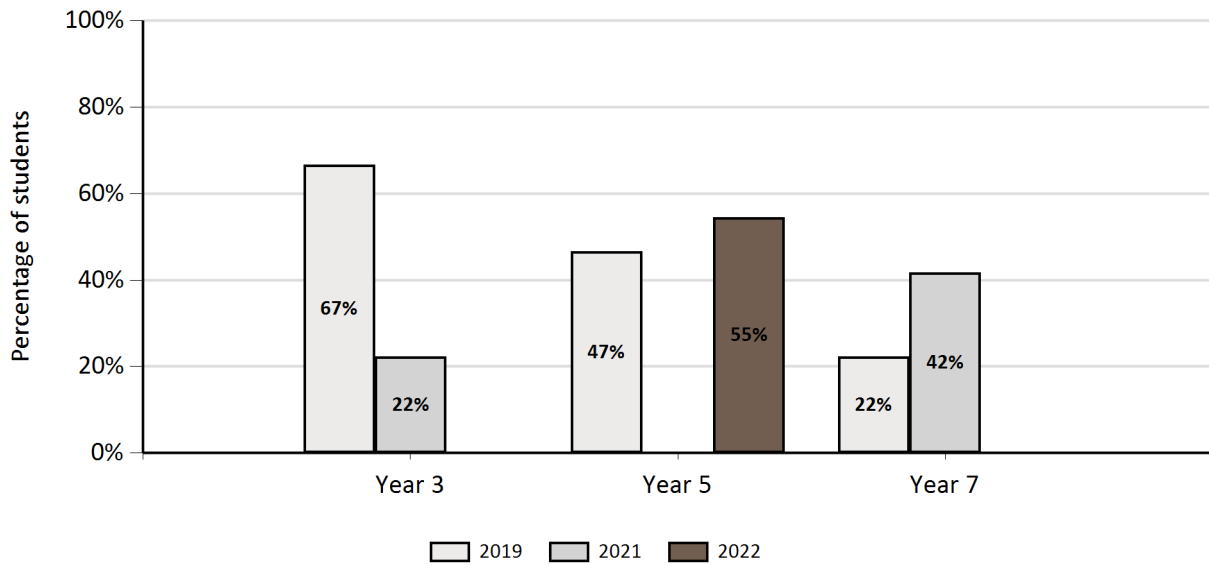
<sup>^</sup>includes absent and withdrawn students.

\*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



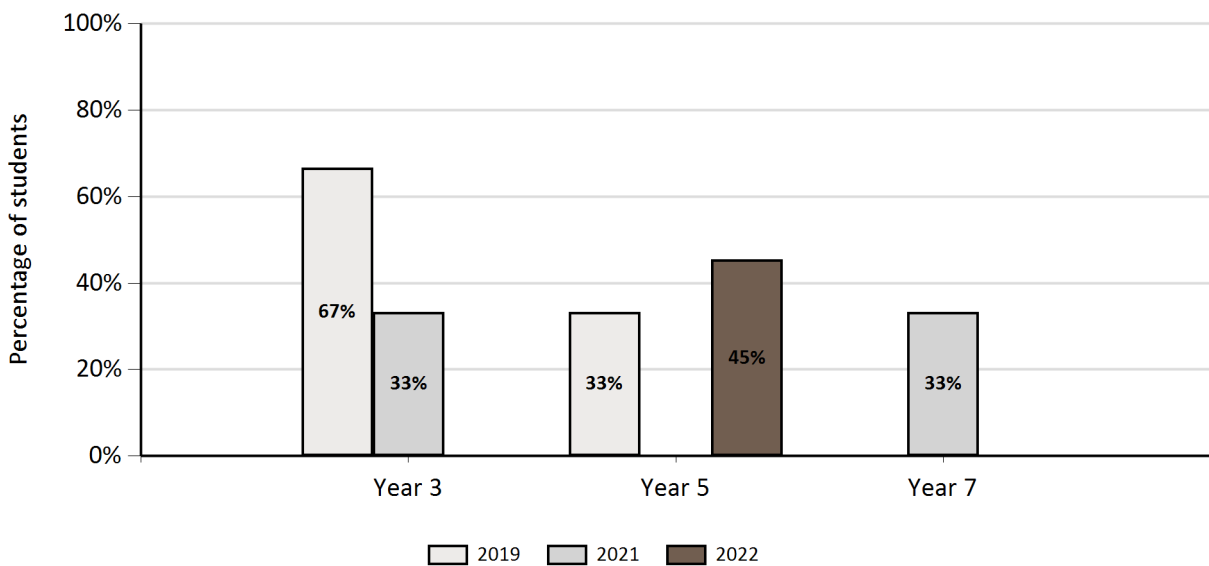
\*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	7.0	7.0	1.0	0.0	14%	0%
Year 05 2022	11	11	1	1	9%	9%
Year 05 2021-2022 Average	8.0	8.0	0.5	1.0	6%	13%
Year 07 2021-2022 Average	12.0	12.0	0.0	1.0	0%	8%

