



2024 annual report to the Community

Modbury Special School

Modbury Special School number: 1405

Partnership: Modbury



School principal:

Georgina Pyatt

Signature

Date of endorsement:

15/02/2025



Government
of South Australia
Department for Education

Context Statement

Modbury Special School caters for students from R-12. At the time of this report, the enrolment in 2024 is 184. Modbury Special School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 100% students with disabilities, 11% students with English as an additional language or dialect (EALD) funded background, 8% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

The 2024 school year started with the closure and rebuild of the Correa yard that displaced a number of students however I am proud and impressed with the way our staff and students adapted during this time and it's wonderful to see them all enjoy this new space.

Overall, the school year was another quite successful year for MSS and I want to acknowledge the tremendous work and effort of the staff and SSO's who without these dedicated people our school would not be as strong as it is today. MSS experienced challenging times in 2024 with staff illness and shortage again playing a large role however I am very proud of the way this was handled by our leaders.

The school is always busy with lots of new programs and the development of students' wellbeing introduced. Our children experienced the most effective teaching style and lead in the way we developed the curriculum to our students, under the strong leadership of Ginny during 2024. I thank you all for making our school that extra "special".

I want to acknowledge Ginny Pyatt and Meika Bradley in what was an incredibly tough and trying year due to the staff shortage issue. Both Ginny and Meika are incredible leaders and devoted to MSS and many would no doubt agree with me that MSS is very lucky to be led by these amazing women.

I want to acknowledge and thank the members of the Governing Council who work tirelessly behind the scenes and attend meetings all while in a voluntary role. In particular a special thank you to Meika Bradley for preparing excellent minutes and to Linda Brown for her fantastic job as treasurer evidenced by the positive end of year budget.

A special thank you to the YMCA for their assistance with the OSHC and vacation care programs since taking over in July 2022 and I want to acknowledge all of their hard work and thank them on behalf of the MSS community. Many families are no doubt grateful for your dedication and work.

I would also like to acknowledge the fundraising committee for their continued support towards fundraising during a difficult 2024 and acknowledge their efforts with all the great new ideas and energy. Keep up the great work!

I also would like to mention the Pathways program and what has been a milestone with our older students moving into a brighter future. 2024 has seen a number move into the work force or adult programs and a wonderful graduation ceremony for those finishing school. Thank you to the team in the High school and for their dedication.

I would like to acknowledge our support staff that ensure front of house is extremely well organized. I would like to acknowledge Linda, Tracey and Veronika and the team in the office for their support displayed over the year. We greatly appreciate your dedication. In particular a special mention to Sharon after many years of dedication to the school retired in 2024. We are grateful for all of her hard work and wish her well with her next journey

The school community acknowledges the community clubs and businesses in our area for their generosity and support during 2024 with donations and support - thank you.

