



Modbury West School

Annual Report

2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Modbury West School	School Number:	1210
Principal:	Deb Hancock	Partnership	Modbury

Modbury West School is situated 15km northeast of the Adelaide CBD. In 2015, 395 students were enrolled in Reception to Year 7, with approximately 20% of students from a non-English speaking background. Enrolments have been growing steadily over time, from 346 in 2011 to our current enrolment in 15 classes.

In 2015 the student population included 6% Aboriginal students, 4% Students with Disabilities, 10% students with English as an Additional Language or Dialect (EALD), and 26% of families eligible for School Card assistance.

2. REPORT FROM GOVERNING COUNCIL

The school's Education Director attended a Council meeting early in the year to talk to members about the Principal's tenure, which ended this year, and the process for advertising this position. Feedback was sought from all sections of the school community about the performance of the current Principal, and, after a selection process which involved the Governing Council Chair, Deb Hancock was reappointed as Principal for a five year tenure.

The canteen had a successful year thanks to the efforts of the Canteen Committee. Special lunch days were offered to the students each term and the canteen catered for our Sports Day and end of year concert, resulting in the canteen covering all costs over the year. Families and students were surveyed about the foods offered by the canteen and changes were made as a result of this feedback.

Our OSHC program is an integral part of the school, with OSHC staff working closely with school staff to provide a rich program which caters effectively for the care and wellbeing of all the students enrolled. Some highlights for the year were a camp held in the April school holidays, a year 6/7 end of year Bounce and lunch excursion for senior students who use or have used OSHC over their time at our school, My Restaurant Rules where children planned, prepared, served and cleaned up dinner for more than 90 family members, and construction of a garden area to grow vegetables and fruit trees. During the year OSHC staff also supported school activities through hosting a morning tea for grandparents and parents during both Book Week and on Sports Day and another one for the parents of 2016 Reception children during one of their transition visits.

Time was spent during Governing Council meetings discussing and making decisions on issues such as OSHC job sharing in the assistant director role, a new fee structure for OSHC, an increase to the school's Materials and Services Charge, changes to the school's hat policy, disabled carparking places, changes to the Report format, and reconfiguration of two leadership positions to have a deputy principal and an assistant principal from 2016.

As part of the DECD External School Review process a group of parents and Governing Council members met with the reviewers to give feedback about the school and its performance.

Governing Council approved the spending of monies to renovate and fit out two classrooms that hadn't been upgraded with the rest of the school during the BER work in 2010. This work was needed as the enrolments continue to grow at the school and more classes are being established. A very steep ramp leading up to the Unit was also replaced with steps with handrails, and air conditioners were replaced in two areas of the school.

Three of our staff are moving on to other schools after several years of wonderful work with our students and families and we thank them and wish them all the very best for their future endeavours. Governing Council appreciates the continued support of staff and the leadership at Modbury West School.

Grant Pelton
Governing Council Chairperson

3. 2015 HIGHLIGHTS

The highlights of 2015 include:

- Our biggest ever group of 52 Reception children starting their schooling with us.
- Buddy reading programs first thing every morning where older students support their buddy class during our whole school reading time.
- The introduction of a new specialist learning area of Performing Arts which incorporates music, dance and drama.
- A group of students working with two of our teachers to produce and perform a play for our students and children from local preschools during Book Week.
- Continuation of whole school events and celebrations including Anzac Day, Reconciliation Day, Sports Day, Music Night, discos, Remembrance Day and our end of year Concert.
- A very successful and well attended Grandparents Day where grandparents shared games they played as a child with our students.
- An out of school Sports program run by parents and students in Auskick, football, netball
- Students participating in SAPSASA swimming, netball, cross country, soccer, basketball and athletics. New t-shirts were purchased for students representing our school to wear.
- Year 7 student leaders working across the school to support teachers and students with Sports Day activities, PE lessons, surveys, whole school events.,
- Our biggest ever Senior Choir with 63 students participating in the Festival of Music and our Junior Singers meeting weekly and performing at school events and for senior citizens groups.
- Three of our students being selected for the Dance Troupes for the Festival of Music.
- Over 50 of our students participating in instrumental music lessons in guitar, keyboard, voice and drums.
- Classes participating in excursions to the National Motor Museum, Parliament House, War Memorials and Keswick Army Barracks, the Aquadome and WaterWorld, and an incursion with Music is Fun.
- Fundraising through casual and theme days by our students to support our World Vision child and other local charities.
- Students and their families contributing to the Salvation Army Hamper of Hope Xmas Food Drive.
- Over 90% of our students completing the Premier's Reading Challenge and being presented their awards by Frances Bedford, our local MP.
- 'Café Modwest', run by our CPSW, opening for parents on Friday afternoons for them to meet and enjoy coffee, tea and cake.
- Our teachers mentoring a large number of student teachers over the year.
- Three of our SSO's completing their Certificate 3.
- With the support of parents we were able to provide a student banking program through the Commonwealth Bank.
- Renovation and outfitting of two classrooms needed to accommodate our growing numbers.
- OSHC developing a garden area to grow vegetables and fruit trees.
- Participating in a DECD External School Review.

