

Modbury South Primary School and Modbury South Preschool



Government
of South Australia

Department for Education

2019 annual report to the community

Modbury South Primary School Number: 1047

Modbury South Preschool Number: 1599

Partnership: Modbury

Name of school principal:

Sharon Robertson

Name of governing council chairperson:

Ben Connolly

Date of endorsement:

12/02/2020

Site context and highlights

Our school is located in a bushland setting on spacious grounds. We have continued to develop our existing gardens that include vegetables, orchard, above ground planters, herb bed, native tree and plant area, grape vines and a nature play area. The nature play area is now included as a play area at lunch times, supervised by a duty teacher.

The culture of the school is supported by the key processes of professional learning, performance development and data analysis to inform planning and teaching. Teachers are accessible to families which contributes to the strong sense of belonging, collegiality and community pride in our school.

Staff implement a Social Skills and Problem Solving program which underpins our Student Behaviour Code.

Students are involved in decision making via class meetings and Student leader meetings. House Team Leaders are also encouraged to be powerful leaders and support active participation. We encourage peer and cross-age buddy class programmed activities. Students are also actively involved in other activities such as choir, plastic bucket drumming, Sapsasa sports and school sporting clinics.

Leadership comprises a 1.0 Principal and the school subsidies .4 Leadership (.6 teaching) Assistant principal. Teaching time is spent in classes mentoring teachers and supporting classroom programs. Staffing remains constant, although there has been a high turnover of staff in the preschool this year. There has been minimal staff turnover in the primary school.

Enrollments have increased slightly, to 2145 from Pre to year 7. This includes preschool, JP special class and the primary special class. 34% of our enrollments are School Card holders, 28% are SWD and 35% are EALD, with some students in more than one cohort. These numbers do not include students from the preschool.

All students access lessons in the kitchen garden program. This is planned and managed by teachers and specialist SSO.

Students participate in Premier's Reading Challenge, Premier's be Active Challenge, Book Week and PE Week. Students have access to multiple forms of ICT, including computers in a computer room, ipads and lap tops in classrooms. Charging stations are managed by classroom teachers in classrooms.

The Preschool is co-located on the site. Universal access allows children in their 4th year to attend 15 hours of preschool a week in the school year before starting school. The preschool session starting and completion times facilitate drop off and pick up taking into consideration school parking and collection of siblings on the primary campus. Sessions run Mondays, Tuesdays and half day Wednesdays. Wednesday afternoons accommodates educator reflection and planning time. The preschool is an integral part of the school and programs are linked to school priorities, including sports day, book week kitchen garden lessons and other school celebrations, for example Harmony Day. The Preschool has capacity for 20 students, but should enrollments exceed this limit, we are able to apply for additional educator time to accommodate increase in numbers.

Our registered Playgroup operates Friday mornings from 9am to 11am. It is coordinated by SSO and supported by families who regularly attend.

Our links with Modbury High School have strengthened, including:

Year 10 Child Study students visiting our Reception/Year 1 class for art and craft activities, kitchen activities and hosting our students for a cooking session.

An English group of students working with our Reception/Year 1 students on reading strategies.

A group of students working with both Year 2/3 classes to develop play spaces in the nature play area.

High School PE students planning and implementing lessons for our year 6/7 classes.

Three of our teachers have also been part of a STEM initiative by the High School. This has strengthened the transition from year 7 to 8 planning and teaching pedagogical practices.

We have strengthened our close bond with Modbury Special School by hosting a class in room 5. Staff and leadership communicate openly across both campuses. Year 7 students wear our MSPS Year 7 tops and are involved in design selection. Some students in the class also wear our school uniform tops.

Happy Haven continue to operate OSHC. After school care numbers remain constant. Vacation Care operates during school holidays. A service operates for Pupil Free days.

Governing council report

Governing Council meetings were held:

Term 1, week 3, 12th Feb, week 9, 26th March.

Term 2, Week 4, 21st may and week 9, 25th June.