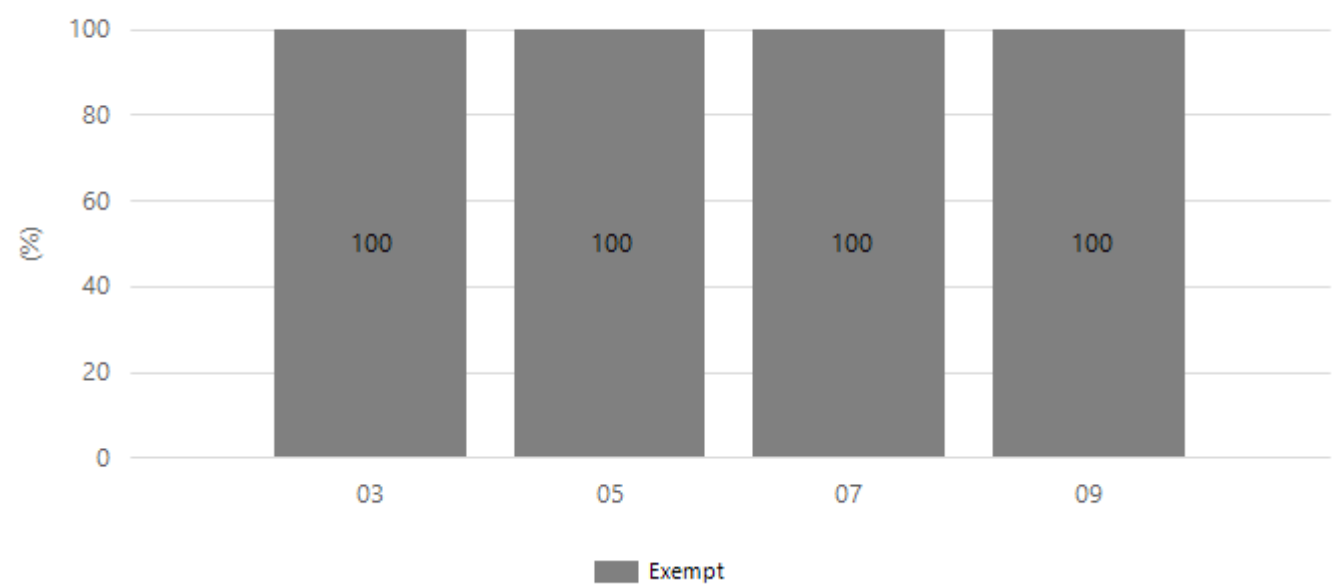
Performance Summary

The 2024 school year was positive at MSS with a number of key highlights. Literacy became a focus area with the appointment of two literacy leaders > Chantell McKay and Lauren Smith. Key to this initiative was their development of the Developmental Literacy Continuum that will be used as a supporting document in the shift towards Play Based Learning in 2025 and the implementation of developmentally appropriate teaching and learning across the site. The introduction of Poojaa Ananda as Readiness for Learning Coordinator has had a significant impact of educator practice and supported a shift in educative thinking from ‘challenging behaviour’ to how we best ‘support readiness for learning’ through the implementation of trauma informed practices and personalised supports. The Correa re development was completed in early April and the students enjoyed having a new and re furbished outdoor learning space. A number of high school students attended varied work skill programs with great success and MSS looks to consider ongoing enterprise opportunities in 2025. In review of the 2024 SIP a number of key focus areas were highlighted for the 2025-2028 SLP – including implementation of the SA Curriculum in line with the new DfE Strategy for Public Education.