As well as professional learning aligned with our Site Improvement Plan, time was also spent on:

- Further familiarization with the Australian Curriculum areas of Health & PE, and Business & Economics.
- Effective implementation of the Keeping Safe: Child Protection Curriculum. From 2016 teachers have agreed to all focus on this in week 3 of each term.
- Strategies to better support students with learning needs (including students with autism spectrum disorders).

4. SITE IMPROVEMENT PLANNING AND TARGETS

Our 2015 Site Improvement Plan had three priorities.

1. Improve numeracy achievement of all students.

Actions taken:

- Year 3-7 teachers collaboratively analysed student data and responses to questions on Pat Maths test and used this information to plan teaching and learning programs
- Teachers shared effective strategies they currently use
- Many teachers attended Maths conferences with Ann Baker and Mike Chartres over the year
- NAPLAN Numeracy questions and student responses were analysed by R-7 teachers
- Students and teachers completed across-Partnership TfEL Compass Surveys.

Outcomes:

- Year 3, 5 and 7 students achieved at a higher level in NAPLAN Numeracy than 'like schools' and showed good growth across years 3 to 5 and 5 to 7.

Future directions:

- Develop whole school agreement to support the teaching, learning and monitoring of mathematics and numeracy
- Structure time for staff to plan units of maths learning and moderate student work.
- Explore strategies to support the range of learners in our maths classes.

2. Improve writing skills for all students.

Actions taken:

- Teachers analysed the writing of a sample of students from their classes to provide a focus for the explicit teaching of skills
- Teachers collaboratively worked through a process for EALD Scaling of student writing

Outcomes:

- Teachers have a focus on quality rather than quantity of writing with their students.
- Year 5 and 7 students achieved at a higher level in NAPLAN Writing than 'like schools' and showed good growth across years 3 to 5 and 5 to 7.
- NAPLAN Spelling and Grammar achievement was above 'like schools' for all three year levels assessed.

Future directions:

- Continue to focus staff and student learning on quality writing.
- Structure time for staff to moderate student writing and plan teaching in response to identified need.
- Develop whole school writing agreements and teaching strategies, ensuring consistency around terminology used with students.

3. Improve student achievement through a deeper understanding for teachers of intellectual challenge and executive function

Actions taken:

- Professional learning on growth/fix mindset
- Many teachers and SSOs participated in workshops on intellectual challenge with staff from across the Partnership
- A Partnership Pupil Free Day was held with all staff choosing to attend workshops on Executive Function, Engagement or Transforming Tasks. This was followed up with two staff meetings on the same topic with staff from schools in the Partnership.
- A group of teachers and leadership further developed their skills in moderation of student work through working with our AC Implementation Officer.
- A number of teachers were already using the language and tools of 'Play is the Way' and shared how this supported the development of executive function skills with their students which led to 'Play is the Way' being incorporated into more professional learning sessions for teachers.

- Teachers worked with our AC Implementation Officer to develop units of work based on the Inquiry Process developed by a group of teachers in 2014, to align these units to Achievement Standards and then moderated student's work against these.
- Staff participated in professional learning with our DECD Special Educator and through Modbury Special School on supporting ASD students. This latter course, Structured Teaching, went over 6 staff meetings and was completed by several teachers.

Outcomes:

- Many primary teachers introduced the concepts of growth mindset and the Learning Pit to their classes
- Many teachers changed the physical setup of their classrooms and put in place visual schedules and other supportive structures in response to learning about how to better support ASD students
- As the year progressed staff more frequently made links between student learning and behaviour, and executive function skills, engagement, mindset, intellectual challenge.
- Teachers agreed to work on using the language of 'Play is the Way' with classes in 2016.

Future directions:

- Explore how to incorporate intellectual stretch in all lessons.
- Continued professional learning in how to better cater for the range of learners in our classes.
- Professional learning so all teachers are confident using the language and tools of 'Play is the Way' with their classes.

External School Review Directions

The Directions that are the outcome of the External School Review which took place in October 2015, and which are to be worked on over the next four years, are:

1. Support continuous improvement in student learning outcomes by evaluating the extent to which whole-school agreements and pedagogies are embedded effectively into classroom practice.
2. Lift student achievement by ensuring the implementation, in a timely manner, of a coherent, evidence-based, school-wide approach for the teaching and learning of numeracy and mathematics.
3. Improve student outcomes by supporting teachers and students to benchmark learning and achievement over time against the SEA, and implementing transparent strategies across the school for sharing assessment criteria with students and parents.
4. Increase the number of students achieving at the higher levels of proficiency, and maintain high expectations of student engagement in relevant and purposeful learning, by creating authentic opportunities for students to engage in rigorous and challenging learning.