\*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:

In 2022 our school focus was tracking and monitoring growth and achievement. The Aboriginal Education Team met regularly to track and monitor Aboriginal students. This information was shared with classroom teachers. This data included NAPLAN, PAT M/R, Promoting Literacy Development Assessments (PLD), PLD Reading Profile, Running Records, Year 1 Phonics Screening, the Big Ideas in Number diagnostic assessments and attendance.

Teachers continued to have an Aboriginal student goal in their PDPs aligned to the SIP and One Plans, utilising classroom data to identify focus students for the year. These students were used to gauge progress in literacy and numeracy.

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

NAPLAN- In Reading and Numeracy we are seeing an increase in the number of students meeting the SEA in Year 5. Though there has been a decrease in the number of students reaching high bands in Year 5 Numeracy (9%) in comparison to the average (13%), we have seen an increase in high bands in Year 5 Reading (9%) compared with the average of 6%.

We saw an increase in the number of students reaching SEA in PAT-M, from 43% in 2021 to 51% in 2022

Our progress in the Year 1 Phonics Screener assessment has remained steady at 25%.

# School performance comment

## Goal 1- Increased student achievement in Reading

- Year 1 Phonics Check: 50% of Year 1 students achieved the benchmark of a score of 28 or better. We have continued to show growth in this area with 29% of Year 1 students achieving SEA in 2021 and 16% in 2020.
- Westwood Spelling: We have continued to see positive growth in 2022 with 43% (49/114) of students (consistent cohort) making 12 months or more growth in 12 months, up from 40.6% in 2021. 15% (17/114) plateaued (scored the same 12 months ago) and 10.5% decreased their score.
- Progressive Assessment Testing-Reading (PAT-R): 32.4% of Year 3s (12/37); 67.4% of Year 4s (21/31); 57.6% of Year 5s (15/26); and, 69.6% of Year 6s (23/33) achieved the SEA. When tracking year levels, significant increases are noted for Year 4-7 and significant decrease in Year 3. When tracking similar cohorts, growth is noted in Year 5 (44% > 57.6%), and Year 6 (44.4% > 69.6%)
- PLD: Assessments involve termly testing to track and monitor all students throughout the program. Beginning the year with a substantial number of students across all year levels achieving within Stage 1 of PLD (Equivalent to Foundation / Early Year 1), we were able to continue to achieve significant positive growth in all year levels, across all stages of the program. The largest gains were in Year R-2. Collated PLD results across the school highlights areas for improvement with student stagnation at Stages 3-5 acknowledged, and increased teacher content knowledge in syllables, morphology and etymology addressed in the 2023 SIP in response to these results.

