



# Melaleuca Park PRIMARY SCHOOL

## Melaleuca Park Primary School

### 2022 annual report to the community

Melaleuca Park Primary School Number: 1020

Partnership: Blue Lake

Signature

School principal:

Ms Erica Hurley

Governing council chair:

Gemma Brodie

Date of endorsement:

28 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Melaleuca Park Primary School is a category 1 school in the Limestone Coast District, Mount Gambier. In 2022 we had 108 students in 5 classes. The student population includes approximately 80% school card holders, 16% students with English as an Additional Dialect, 26% students with disabilities and 28% Aboriginal students. In 2022 we continued to instil the school values of "Work hard, Be Kind and Dream Big" and these values were celebrated through regular Principal Awards and recognition at the end of year awards for outstanding individuals from all classes.

The site continued to participate in the New Metrics for Success Research Partnership with the University of Melbourne that commenced in 2021. We have committed ourselves to a pilot project for the next year, "New Metrics for Success: Transforming what we value in schools". This project will provide us with the opportunity to explore learner competencies focusing on learner agency and connectedness and improved our learning task design to provide opportunity for all students. This will assist us in providing alternative ways to measure individual growth and accomplishment in students and influence how we report learner achievement to families and improve teacher assessment practices.

The Hub continued to thrive with its established partnership with DHS. External organisations are also able to provide services out of the Hub and there was an increase of over 100% of visitors to the space.

The school again were successful participants in the local Lego League competition and received the Core Values award. This enabled the War War team to compete against other eastern states team in Melbourne.

NAPLAN achievement has continued to grow, and the school has shown the highest NAPLAN growth in the state for year 5 students over the last 5 year period.

Our students continue to have the opportunity to represent our school in the wider community through choir, Lego League, Cross Country, Speech and Drama Eisteddfod, Debating, Mad Minute, Yelp, after school and SAPSASA sports. This year the school embarked on its inaugural whole school musical "Porridge" and the students were involved in 2 performances at the Wehl Street Theatre.

## Governing council report

During 2022 we have continued with positive improvements to Melaleuca Park Primary School. The HUB programs were able to start up again after COVID restrictions ceased. The HUB continues to grow stronger with a significant growth in numbers of local families utilizing activities, the HUB shop and support programs thanks to the partnership with Community Development Coordinator from Department Human Services.

This year the school saw a change in the format of the end of year concert. This year the whole school was involved in the production of the musical "Porridge" which was held at the Wehl Street Theatre. Although it was a big job for the organisers, all the students thoroughly enjoyed the experience and families enjoyed the performance. The Year Six Graduation went well as parents watched on as their child celebrated their primary years at Melaleuca. The students went to Metro for dinner and then onto Kaboom for a game of ten pin bowling as their last hoorah at Melaleuca Park Primary school.

The students continued with the opportunity to undertake class cooking during 2022 which has seen them continue to produce various types of fun and healthy things to eat with some great positive outcomes. A team of Year 6 students competed in the South East First Lego League Challenge again in 2022. They came away with another trophy for their efforts.

For the past three years the whole school has been fortunate in having a music program in the school 'The Song Room'; it has been a positive experience thanks to Mr Scott Maxwell. The South East Music Festival was attended by our choir at the Sir Robert Helpmann theatre along with over 300 other students from the region. Special thanks to Rohan Battersby for working with our choir students during the year.

During book week we had our usual dress up parade. The Story Dogs came to judge the costumes. Speech & Drama Eisteddfod was once again a focus for our junior primary students thanks to Vanessa Maxell. Our educational program is continuing to focus on Literacy improvement this past year.

Fundraisers this past year were; Zooper Doopers at lunchtime, Sports Day BBQ & Governing council provided cake stall for sports day, Movie Night, Hot Dogs for red food day.

# Quality improvement planning

The site implemented a consistent and routine reading program using the Daily 5 and were involved in the oral reading fluency trial. From this the site has a consistent approach and language during reading instruction. Data sets that assisted tracking and monitoring were reading fluency assessments and Initialit data

Next steps are:

1. Students developing their self regulated learning through listen to reading and word work.
2. Utilising reading fluency data to link decoding to comprehension.
3. Students developing self regulated learning using metacognitive strategies through reciprocal reading to improve comprehension.
4. Initialit data is used intentionally for early intervention.