Term 3, week 4, 13th August and week 8 , 10th September

Term 4, week 5, 12th November and week 8, 3rd December.

The AGM was held on Tuesday 12th February, in the gym with 39 in attendance and 3 apologies recorded.

The Annual report was presented and nominations for Governing Council elected. 2 members were in their second year and 6 members were elected for the first year.

Executive members were elected from the Governing Council members for 2019.

Items of business from the meetings:

Organizing and funding Easter Egg hunt for the preschool and school.

The 2019 Budget was accepted by Governing Council

Fundraising presented a plan for the year to include: Colour Fun Run, Mother's and Father's Day stalls, Kyttons Bakery orders and applications for Grants from NRM and TTG Council.

Policies were updated as per Education Department process and procedures

Grow Up Smiling dental continued in 2019.

Subway lunches were introduced through the canteen one day per week.

Sports Day coffee van and canteen sales of iced cup cakes in team colours were a source of additional income.

Reports are sent to members prior to meetings to be read and this allows for concise meeting times as they are tabled and any discussion from reports is minuted.

The Canteen continued to operate two days a week with volunteers supporting the running of the recess and lunch sales.

Quality improvement planning (Preschool)

The preschool QIP goals were:

LITERACY

To improve children's identity and skills in understanding the language of their world

Challenge of Practice:

If we develop a consistent, evidence informed approach to providing an environment rich in language then we will improve children's identity and skills in literacy.

Actions:

Collaborate with Speech pathologist to discuss and share resources. Relevant resources shared for improving children's understanding of language

Educators engage in review in noticing, documenting, analyzing and extending children's development. Self Review audits completed. Next steps identified on individual growth .

Targeted professional development - E Y Literacy project. Bookmaking project, educators sharing their learning with each other and families.

Educators reflect on quality and rich learning environment. Agreed vision for quality language rich environment.

Develop processes for collecting information for children's development. Using EYLF indicators a draft template guides educators to record and engage in discussions.

NUMERACY

To increase children's numeracy understanding of place and space in their world.

Challenge of practice

If we develop our ability to observe and critically analyze children's use of place and space during play then our documentation will evidence growth over time.

Actions:

Opportunities for educators to be involved in reflections and cycle of planning. Weekly team reflection meetings held.

Educators to participate in self review about noticing, collecting, analyzing and extending children's development. Educators completing Numeracy audit tools and reflecting on personal and team growth.

Evidence of the actions include:

Mentoring early years staff, weekly staff meetings and bookmaking focus on play based oral language.

Building capacity and sharing with leadership and staff members and ECL

Adapting the EYLF to reference the observed learning and able to articulate this.

Improved active learning environment has developed engagement of the children in their learning by identifying individual children's growth and potential.

Improvement planning - review and evaluate (School)

In 2019 our SIP priorities were;

NUMERACY

To implement a consistent understanding of approaches and strategies that can be used to support pedagogy

CHALLENGE OF PRACTICE

Whole staff agreement in the teaching of number sense using Di Seimon's resources.

Improvement by all students in problem solving in number strand

SUCCESS CRITERIA

After professional learning with SLLIP ,we will have a clear understanding of portfolio expectations and learning intentions, success criteria and formative assessment.

As a result of professional development on numeracy progressions with a focus on Di Seimon.,mentoring to set expectations around program and PLC's to follow guidelines, students will increase their learning and understanding.

LITERACY

Increase the vocabulary base and understanding for all students in an authentic and connected manner.

CHALLENGE OF PRACTICE

If we strategically plan and implement authentic experiences for students to talk and share their thinking across all learning areas, the development of their oral language and vocabulary will increase reading and writing achievement as measured by Running Records and PAT Vocab.

SUCCESS CRITERIA

Improved learning outcomes as measured in oral language against PAT Vocab. All students will demonstrate increased achievement (at least 1 years growth based on the mean scale score)

SIP reflection questions for Portfolio Day

What did you celebrate about your SIP?