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

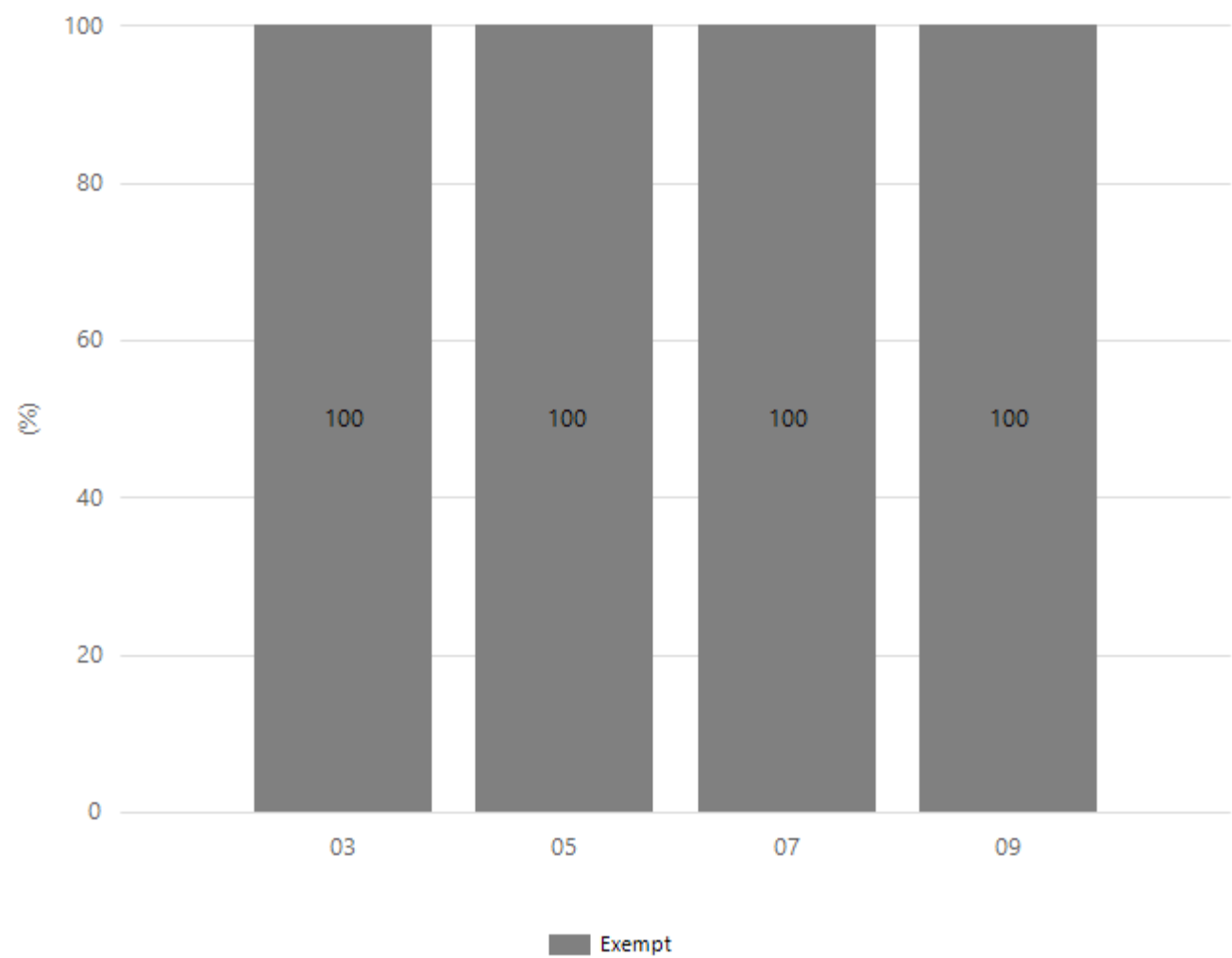
Numeracy



Year Level	03	05	07	09
Exempt	19	26	12	16
Total	19	26	12	16

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

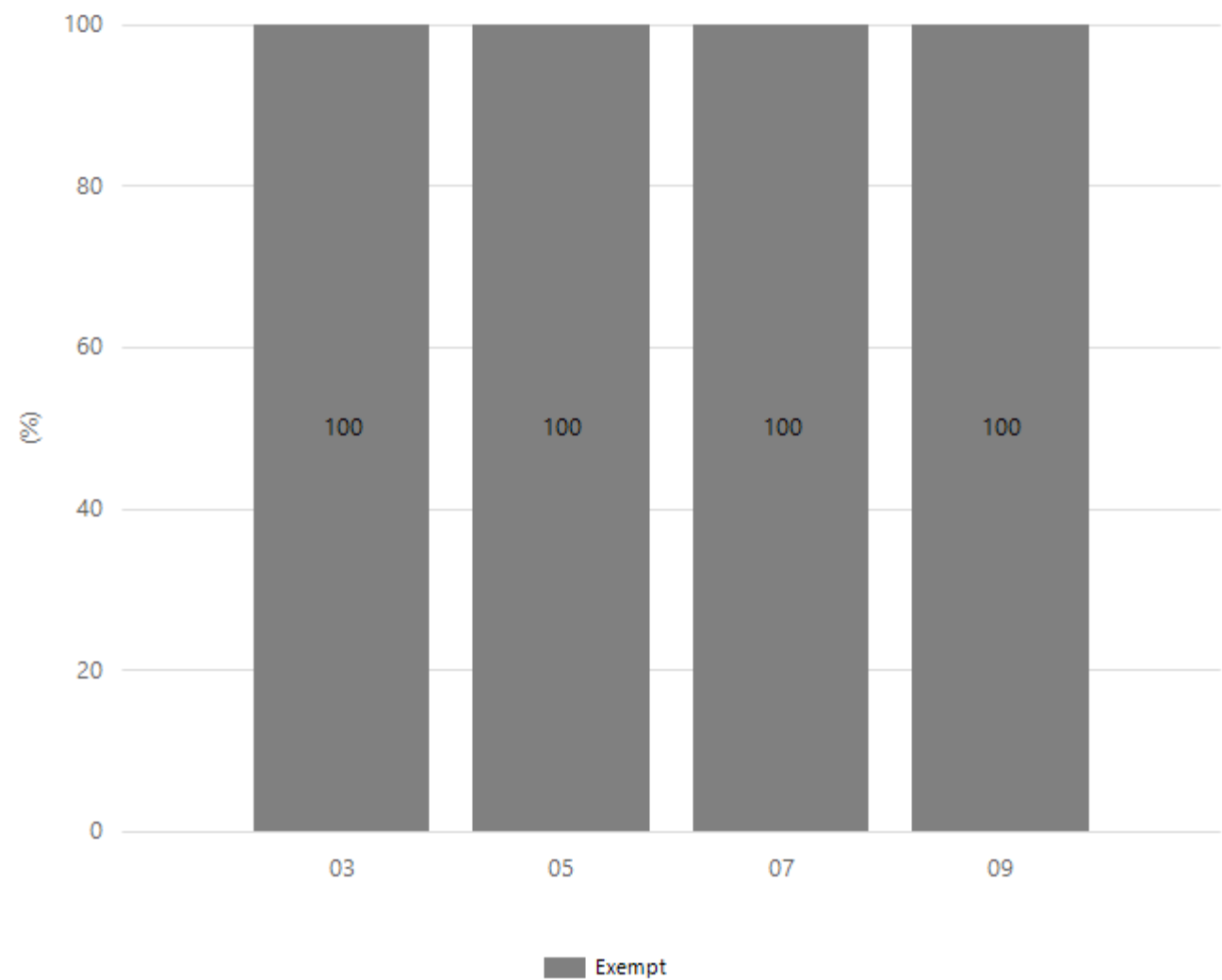
Reading



Year Level	03	05	07	09
Exempt	19	26	12	16
Total	19	26	12	16

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