Our Mathematics action undertaken used a mentor text to program explicit teaching. The site also adopted Essential Assessment to track and monitor growth and to provide data to direct explicit teaching. The next steps towards our maths goals are:

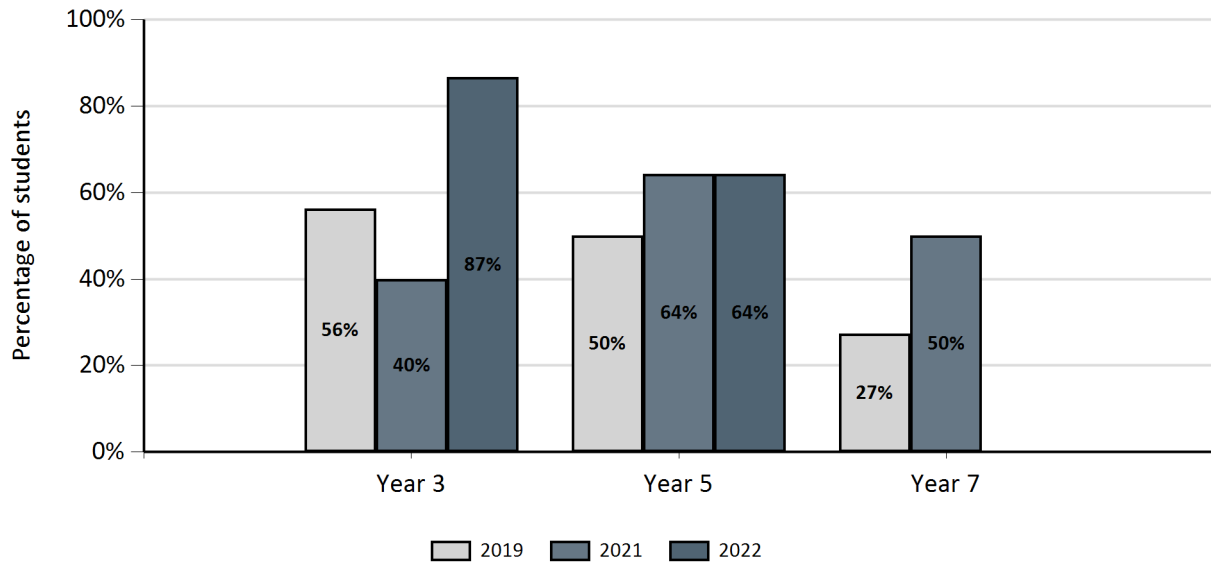
1. Focusing on the Big Ideas in Number to ensure all students have laid the foundation for further mathematic learning.
2. Creating a learning environment where all students are engaged in mathematics learning.
3. Students using metacognitive strategies to develop self-regulated learning strategies.