PFD reflections and the story of regular reviews using red, yellow and green codes. Celebration of the learning improvement for our students. Best practices documented.

What are we tweaking?

Goals remain the same. Whole staff agreement then we will see student achievement.

Strategically plan and implement the increase in reading and writing achievement as measured by Running Records and PAT Vocab

How might MSPS work with the improvement process in 2020?

Continue to involve staff in writing SIP after regular review points.

Staff owning and understanding the SIP

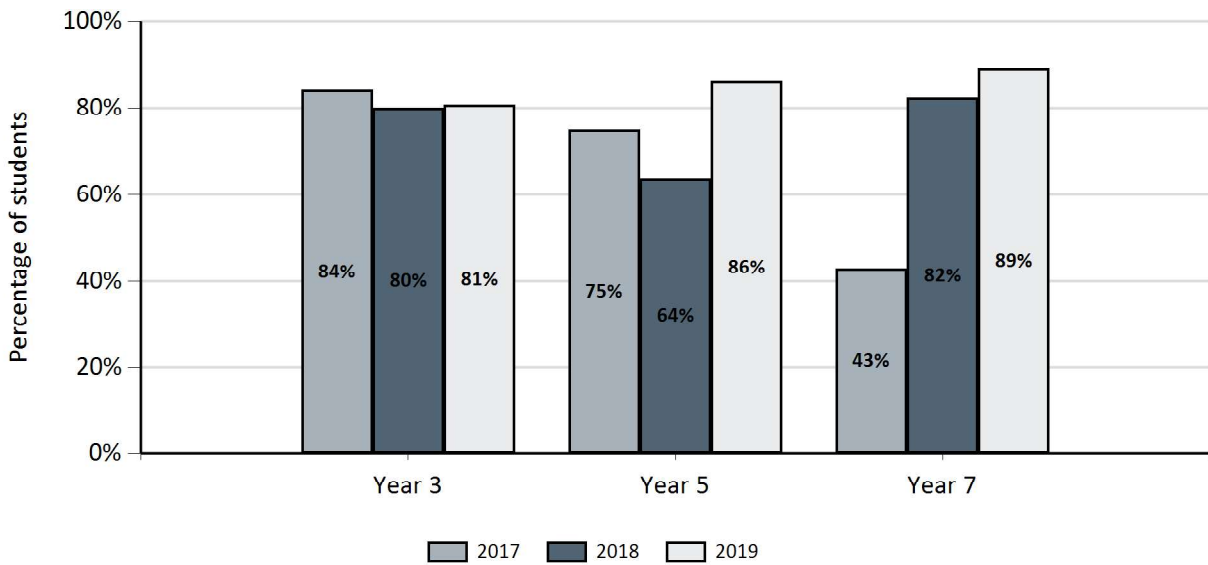
Staff understanding Partnership links with site links.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