4.1 Junior Primary and Early Years Scheme Funding

Early Years Class Sizes funding of \$85,000 was used towards reducing the numbers of students in our Reception to Year 2 classes at the start of the 2015 school year.

Junior Primary and Early Years Scheme funding of \$30,000 was used towards supporting our Literacy Intervention programs, in particular our Tiers 2 and 3 of intervention, through our Reading Intervention teacher position and SSOs for 60-90 minutes each day in all Reception to Year 3/4 classes.

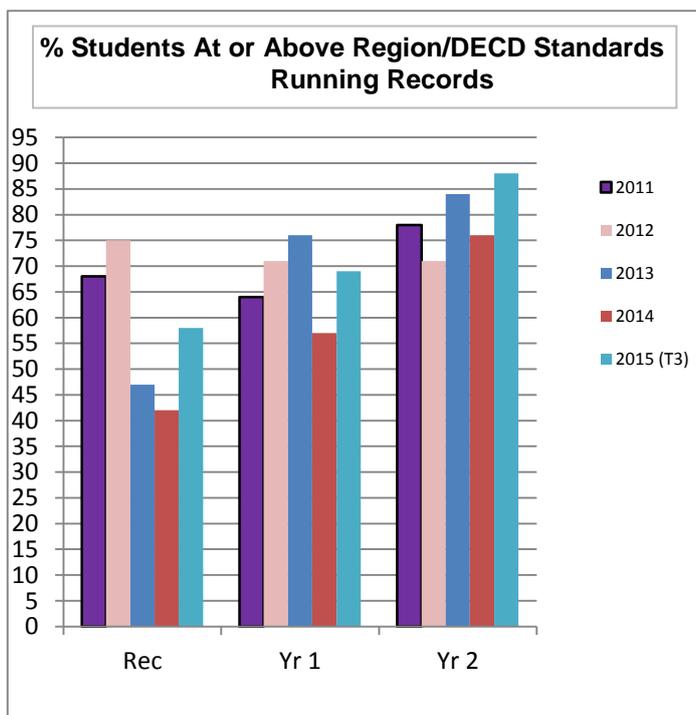
4.2 Better Schools Funding

Our school received a Better Schools Funding allocation of \$17,000 which supported our teachers to work together to interrogate student learning data and use this to plan appropriate learning and intervention programs, and resourced some of our intervention programs with identified students.

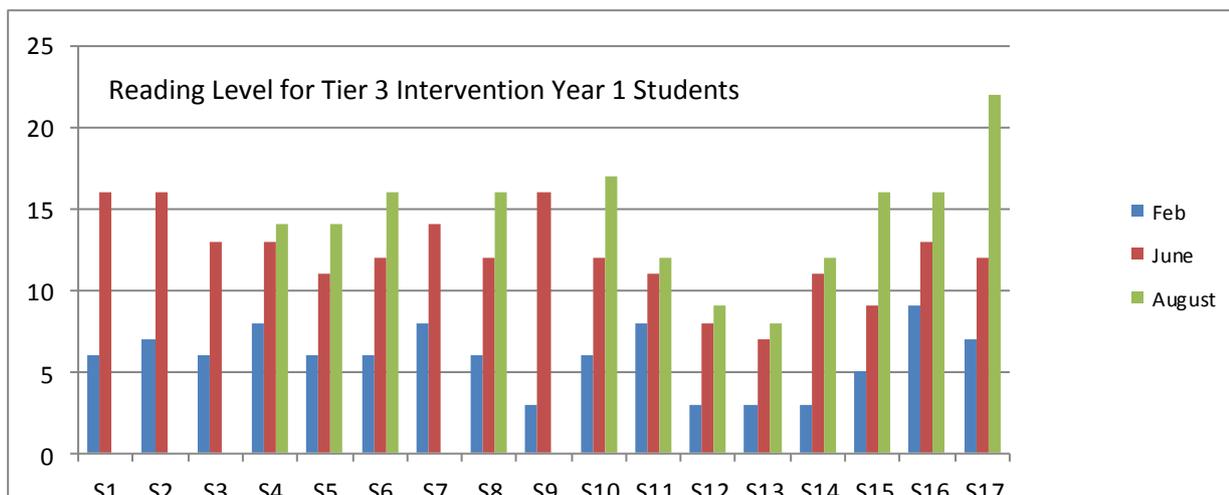
5. STUDENT ACHIEVEMENT

The use of student data to inform practice is a feature of our school. At the beginning of each year, and again in term 3, we conduct school-wide assessments of student progress and take time to analyse this achievement data and use it to inform teaching and learning programs and intervention support programs.

As seen in the graph below, all junior primary year levels are showing an improvement in the percentage of students achieving at DECD Standard of Educational Achievement (SEA) this year, which are slightly different to the Northern Area standards the school has previously used.



