



Mount Barker Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Mount Barker Primary School Number: 285
Partnership: Heysen

Name of school principal:

Jo Simpson

Name of governing council chair:

Daniel Austin

Date of endorsement:

19th February 2019

School context and highlights

Mount Barker Primary School is located in the Adelaide Hills and is Category 5 Index of Disadvantage with an enrolment of 358 students. Our core business is to provide quality teaching and learning for all students and ensure all students reach their full potential. Our school mission statement is: Mount Barker Primary, a Community of Successful Learners. Successful learners at Mount Barker Primary are creative, collaborative, risk takers who are persistent, ask questions and are self regulated. Our School Values are: Respect, Responsibility and Resilience.

The Site Improvement Plan priorities were Literacy, Numeracy, STEM, ICT infrastructure and Ready to Learn.

Community support is strong particularly with support from local organisations such as the Returned and Services League of Mount Barker (RSL), Kiwanis, The Lions, Bunnings and Zonta as well as our parent community. Highlights for 2018 were SAPSASA, End of Year Concert, Christmas pageant, improved kindergarten and high school transition programs, Movie Night and Adelaide Crows gratitude sessions, increased inclusion and supportive practices, Lightning Carnival, Just Too Deadly awards, and Maths Olympiad. This year saw the first whole school drama production 'Wind in the Willows'. This was a great success.

The leadership team consists of Principal, Deputy Principal, Student Well-Being Leader, STEM Coordinator and Visible Learning Impact Coach.

Our student cohort consists of:

- 358 students
- School card students - 87
- Aboriginal and Torres Strait Islander (ATSI) Students - 7
- EALD students - 8 .
- Students with Disabilities in mainstream classes - 25
- Students in the Unit - 16.8
- Students under the Guardianship of the Minister - 1

Governing council report

The last year has been a busy and dynamic one, but also a rewarding one! The 2018 AGM saw about half of the Governing Council change over, bringing with it a wide range of new ideas. As a Governing Council we are in a privileged position of not only representing the overall school community and providing guidance, but working with the School leadership team to deliver a wide range of activities and initiatives.

After a period of instability and turnover within the School Executive, it has been pleasing to see that starting to settle, and I believe that there has been a strong relationship built between the Principal, Jo Simpson, and the Deputy Steve Gallagher, who both clearly have a shared vision for Mt Barker Primary School.

The redevelopment of the School facilities has been slowly moving forward throughout 2018. The State Election created a level of uncertainty around the security of the initial funding announcement, however once this was resolved, the backroom work was able to commence. We should start to see tangible movements during 2019.

2018 saw the school stage its first major drama production, 'Wind in the Willows'. The production was a great success, with that wave of success riding high over the school for many weeks around it. Congratulations must go to all involved in the many weeks of hard effort and preparation.

Communication with the school community continued to be a significant focus throughout 2018. Significant steps have been made in this area, which is starting to pay dividends. The streamlining of the classroom based apps from three to one has made it easier for the school community to stay informed. And reinvigorating the schools facebook page has seen parents getting actively involved, and moderating their own issues.

It has been a privilege once again to have been involved with such an enthusiastic Governing Council. I'd like to thank you all for the commitment. It has been pleasing to work with you all as we have worked on strengthening the governance of the school.

Improvement planning and outcomes

LITERACY

Action Taken:

Literacy Agreement implemented.

Running record workshop to ensure consistency of practice across our school.

Teachers taking and analysing running records using the Fountas and Pinnell Benchmark Assessment System. This data drives instructional decisions and identifies student for intervention and stretch.

All students Yr 1- Yr 7 assessed in September in PAT-R.

Review of literacy intervention undertaken and changes for 2019 recommended.

Outcomes/Targets achieved:

242 students participated and completed the Premier's Reading Challenge.

Running Records 2018 Term 3 report showed

27 of 42 Year 2s achieving Level 21 and over

36 of 48 Year 1s achieving Level 15 and over.

NUMERACY

Action taken:

PAT M data analysis teams were supported with release time and leadership support.

Quicksmart Students identified using PAT M data.

Quicksmart intervention used to support students in year 5 and 6.

TooSmart identified as an early years intervention strategy for implementation in 2019.