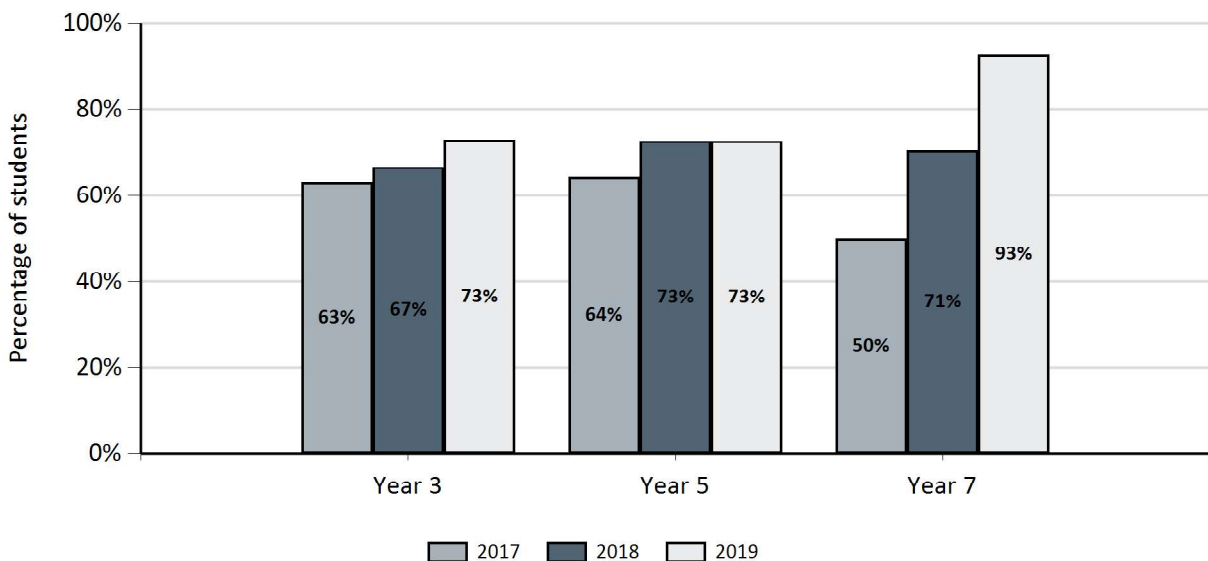
Reading



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	33%	50%	25%
Middle progress group	50%	38%	50%
Lower progress group	17%	12%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	39%	61%	25%
Middle progress group	50%	30%	50%
Lower progress group	11%	9%	25%

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

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	26	26	11	8	42%	31%
Year 3 2014-16 Average	20.0	20.0	8.7	6.3	43%	32%
Year 5 2019	22	22	4	5	18%	23%
Year 5 2014-16 Average	24.0	24.0	4.7	3.3	19%	14%
Year 7 2019	28	28	4	10	14%	36%
Year 7 2014-16 Average	19.7	19.7	2.7	5.0	14%	25%

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

[^]includes absent and withdrawn students.

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

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

School performance comment

The 2019 NAPLAN literacy results show that a slightly higher percentage of yr 3 students achieved the DECD Standard of Educational Achievement (SEA) for reading than in 2018. There was a significant improvement of 22% of yr 5 students achieving the DECD Standard of Educational Achievement (SEA) for reading in 2019. This is an indication that strategies implemented across site were effective in improving student learning for this year level. It was pleasing to note that 33% of the year 5 students were in the upper progress group from yr 3 2017 - yr 5 2019. The 2019 Yr 7 data shows a 7% improvement in the percentage of students achieving SEA for reading than in 2018.

The improvement in the percentage of students that achieved SEA in all NAPLAN year levels for reading can be attributed to one of our 2019 SIP priorities - the implementation of a school wide priority that focuses on the explicit teaching of high impact strategies to improve student's oral language and vocabulary. As well as maintaining a strong and consistent school wide emphasis on explicit teaching and learning of the Sheena Cameron Reading strategies and the Big 6.

All students who did not achieve SEA in NAPLAN Reading or PAT Reading across all year levels, will continue to be tracked consistently and class based intervention will be put into place to bridge the gap and support learning improvement.

The 2019 NAPLAN numeracy results show a higher percentage of yr 3 and 7 students achieved the DECD Standard of Educational Achievement (SEA) for numeracy than in 2018, with yr 7 percentage increasing 22%. The year 5 percentage remained the same. These results are pleasing and indicate our whole site professional learning and expectation of implementing a math program that includes explicit teaching of number sense, explicit teaching of 6s problem solving model, open ended learning tasks and investigations that engage students in higher order thinking has been effective in improving students learning outcomes. The percentage for upper progress in numeracy for yr3 -5 and yr 5- 7 was significantly above state average. While these results indicate improved student progress the continued priority for 2020 is to move more students into the higher 2 bands for their year level in numeracy.