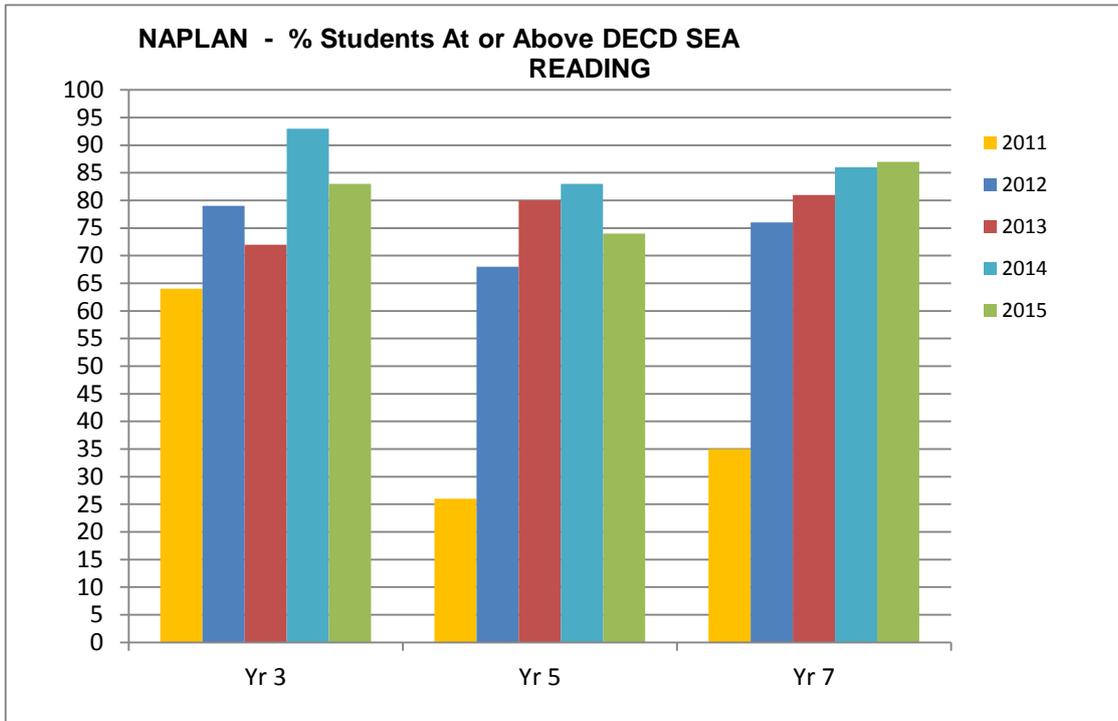
All Year 1 and 2 students who were not on track to achieve our expectations by the end of the year worked with our Reading Intervention teacher. Results for Year 1 students are below, with all students making significant progress with this support. The same was seen with the small number of Year 2 students who needed this support.



5.1 NAPLAN

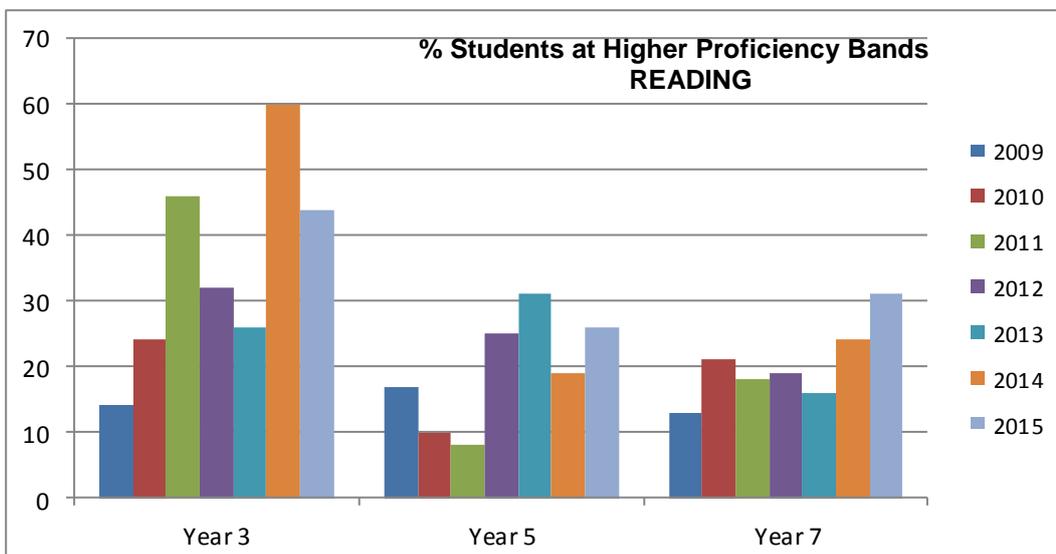
NAPLAN Reading

The following graph shows the percentage of students who achieved at or above the DECD SEA in NAPLAN Reading from 2011-2015.