Collaborative planning opportunities provided to all teams, focusing on Learning Design, Assessment and Moderation

All students Yrs 1 - Yr 7 assessed in September in PAT-M.

STEM/ICT INFRASTRUCTURE

Teachers are implementing the Engineering Process developed by our STEM Coordinator. Students have been engaged in projects with real outcomes, such as the EY fairy garden project. Upper Primary team are using robotics and coding to engage students in STEM learning opportunities. A review of the current ICT infrastructure was undertaken and improvements made to the internet access. iPads are now connected to the Jampf facility enabling maintenance to be undertaken remotely with the need to disrupt learning opportunities.

READY TO LEARN

We have continued to develop our 6 learning dispositions: Persistence; Collaboration; Questions Creativity; Self Regulation; and Risk taking. We have established a three week program undertaken at the start of the year introducing our dispositions and developing student understanding in this area. We have changed our awards system to align with the learning dispositions. A review undertaken in term 2, showed significant improvement in students' ability to articulate what skills they need to be a successful learner.

INCLUSION

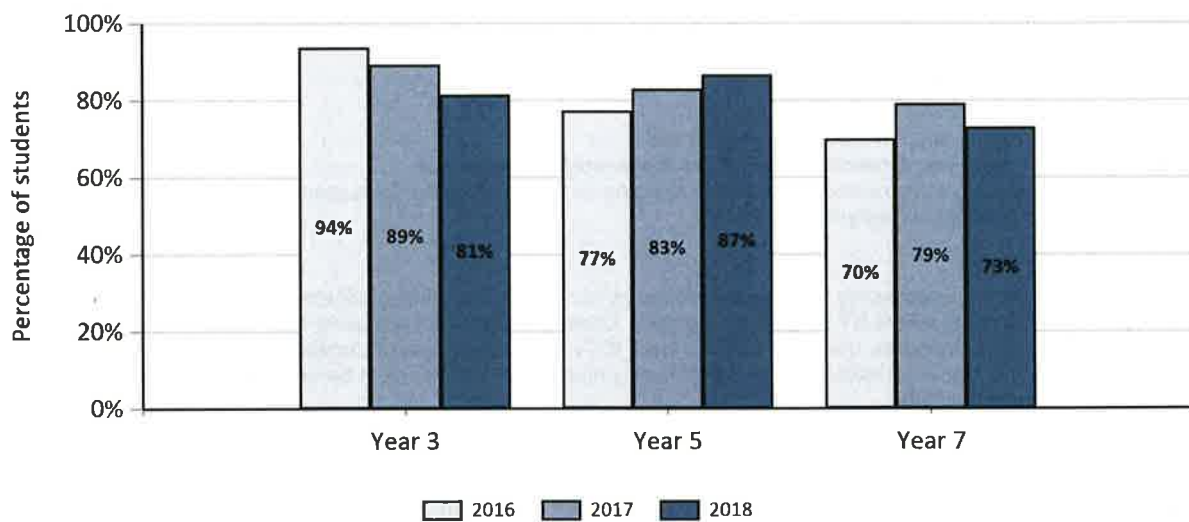
Our school community support and advocate for the inclusion of all students. A significant milestone this year was our year 7 graduation ceremony. 6 students with significant challenges participated fully in the service, lunch and movie, with the necessary adjustments put in place to support them.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