At the school wide review day in term 4 2019, PLC's (professional learning communities) discussed, identified and documented their 'hold the line' strategies, strategies that have the highest impact on improving student learning in reading and numeracy. These strategies will continue to be implemented and reviewed in PLCs across the site to ensure consistency of high quality reading strategies Preschool - Yr 7 become embedded throughout the entire school and written into the 2020 SIP. Professional Learning for all staff will continue to be targeted at the 2 priorities via staff meetings, Pupil Free days and PLCs. This professional learning will be designed to target individuals, cohorts of staff and whole staff dependent on their needs with the priority on improving students learning outcomes.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	89.4%	86.8%	77.9%	77.9%
2018 centre	90.6%	91.2%	86.5%	92.6%
2019 centre	91.6%	81.3%	91.8%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	91.3%	91.9%	88.1%	88.7%
Year 1	86.9%	93.8%	91.8%	87.5%
Year 2	91.4%	92.3%	92.2%	91.8%
Year 3	90.6%	93.4%	90.7%	92.4%
Year 4	90.3%	93.5%	91.3%	87.4%
Year 5	87.7%	92.7%	94.0%	88.6%
Year 6	89.9%	87.4%	91.9%	92.1%
Year 7	88.9%	87.8%	88.7%	86.8%
Primary Other	93.0%	90.2%	92.6%	88.8%
Total	90.1%	91.5%	91.4%	89.4%

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

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

Attendance comment

2019 saw a continuation of the process implemented in 2018 where attendance follow up was transparent and streamlined for all staff members. Families with poor attendance history were identified in week 0 2019 and consistent and positive connections and interventions were built and put in place with these families from the very beginning of the year.

The 'At School Every Day' and 'Termly Improved Attendance' award continued in 2019 as a positive initiative to improve student attendance.

The drop in overall attendance percentage in 2019 reflects 5 families, with the Assistant Principal worked closely with these families to address barriers and find negotiated solutions with improvement shown in terms 3 and 4 of 2019.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	19	19	19	20
2017	17	19	19	19
2018	18	19	20	21
2019	19	21	21	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

The Preschool began 2019 with 18 enrollments, increasing to 21 in February. A preschool staffing adjustment form was completed and a second teacher was contracted. Enrollments continued to grow with some movement of families in and out of the preschool due to moving out of the area.
At the end of 2019 there were 26 children enrolled with 3 attending for additional one term.

Behaviour support comment

1 Threatened or Perpetrated Violence
Of the 242 incidents recorded, 179 of these were from 4 students
2 Threatened Good Order
Of the 189 incidents recorded, 84 of these were from 4 students
3 Threatened Safety and Well-being
Of the 69 incidents recorded, 37 of these were from 3 students
4 Acted Illegally
Of the 4 incidents recorded, 2 of these were from 1 student.
5 Interfered with the Rights of Others
Of the the 21 incidents recorded, 16 of these were from 2 students.
6 Persistent and Wilful Inattention
Of the 65 incidents recorded, 35 of these were from 4 students.
In the majority of recorded incidents, students with disabilities were over represented.



Client opinion summary

PRESCHOOL OPINION SURVEY

Modbury South Preschool conducted a Parent Opinion survey for feedback on; Quality of Teaching and Learning, Support of Learning, Relationships and Communication Leadership and Decision making.

100% feedback in the following - My child's teachers make learning interesting and enjoyable, The preschool has an excellent learning environment, My child is motivated to learn at this school, My child has access to quality materials and resources that help him/her learn, Children know how they are expected to behave at preschool, Teachers at this school treat my child fairly, Children have enough resources and materials for their learning, This preschool encourages children to have a sense of pride in their achievement, I feel welcome at this preschool, I am comfortable about approaching my child's teachers about his/her progress, Children from all backgrounds and cultures are treated fairly at this preschool. I am encouraged to be involved in the preschool in all kinds of ways, I believe there is effective educational leadership within the preschool, I am given the opportunity to be involved in the preschool's educational activities, The majority of percentages were over 70%. This indicates that families are supportive of preschool practices and programs.

MSPS - 2019 STUDENT SURVEY

Questions from the survey were rated 1 to 5 (5 being strongly agree). All questions were rated 4 and above.