# 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

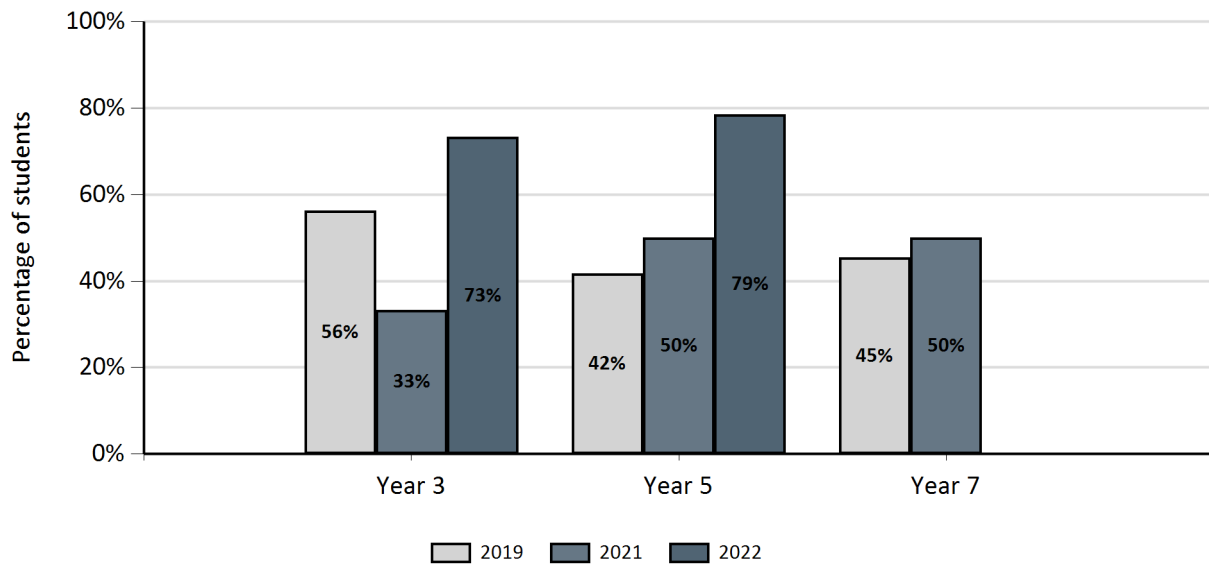


\*NOTE: No NAPLAN testing was conducted in 2020.

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	15	15	3	0	20%	0%
Year 03 2021-2022 Average	15.0	15.0	3.0	0.5	20%	3%
Year 05 2022	14	14	2	1	14%	7%
Year 05 2021-2022 Average	14.0	14.0	2.5	1.5	18%	11%
Year 07 2021-2022 Average	18.0	18.0	2.0	0.0	11%	0%

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

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

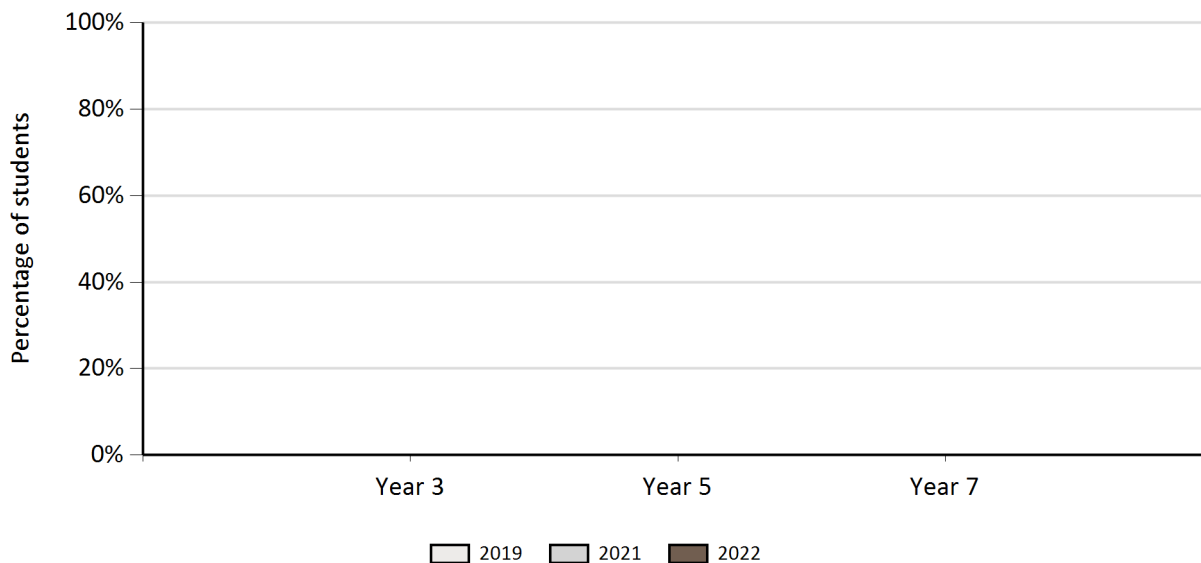
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