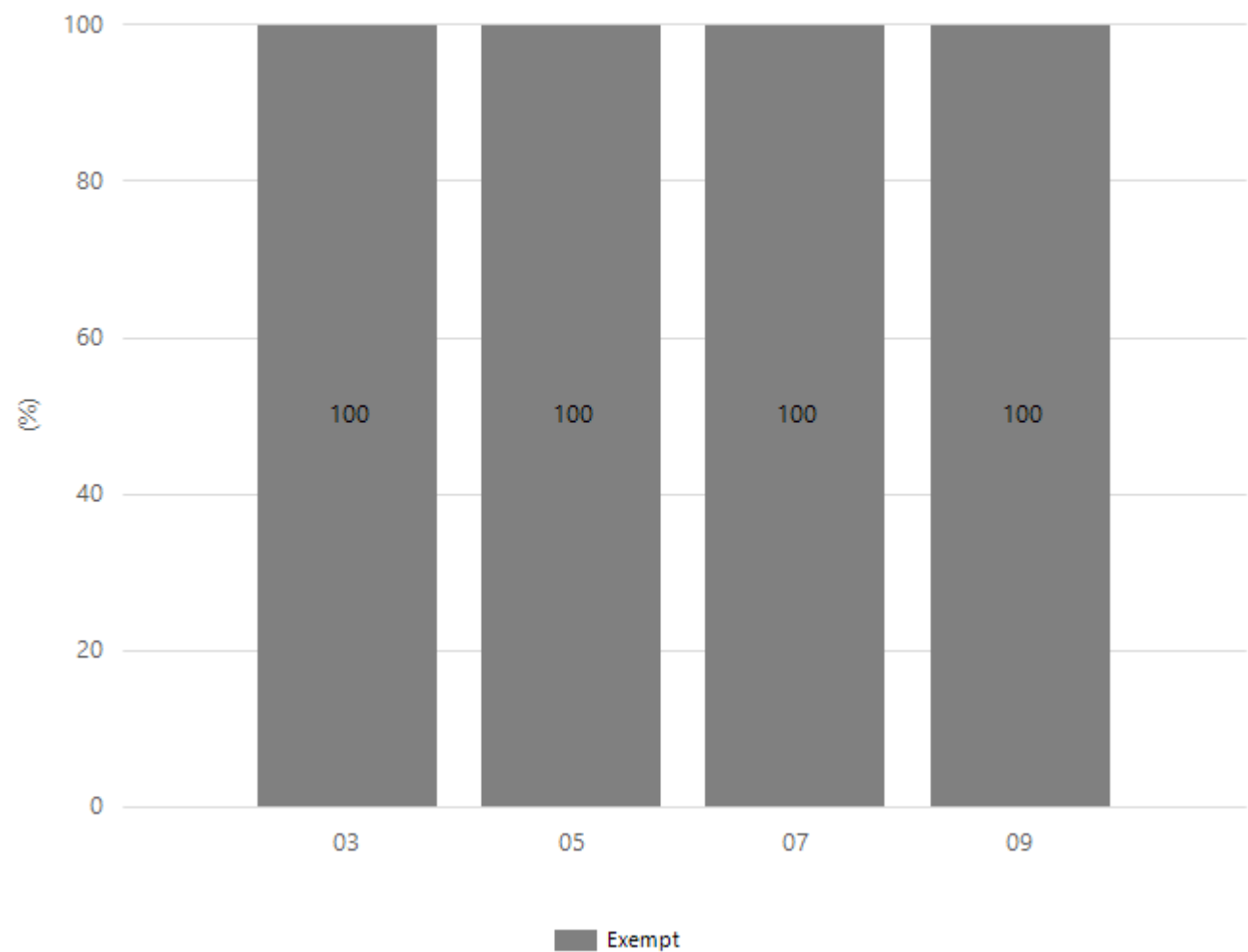
Writing



Year Level	03	05	07	09
Exempt	19	26	12	16
Total	19	26	12	16

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

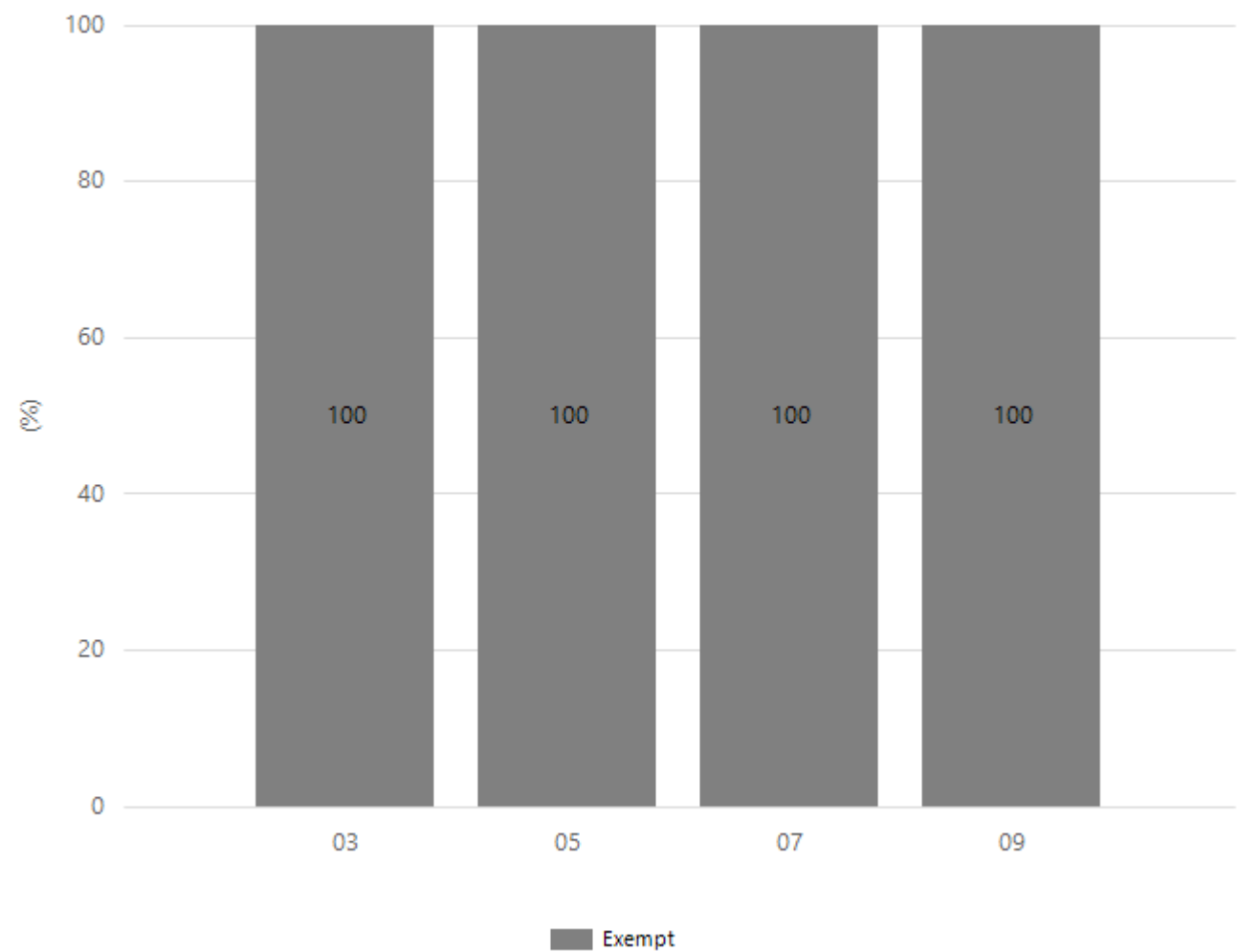
Grammar



Year Level	03	05	07	09
Exempt	19	26	12	16
Total	19	26	12	16

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05	07	09
Exempt	19	26	12	16
Total	19	26	12	16

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

South Australian Certificate of Education - SACE

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

2024
N/A

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2024
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Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2024
N/A