This shows an upward trend in all year levels since 2011. In our 2013 Year 3 cohort we had a significant number of students (17%) who were either on an NEP or had been assessed as having significant learning difficulties but were not eligible for an NEP. These students are this year's Year 5 cohort and their results are reflective of the high percentage of students with significant learning difficulties (22%).

The following graph shows the percentage of students who achieved in the higher proficiency bands in NAPLAN Reading from 2009-2015.

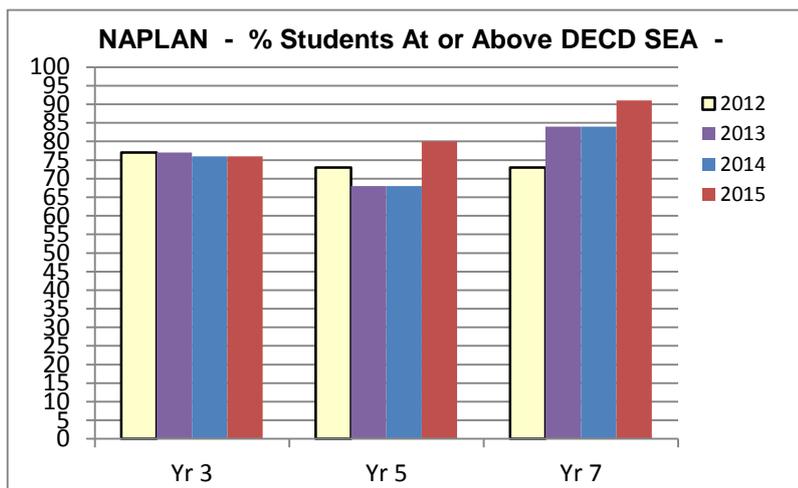


This shows that, while we may be increasing the percentage of students over time who are achieving at or above the DECD Standard in NAPLAN Reading, we still have some work to do in moving students into the higher proficiency bands.

Inferential comprehension continues to be a skill that many students find difficult. This has been identified each year through both running records and PAT-R testing and continues to be a focus of our teaching of comprehension skills through our primary years classes.

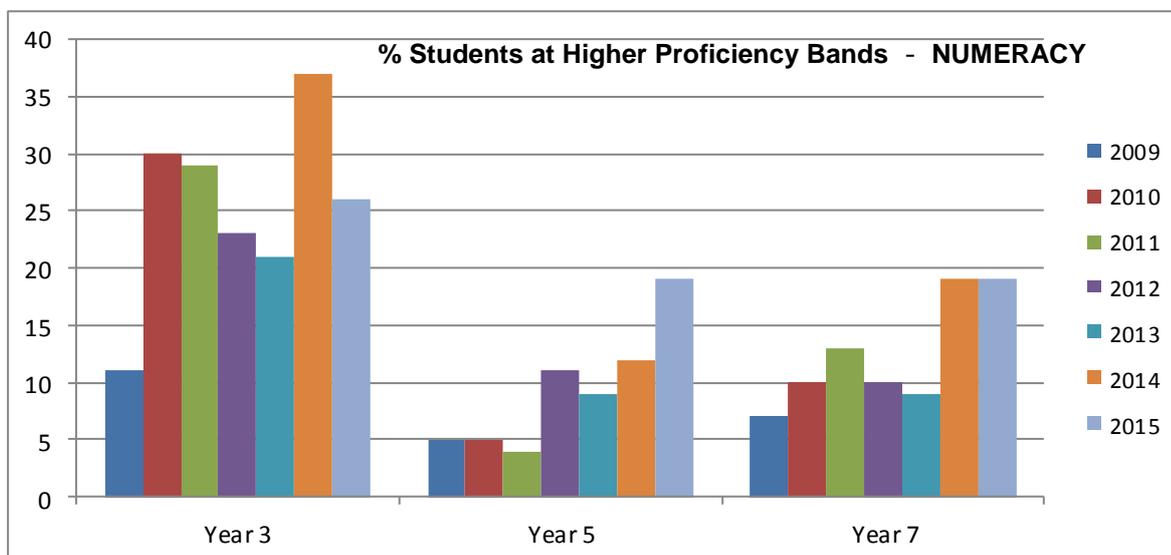
NAPLAN Numeracy

The following graph shows the percentage of students who achieved at or above the DECD SEA in NAPLAN Numeracy from 2012-2015.



This shows a steady improvement in the performance of Year 7 students over this 4 year period with Year 5 students showing a significant improvement in achievement this year.