4.7 - I like being at my school

4.6 - My teachers expect me to do my best

4.3 - I feel safe at my school, My school looks for ways to improve, My school gives me opportunities to do interesting things.

MSPS - 2019 PARENT SURVEY

All questions in the survey were rated 4.1 and above

4.7 - Teachers at this school expect my child to do his/her best

4.6 - I can talk to my child's teacher about my concerns, My child likes being at this school, This school looks for ways to improve,

4.5 - My child feels safe at this school

MSPS - 2019 TEACHER SURVEY

Of note from the Wellbeing and Engagement data:

Students rated high for emotional wellbeing around happiness, optimism and emotional regulation. Students also rated high Engagement with School with regard to connectedness to school, peer belonging, friendships and emotional engagement with teachers.. Health and wellbeing out of school was also rated High in areas such as sports, organized activities and nutrition.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1047 - Modbury South Primary School	88.0%	85.0%	94.0%	94.4%
8411 - Torrens Valley Christian School	0.0%	7.0%	0.0%	5.6%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	5.8%
Other	2	3.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	17.3%
Transfer to SA Govt School	38	73.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

All preschool children, except for two , will be attending MSPS.

The majority of year 7 students will be attending Modbury High School, with the following exceptions:

1 student at Golden Grove HS special unit

1 students at Pinnacle College

1 student at Pedare College

2 at Roma Mitchell

1 at Roma Mitchell special unit

4 other students will be attending different schools in 2020 (2 have moved out of the area and 2 attending private schools)

Relevant history screening

All volunteers, TRT's, Pre-service teachers and non-Education for Education providers are all checked for their DCSI clearance.

All personnel on the site hold current certificates. These are photocopied and 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	19
Post Graduate Qualifications	6

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.0	0.0	12.2
Persons	0	15	0	18

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

Financial statement

Funding Source	Amount
Grants: State	3275
Grants: Commonwealth	7300
Parent Contributions	6211
Fund Raising	8945
Other	2100

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

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Funding was used for staff training and development for behaviour management for ASD. Additional SSO support has been used for identified students and emotional regulation programs.	Students regulating their emotions and engaging in positive learning activities
	Improved outcomes for students with an additional language or dialect	Funding was used for additional staff to enable small group and individual support as appropriate to the needs of the students	Data demonstrates improvement trends.
	Improved outcomes for students with disabilities	Funding was used to employ additional staff to assist with the learning and behaviour of SWD. In some cases, additional funding was allocated to individual students.	Positive engagement and behaviour and improved learning outcomes
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Engagement with Aboriginal families to promote attendance and participation by building positive relationships and connections.	Successful communication and programs with families.
Program funding for all students	Australian Curriculum	All teachers engaged in PD and workshops in Modbury Partnership. This included PFD and Shared Staff Meetings as well as Literacy Book making workshops for Early Years teachers. AP role defined in all classrooms.	Staff plan using learning design and program using transforming tasks strategies
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	The update of technology that included new laptops and charging stations for years 2 to 7 and ipads and charging stations for receptions and year ones.	Successful learning programs with intentional skills focus using IT in classroom
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to build Educator capacity in Numeracy and Literacy indicators. Educators participated in self review about their confidence in collecting, analyzing and extending children's development in numeracy and engaged in reflective conversations to identify a quality and rich language environment	Connections with families to build on children's engagement with literacy and numeracy was encouraged.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Preschool funding together with site funding, allowed additional staffing to work individually with children who required support for their personal learning. 1:1 support allowed for appropriate strategies to be implemented as well as meeting with professionals visiting the preschool for these children.	Improved communication between educators and Support Services as well as outside operators. This enhanced planning and implementation.
Improved outcomes for non-English speaking children who received bilingual support	A Bilingual SSO was employed to support children with English as an additional language (EALD). Ten children and their families received bilingual support.	Connection and communication with families was supported through the ability to translate information about children's learning.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.