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	N/A	N/A	N/A
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	N/A	N/A	N/A

Data Source: School supplied data

School Attendance

Year Level	2022	2023	2024
Primary Other	80.8%	82.4%	83.9%
Secondary Other	79.8%	84.2%	83.5%
Total	80.5%	83.0%	83.8%

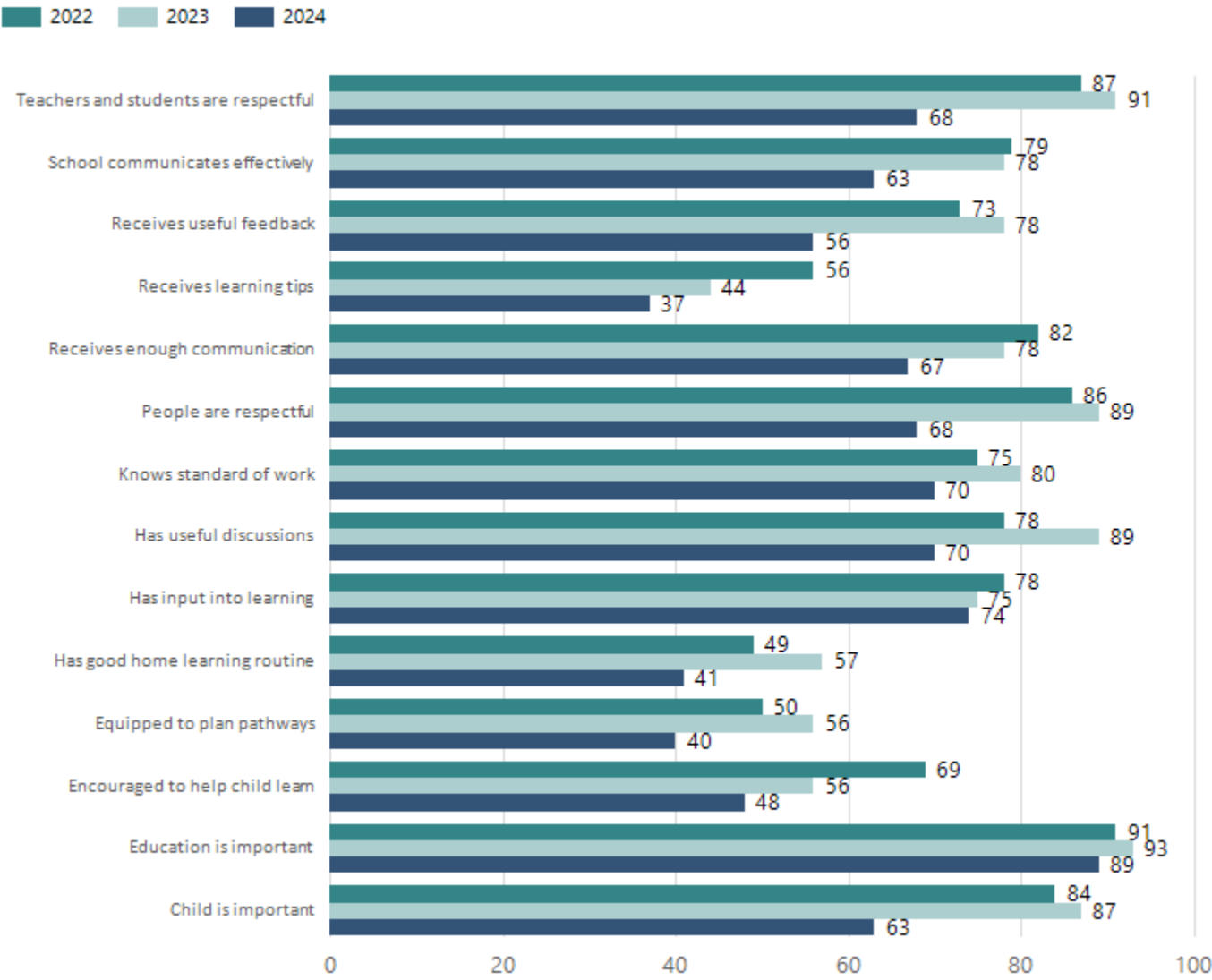
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%
U - UNKNOWN	2	50.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	28
Postgraduate Qualifications	14

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	37.1	0.0	35.3
Persons	0.0	42.0	0.0	57.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$8,213,061.82
Grants: Commonwealth	
Parent Contributions	\$49,352.50
Fund Raising	\$563.00
Other	

Data Source: School supplied data.