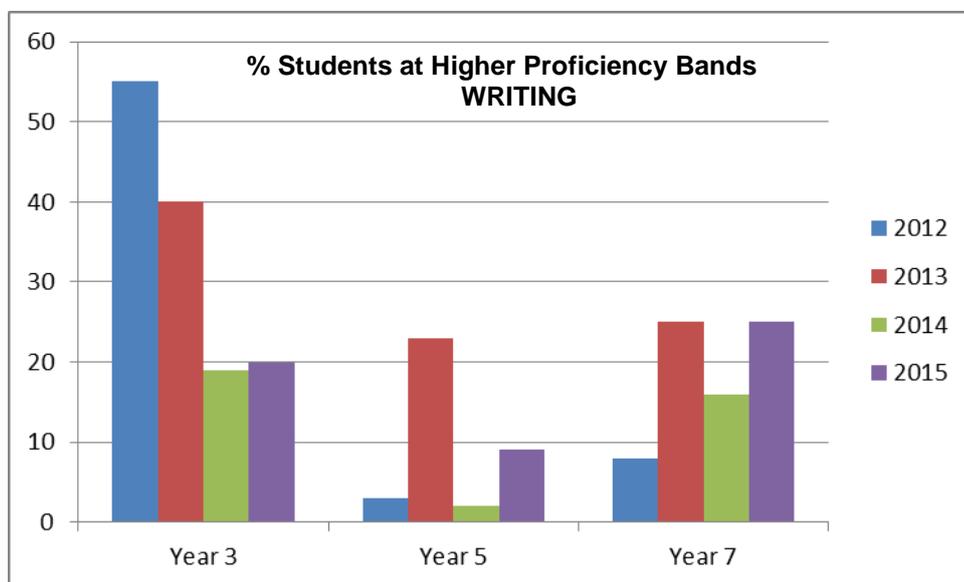
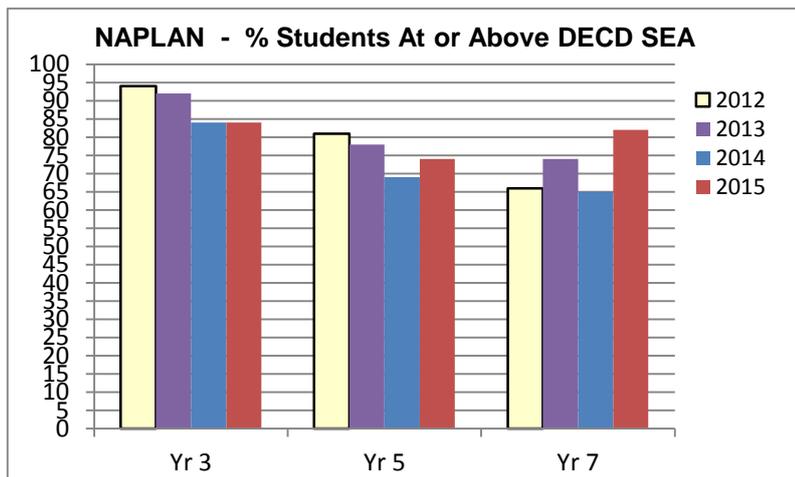
The following graph shows the percentage of students who achieved at the higher proficiency bands in NAPLAN Numeracy from 2009-2015.



As with Reading, this shows that, while we may be increasing the percentage of students over time who are achieving at or above the DECD Standard, we still have some work to do in moving students into the higher proficiency bands.

NAPLAN Writing

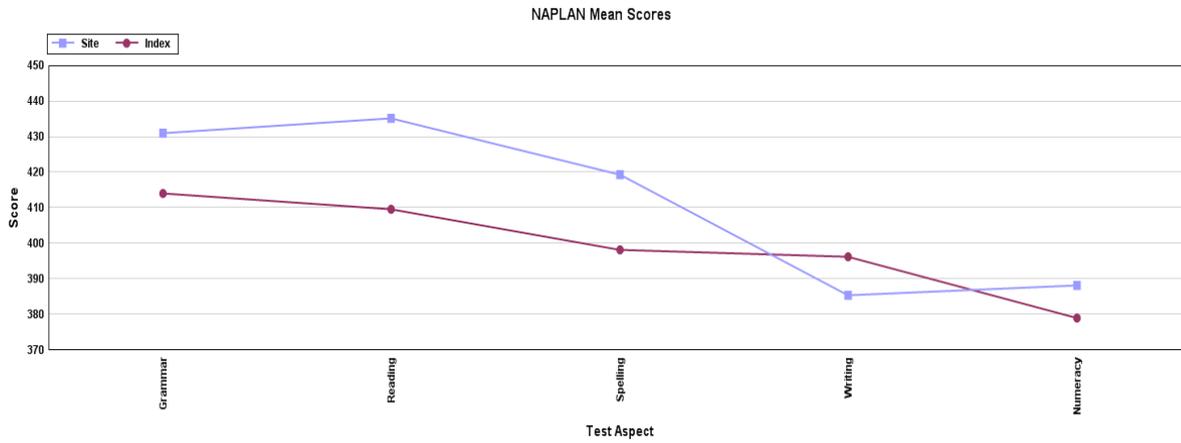
The following graphs show the percentage of students who achieved at or above the DECD SEA in NAPLAN Writing from 2012-2015 and in the higher proficiency bands.