## Goal 2- Increase student achievement in mathematics, with a focus on the number strand

- Progressive Assessment Testing-Mathematics (PAT-M): 48.5% of Year 3s (17/35); 67.7% of Year 4s (21/31); 46.1% of Year 5s (12/26); and 52.9% of Year 6s (18/34) achieved the SEA. When tracking year levels, significant increases are noted for Year 4 and significant decrease in Year 3. When tracking similar cohorts, Year 4s have maintained at 67.7%, Year 5s have slightly decreased (52.1% > 46.1%) and Year 6s have shown growth (44% > 52.9%).
- Big Ideas in Number: Growth was noted across all year levels from Term 1 to Term 3. Professional development in Place Value gave the necessary skills, knowledge and priority to this element; and we saw our biggest gains in students now moving from Place Value to Multiplicative Thinking. Results included a decrease in students working in Trusting the Count (55.8% > 37.1%); and increases in Place Value (37.9% > 42.9%), Multiplicative Thinking (5.1% > 18.3%) and Partitioning (1% > 1.4%). Expanding the testing to include Multiplicative Thinking gave teachers the most accurate understanding of where students are at. The 2023 SIP reflects an acknowledgement that consistency and rigor in instructional routines across the site will further benefit students.

## Summary

Both School Improvement Plan targets were determined to not be achieved. The 2022 School Performance data has initiated changes for the 2023 School Improvement Plan in which we envisage a continued focus on the introduction of a cohesive teaching sequence in Literacy and a structured synthetic phonics program across R-6. This will support improved results with more of a focus on reading. It has also highlighted the need to continue and build upon the work started in the administration and implementation of Big Ideas in Number for Numeracy (focusing on Place Value, Multiplicative Thinking and pedagogy through instructional routines). In 2022, we introduced structured tracking and monitoring of students in reading (e.g. Dibels); which will be built upon in 2023 as more time will be provided for teachers to learn how to use and interpret the data for classroom planning. Teachers will continue to be supported to reflect on, and use their data regularly, to track students' progress and to take necessary and timely actions to provide targeted and tailored support



# Attendance

Year level	2019	2020	2021	2022
Reception	88.8%	79.4%	89.6%	82.7%
Year 1	88.5%	79.8%	84.6%	77.5%
Year 2	85.4%	77.3%	88.3%	80.3%
Year 3	87.5%	70.0%	84.8%	81.0%
Year 4	88.4%	77.8%	78.3%	79.6%
Year 5	88.3%	77.0%	83.1%	71.8%
Year 6	87.9%	79.1%	84.0%	80.0%
Year 7	86.1%	81.1%	80.9%	N/A
Total	87.7%	77.6%	84.2%	79.1%

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

## Attendance comment

The average attendance in 2022 (79.1%) is a decrease on the attendance rate in 2021 (84.3%). The state average is generally around 93-95%.

Our attendance rates fluctuate across year levels, with the lowest rate in Year 5 (71.8%) and the highest rate in Reception (82.7%). In 2022, the attendance policy and procedures continued to be reviewed with some changes made.

We had a successful Attendance Audit conducted in 2021, demonstrating that the site follows process and procedures well. Attendance will continue to be a high priority in 2023, 'every day at school counts' and so it is important that we continue to develop strategies in 2023 to address our low attendance rates.

## Behaviour support comment

We have continued to see a reduction in behaviour incidents as a result of a strong focus and explicit teaching of our school wide class and yard expectations. The data below will show that a small number of students generated a large percentage of the behaviour data in 2022.

In 2022 we saw slight increase in the number of incidents from 1576 to 1676 (1870 in 2020). However there was a significant decrease in suspensions from 240 to 83. An analysis of this data shows 38 students (17% of school population) received a suspension as a consequence compared with 76 students the year prior. There were 91 take homes in 2022 compared with 317 in 2021.

We had a successful Attendance, Suspension, Exclusion and Expulsion of Students Audit conducted in 2021, demonstrating that the site follows process and procedures well. Recommendations continued to be addressed in 2022.

# Parent opinion survey summary

In 2022, The Department for Education conducted the School Parent Engagement Survey.

The survey was a great success with the school receiving improvements in many questions compared to the 2020 survey.