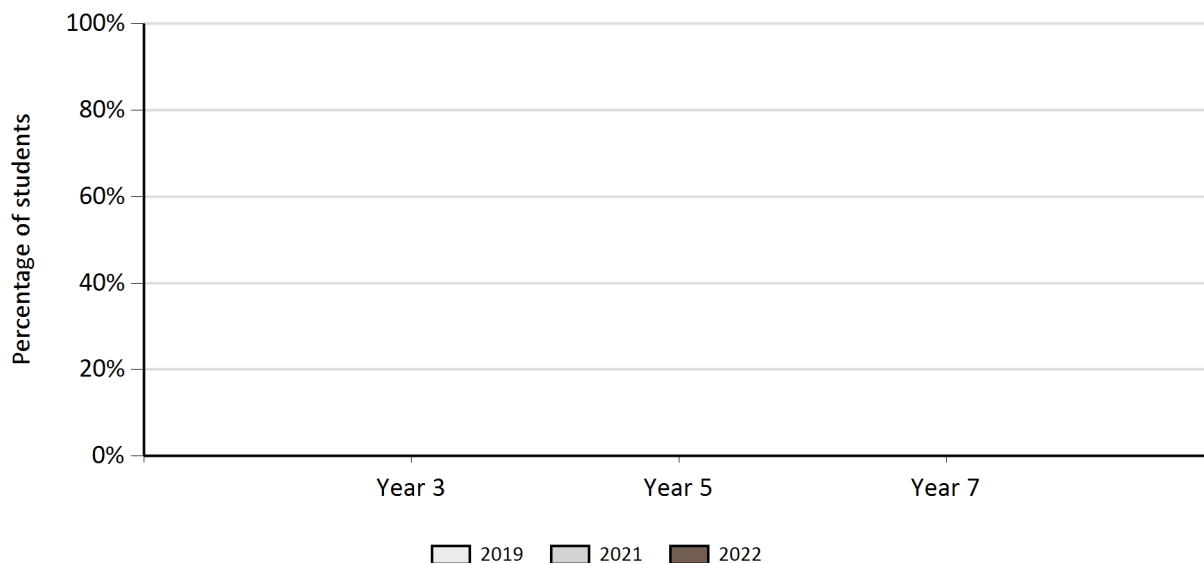
\*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
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.

<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: Intervention & Support

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

Throughout 2022 teachers were supported to individualise learning plans through the One Plan process by analysing data to identify tier 2 intervention support in literacy. There was a whole site focus on developing student learner identities in reading through the adoption of Daily 5 structure for supporting reading improvement. Regular monitoring of progress/achievement was undertaken throughout the year to measure impact. Melaleuca Park Primary School continues to work closely with Burandies Aboriginal Cooperation and the Bunganditj elders to design, plan and implement a cultural language program that enables students to investigate and inquire about our local history and beyond. The AET has supported the teachers in the implementation of the program with some teachers now confident enough to deliver the program independently to correlate the fundamental language components and the spoken revival language – Bunganditj. This is addressed in the Aboriginal Learner Achievement Leaders' Resource (ALALR) under the section culture and identity and the Aboriginal Education Strategy (2019-2029) "Strengthen and reinvigorate the Learning of Aboriginal Languages in, children.

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

Students showed some growth in reading and spelling through running record and Single Word Spelling test data. However many of these students are not at standard. There are now interventions in place to accelerate growth.

## School performance comment

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 shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. Over the last 5-year period there has been consistent growth in year 5 NAPLAN reading results indicating that early years literacy programs and earlier literacy intervention is providing appropriate support to student learning needs.

## Attendance

Year level	2019	2020	2021	2022
Reception	89.2%	82.4%	87.2%	80.0%
Year 1	82.1%	84.9%	85.8%	82.0%
Year 2	87.6%	76.7%	83.2%	82.6%
Year 3	85.4%	85.4%	84.0%	83.1%
Year 4	86.0%	82.5%	90.1%	83.7%
Year 5	89.5%	78.6%	92.6%	82.9%
Year 6	84.1%	88.8%	93.6%	83.2%
Year 7	88.6%	73.7%	89.0%	N/A
Total	86.7%	82.0%	87.9%	82.6%

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

## Attendance comment

Covid had a significant impact on attendance, particularly in the first half of the year. Overall attendance for the year dropped from 89.5% in 2021 to 82.6% in 2022. The site continues its commitment to engaging the buy-in-services of an AHP2 Social Worker dedicated to Attendance and Family Engagement. This position was vacant for the second semester and has also had an impact the attendance percentage. The role will again be filled in 2023 and will continue to work with local agencies and service providers to work with families to alleviate issues that result in low attendance.