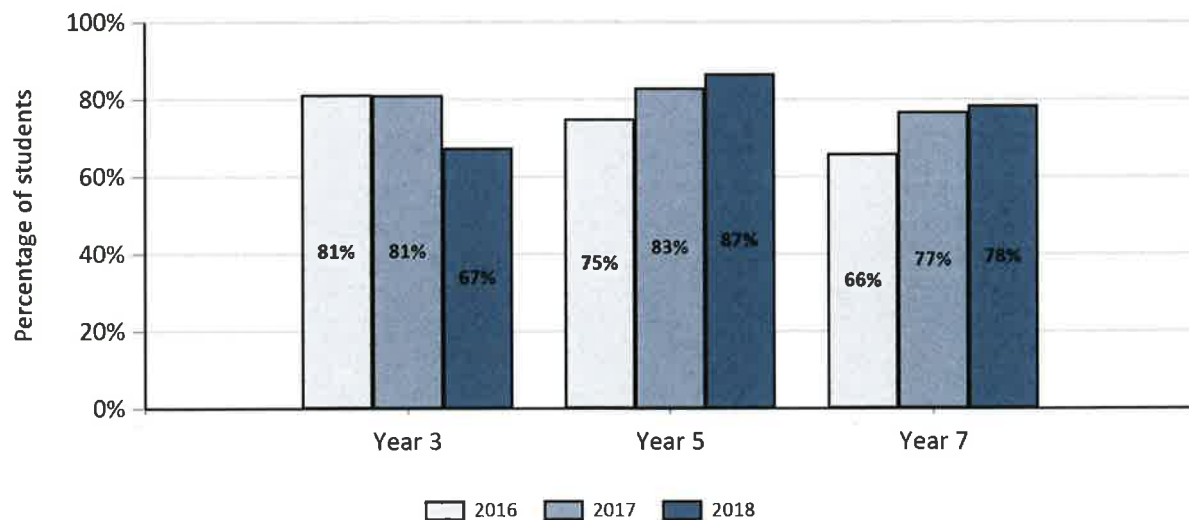
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	26%	20%	25%
Middle progress group	55%	43%	50%
Lower progress group	18%	37%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	24%	10%	25%
Middle progress group	50%	65%	50%
Lower progress group	26%	26%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

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 2018	43	43	16	6	37%	14%
Year 3 2016-18 average	55.0	55.0	27.0	15.3	49%	28%
Year 5 2018	45	45	18	8	40%	18%
Year 5 2016-18 average	47.3	47.3	20.0	10.0	42%	21%
Year 7 2018	37	37	11	6	30%	16%
Year 7 2016-18 average	43.3	43.3	9.7	6.3	22%	15%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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 Stages of Improvement Descriptors provided by the Department have identified our school as having steady school performance over time. We have been identified as being a 'stretch' school with a focus on increasing the number of students falling short of the SEA in NAPLAN and increasing high achievement.

NAPLAN

Our NAPLAN results remained within our historical average.

The rate of progress from years 5-7 remains an area of concern. The school recognises the need to work on achieving a higher percentage of students in the high growth rate percentile in both literacy and numeracy in years 5-7.

Achievement of National Minimum Standard in percentage

Year 3

Reading - 90%

Writing - 92%

Spelling - 88%

Grammar and Punctuation -90%

Numeracy - 85%

Year 5

Reading - 100%

Writing - 93%

Spelling - 100%

Grammar and Punctuation -95%

Numeracy - 95%

Year 7

Reading - 80%

Writing - 71%

Spelling - 78%

Grammar and Punctuation - 72%

Numeracy - 80%

Data teams have analysed and disaggregated PAT data and NAPLAN data to identify areas for further development. The leadership team have triangulated PAT, NAPLAN, Running Records, SWD info and attendance to create a clearer picture for teachers going into 2019. An Intervention Teacher has been allocated a 1.0 teaching load to support students with their learning.

Attendance

Year level	2015	2016	2017	2018
Reception	91.0%	91.6%	94.0%	94.2%
Year 1	92.2%	90.5%	92.1%	93.3%
Year 2	91.6%	93.9%	92.0%	89.9%
Year 3	91.9%	92.4%	93.5%	93.4%
Year 4	92.3%	92.3%	92.4%	92.6%
Year 5	92.9%	92.2%	91.9%	91.7%
Year 6	91.0%	92.9%	91.7%	89.6%
Year 7	91.8%	90.2%	90.9%	89.4%
Primary other	83.8%	88.1%	89.7%	82.7%
Total	91.6%	92.0%	92.3%	91.3%