Writing is trending up in years 7 and 5. For the students assessed by NAPLAN, Writing was the test area of most difficulty. This was also the area of most difficulty for other South Australian students, and also for students across Australia. The persuasive text type that students are asked to write is one of the most challenging genres for students, and the fact they are not able to brainstorm ideas and arguments before writing, as we all do in real life, causes problems for many students. Analysis of our student’s writing shows that many know the structure of a persuasive text but often they present simple and too few reasons to support their argument.

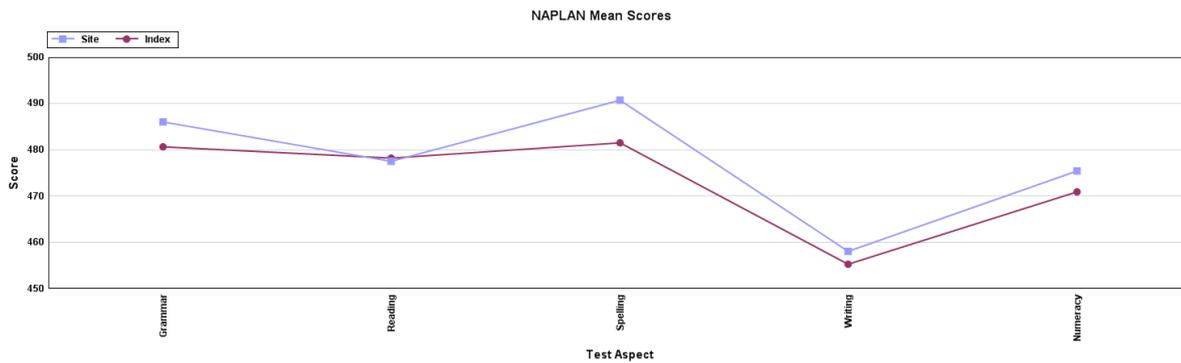
NAPLAN Mean Scores

Year 3



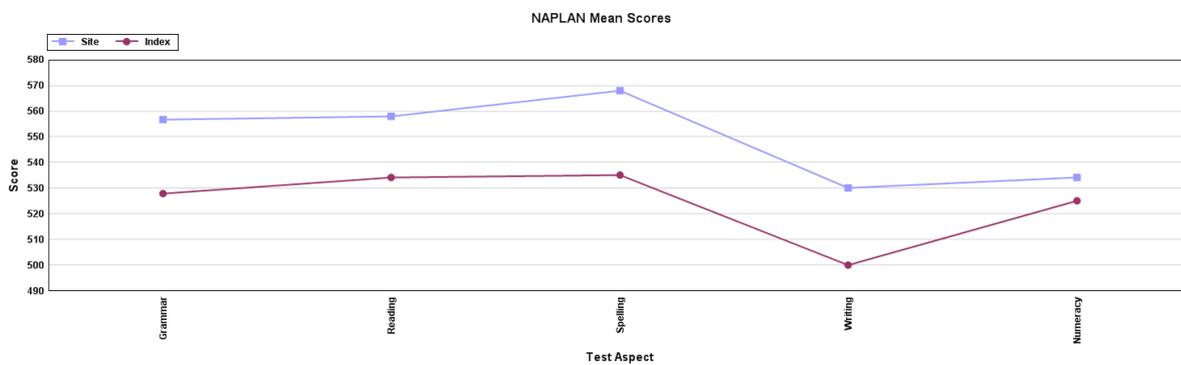
Our 2016 Mean Scores in all test aspects other than Writing were higher than 'like schools'.

Year 5



Our 2016 Mean Scores in all test aspects were equal to or higher than 'like schools'.

Year 7



Our 2016 Mean Scores in all test aspects were higher than 'like schools'.

6. STUDENT DATA

6.1 Attendance

Attendance rates have remained steady over 2013-2015 and are in line with the DECD target of 93%.

Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.8	91.5	93.5
Year 1	91.7	93.3	92.5
Year 2	93.8	91.7	94.8
Year 3	92.8	94.3	91.6
Year 4	94.0	92.1	94.5
Year 5	94.0	93.7	92.8
Year 6	94.2	93.3	92.7
Year 7	92.8	94.3	94.3
Total All Year Levels	93.0	92.9	93.3
Total ACARA 1 TO 10	93.2	93.2	93.3

As stated in our External School Review report, the school 'has implemented comprehensive tracking and intervention processes.' These include:

- Regular monitoring of student absences and parent contact daily for some students when they are absent
- Newsletter articles and messages on street noticeboard
- Letters to parents of students whose attendance we are concerned about, with an accompanying sheet 'Putting it all into Perspective' which outlines the cumulative effect on education if a student misses one or more days per week of school
- Text messages and phone calls
- Home Visits
- Counselling parents
- Providing individualised morning organisational routines for parents to use at home
- Child Abuse Reports for chronic non-attenders
- Picking students up and bringing them to school and taking them home at the end of the day
- Referrals to the DECD Attendance Social Worker and Aboriginal Inclusion Officer
- Working with teachers on class initiatives to support better student engagement.