## Behaviour support comment

In 2022 the site continued as a demonstration school, sharing the skills and knowledge that was used to develop the whole school Wellbeing and Nurture for Learning agreements. Staff continued to work with the Berry Street Education Model and use assessment data and individual functional needs to support, plan and program for students to remove any barriers to learning. Educators provide opportunity for students to apply their skills and implement proactive and preventative strategies by designing opportunities targeted to the needs of each child that are inclusive and responsive to individual learner needs, thereby removing the barriers to learning.

## Parent opinion survey summary

21 parents responded to the survey in 2022 compared to 11 in 2021. Comparative results from 2021 show an increase of effective communication with 100% of responses agree or strongly agree that communication is effective from the school. This area was identified in 2021 data as an area that needed improvement, responses indicate that this has been achieved. Overall there has been a shift to more responses being agree or strongly agree across the areas. The average in 2021 was 75.5% of responses to 91% in 2022. An area that can be developed is families did not feel they received enough learning tips for their child at home. This will now be a focus of improvement in 2023 to support families with these.

## Intended destination

Leave Reason	Number	%
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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

<https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>  
The working with children check is required for all volunteers including parent volunteers (who are working with children that are not their own) and all employees including contractors.  
A copy of the child related employment screening is kept on site and the site register is maintained by the Administration Manager.

## 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	21
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	11.6	0.7	8.2
Persons	0	12	1	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,379,916
Grants: Commonwealth	\$0
Parent Contributions	\$30,215
Fund Raising	\$2,107
Other	\$12,418

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	Behaviour support plans to detail goals for targeted students in relation to functional needs and diagnostic assessments where available.	Progress towards goals for some, completion and setting new goals through continued learning programs for others.
	Improved outcomes for students with an additional language or dialect	LEAP level moderation of writing to use for formative assessment. SSO support provided for identified students.	Improved teacher knowledge, understanding and use of LEAP to differentiate learning within the mainstream classroom and to identify areas of targeted support.
	Inclusive Education Support Program	Intervention provided at classroom level including a focus on quality differentiated teaching programs alongside personalized learning goals designed to promote skill building and support students' functional needs. Targeted Tier 2 intervention through analysis of literacy data and functional needs assessment. Tier 3 support for identified students to support social and emotional development and connectedness to school.	Individual growth against diagnostic and development domains using Boxall Profiling. Increased fluency for Year 2 cohort.
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>	Literacy support for Aboriginal learners has been provided via Multilit, Macqlit and Minilit. Intervention programs were coordinated by the AET with testing administered by the AET and/or classroom teacher and program delivered by support staff. The AET continually supported the program by following up with students and liaising with families. The AET continued to work extensively to build on to previous years' work to construct a revival language program for Bunganditj through ongoing work and consultation with a local elder, Aunty Michelle	Clear learning goals and tier 1 and 2 interventions identified.
Program funding for all students	Australian Curriculum	Focused training and development in reading focusing on fluency and reading programs. STEM inquiry learning opportunities.	Ongoing development of literacy statement of practice to ensure continuity of learning for students R-6
Other discretionary funding	Aboriginal languages programs Initiatives	Bunganditj culture and language program further developed from 2020 to upskill classroom teachers in the delivery of a classroom program with consultation and support from the AET and a local elder and local Aboriginal corporation. Continual development of resources to support the language revival program.	Bunganditj program R-6 supported by the site based Aboriginal education team. This is now our LOTE subject approved by governing council.
	Better schools funding	Additional teacher release for literacy planning and programming in line with Teaching Sprints to support educators to focus on one element of the program. This then deliberately enhances their work for further student progress.	Progress towards SIP targets.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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