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

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

2018 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 2018 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 used to deliver targeted programs for students with challenging behaviour. SSO staff implementing programs focusing on interoception and social skills development.	Increase in students ability to self regulate and use 'just in time' strategies.
	Improved outcomes for students with an additional language or dialect	Funding used to deliver targeted programs for students with an additional language or dialect.	Increase in student engagement and improved communication/literacy skills.
	Improved outcomes for students with disabilities	SSOs supporting students with speech programs and specialised intervention programs based on One Plan goals. Students with ASD taking part in interoception program.	One Plan are created in collaboration with families and service providers.
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 Students with learning difficulties grant	APAS funding was used to support Aboriginal students to participate in intervention programs. Students with Learning Difficulties grant was used to support students in literacy and numeracy. SSO support provided small group instruction to identified students. Early years grants were used to provide support through additional staff members supporting in literacy and numeracy. The funds were also used to support staff professional development in relation to synthetic phonics. Professional development for all staff was supported through Learning Design, Assessment and Moderation of Australian Curriculum	Improvement seen in Running Records data. Collaborative practices in place for learning design, assessment and moderation.
Program funding for all students	Australian Curriculum	NA	
	Aboriginal languages programs initiatives	NA	
	Better schools funding	Implemented literacy and numeracy intervention R-7	Quicksmart results continue to support growth in numeracy.
Other discretionary funding	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	0.54 Counsellor allocation (increased to 0.6 with school funds)	Development of learner dispositions and emphasis on resilient students.

Teacher qualifications 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	46
Post Graduate Qualifications	18

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	22.2	0.0	15.3
Persons	0	26	0	24

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	3,950
Grants: Commonwealth	11,200
Parent Contributions	95,750
Fund Raising	3,00
Other	

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

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	6.9%
Other	2	2.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	11.5%
Transfer to SA Govt School	69	79.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Volunteers play a huge role at Mount Barker Primary particularly our Parents and Friends group.

All volunteers at Mount Barker Primary school meet screening and suitability requirements as per DECD guidelines. DCSI applications are processed by an administrator and all SSO's and volunteers requiring screening are notified in advance when their screening is due to expire so they can renew.

Contactors and outside providers are required to follow Department guidelines.

All parents/ volunteers attending camps have a current DCSI screening.

Attendance comment

Our attendance data has dipped this year to 91.3%. We had several habitual non-attenders that we addressed through phone calls, text messages, meetings with parents, home visits and attendance referrals. The importance of student attendance is promoted regularly in the newsletter and attendance data is recorded on the mid year and end of year reports. We have received an increase in exemption applications from parents to take their children out of school for holidays. Increasing students attendance will be a focus for 2019.

Behaviour management comment

Behaviour issues are managed using a restorative approach and logical consequences are given to students who do not follow school expectations. The school has a zero tolerance of bullying, parents are informed of behaviour issues either by leadership, class teacher or via a slip sent home. We follow the DECD Behaviour Management guidelines.

Client opinion summary

2018 Parent Survey

Scoring between 3.5 and 4.1 in each question. Parents believe that teachers at the school have high expectations and expect the students to try their best. They also believe that their children feel safe and that parents also feel able to approach their teachers if there are problems.

Areas that require development in 2019 remains development of the school grounds.

2018 Heysen Partnership Student Survey - What makes a successful learner?

Our students were clear on what is a successful learner and they strongly agree that it is okay to make a mistake at school.

Areas for development in 2019 are focused on peer support - seeking feedback from peers and learning alongside peers.

2018 MDI Data - Middle Years Students

This data focuses on Well-being and Engagement and is aimed at middle year students.

Feelings of optimism, happiness, emotional engagement with the teacher, friendship intimacy, lack of cyber bullying and peer belonging rated highly in the survey. Students felt that they needed support with emotional regulation and a sense of belonging.

2018 Staff Survey

Quality teaching and learning

Areas of strength are that teachers feel enthusiastic about their teaching and teachers use a variety of teaching and learning strategies to support students. An area to review is assessment processes in order to provide information on students areas of strength and areas of development.

Learning Environment

Areas of strength are that teachers at this school care about how their students are feeling and that teachers have high expectations of their students. An area for review is our school programs and whether they meet the needs of every student.

Relationships and Communication

Areas of strength are that staff believe there is broad range of communication opportunities between school and home and that parents input is valued in our school. Staff also feel like they belong at our school and they are happy to be part of our school community. An area to review is the opportunities that teachers are given to discuss and receive feedback on performance.

Leadership and Decision Making

Areas of strength are the supportive leadership team who are well organised. An area to review is relating to professional development meeting the needs of the staff and feedback on performance.