Parents highlighted the following areas of strengths:

- Teachers and students respect each other at school- 82%
- I receive enough communication from the school- 75%
- The school communicates effectively 77%
- Education is important- 100%

Some of the areas highlighted to target in 2023 include:

- The school provides an opportunity for me to have input about my child's learning- 54%
- The school provides me with useful tips on how to help students learn at home- 51%

Survey Summary

The 2022 survey of parents continues to be positive and has given the school some focus areas for 2023 and beyond such as community engagement and more information regarding students learning and progress.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	25.0%
NS - LEFT SA FOR NSW	1	2.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	28	70.0%
VI - LEFT SA FOR VIC	1	2.5%

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

In 2022 we continued to see a decrease in the numbers of volunteers on site due to COVID-19 restrictions in place.

Murray Bridge South Primary School maintained the same practices as in previous years and managed the process of relevant screenings effectively throughout the year.

All Department for Education staff, volunteers and contractors (requiring a Working with Children check) met the relevant screening criteria.

In 2021 all staff completed the Responding to Risks of Harm, Abuse and Neglect (RRHAN) update training. The school volunteer processes will be reviewed in 2023 and updated to reflect the updated RRHAN training.

# 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	36
Post Graduate Qualifications	11

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	1.6	20.0	3.0	13.1
Persons	2	22	6	19

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,800,225
Grants: Commonwealth	\$37,564
Parent Contributions	\$53,630
Fund Raising	\$787
Other	\$16,862

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	The school has continued to maintain a Social Emotional Learning Program as a proactive step towards teaching students how to self regulate. Additional resourcing was used to reduce student behaviour from escalating and upskilling staff in trauma informed practices.	We have seen a large reduction in behaviour incidents over the past 3 years as well as increased student wellbeing as indicated in the Student Wellbeing and Engagement Collection.
	Improved outcomes for students with an additional language or dialect	The school continued to have a teacher supporting EALD students. These students have also been part of the school based intervention programs when required, to assist with their language development.	We have seen improvements in system and school wide data.
	Inclusive Education Support Program	The school has a support program led by the Curriculum Leader, which provides support for all funded students. The site also ran a Wave 2 Literacy Intervention program (MiniLit and MacqLit) to support funded and unfunded students.	Processes to support students with disabilities continues to be effective and continually reflected and improved upon. Students have demonstrated a higher level of engagement in mainstream classrooms as a result of the literacy interventions.
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>The Curriculum Improvement Leader was employed to focus on implementing the School Improvement Plan, including elements of the Big 6 in Reading and the Big Ideas in Number. She continued to work with staff, coaching and mentoring them in developing their Phonics and Spelling Instructional Routines.</p> <p>Student Support Officers were also employed to support students on developing and achieving their One Plan SMARTAR Literacy and Numeracy Goals and supporting within each classroom.</p> <p>50 students were supported through the identified Wave 2, MiniLit and MacqLit Intervention programs. A number of students also received support for behaviour.</p>	<p>Students have continued to make progress in line with their One Plan SMARTAR Literacy and Numeracy Goals. We have seen significant gains in the Year 1 Phonics Screener assessment in 2022 (50% in comparison to 30% in 2021). ATSI students remain a priority group in 2023.</p>
Program funding for all students	Australian Curriculum	The Curriculum Improvement Leader was employed to coach and mentor staff in elements of the Big 6 in Reading and the Big Ideas in Number. Additional funding was used to provide staff with training and resources.	Improved results in the Year 1 Phonics Screener and Progressive Achievement Testing in Reading and Mathematics.
	Aboriginal languages programs Initiatives	An Aboriginal language and cultural program integrated with HASS continued to run across most of the site in 2022. There has been significant work undertaken to align the language program with the Australian Curriculum achievement standards for 2023.	Continual focus on the development of students' cultural and local community awareness. In 2023 we will move to the language program to being accessed by all students across Reception to Year 6, which will be supported by additional human resourcing.
	Better schools funding	The funding has continued to support programs for students with learning difficulties across the site. This includes additional resourcing within classrooms to support the literacy and numeracy development of students below SEA.	The funding is used for intervention programs including human resourcing. This will continue to occur in 2023.

Other discretionary funding	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	The school has not received funding specific for gifted students.	Not Applicable