Percentage of Absences by Type

% Absence by Type	Unexplained %	Illness %	Family %	Exemption %
Reception	12.7	54.3	27.9	5.1
Year 1	16.2	50.0	24.4	9.4
Year 2	14.8	52.8	23.4	9.0
Year 3	18.3	56.9	21.3	3.5
Year 4	16.8	43.2	27.5	12.5
Year 5	20.8	49.6	23.0	6.6
Year 6	14.3	49.0	27.9	8.8
Year 7	42.7	26.5	22.6	8.2
Total % for School	18.9	48.9	24.6	7.6

The highest percentage of absences for the whole school was for illness with the exception of the Year 7 cohort of students where it was 'Unexplained absences.' A student with a 10% attendance rate is in this cohort and most of her absences have been unexplained.

A number of families each year seek an exemption from school to take their children on a family holiday during term time.

6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.5%	2.9%
Interstate/Overseas	6	9.0%	10.5%	9.5%
Other			0.5%	1.4%
Seeking Employment			4.1%	3.8%
Tertiary/TAFE/Training			4.0%	3.6%
Transfer to Non-Govt Schl	10	14.9%	9.8%	9.8%
Transfer to SA Govt Schl	51	76.1%	46.0%	48.8%
Unknown			21.6%	20.3%
Unknown (TG - Not Found)				0.0%

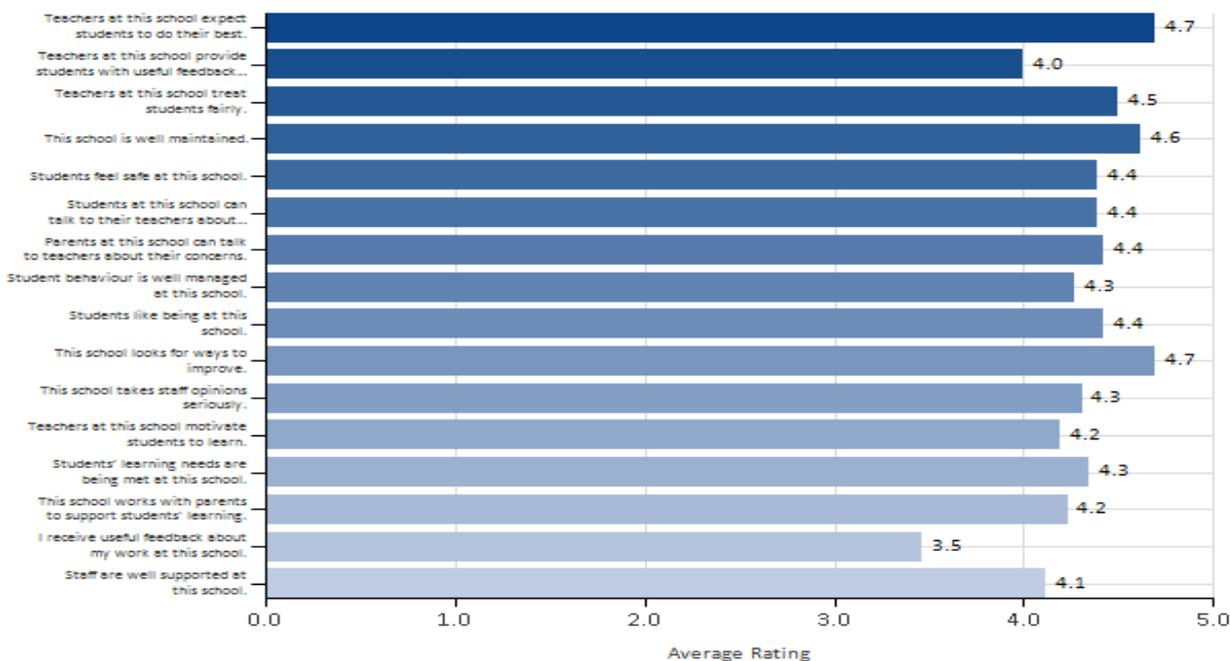
7. CLIENT OPINION

Staff Opinion Survey - 26 responses

An overwhelming number of staff agree or strongly agree with all of the statements included in the staff survey. The two statements that rated relatively poorly (an average rating of 4.0 or less) are:

- Teachers at this school provide students with useful feedback about their school work
- I receive useful feedback about my work at this school.

Performance development of staff and formative assessment will both be areas of development for 2016.

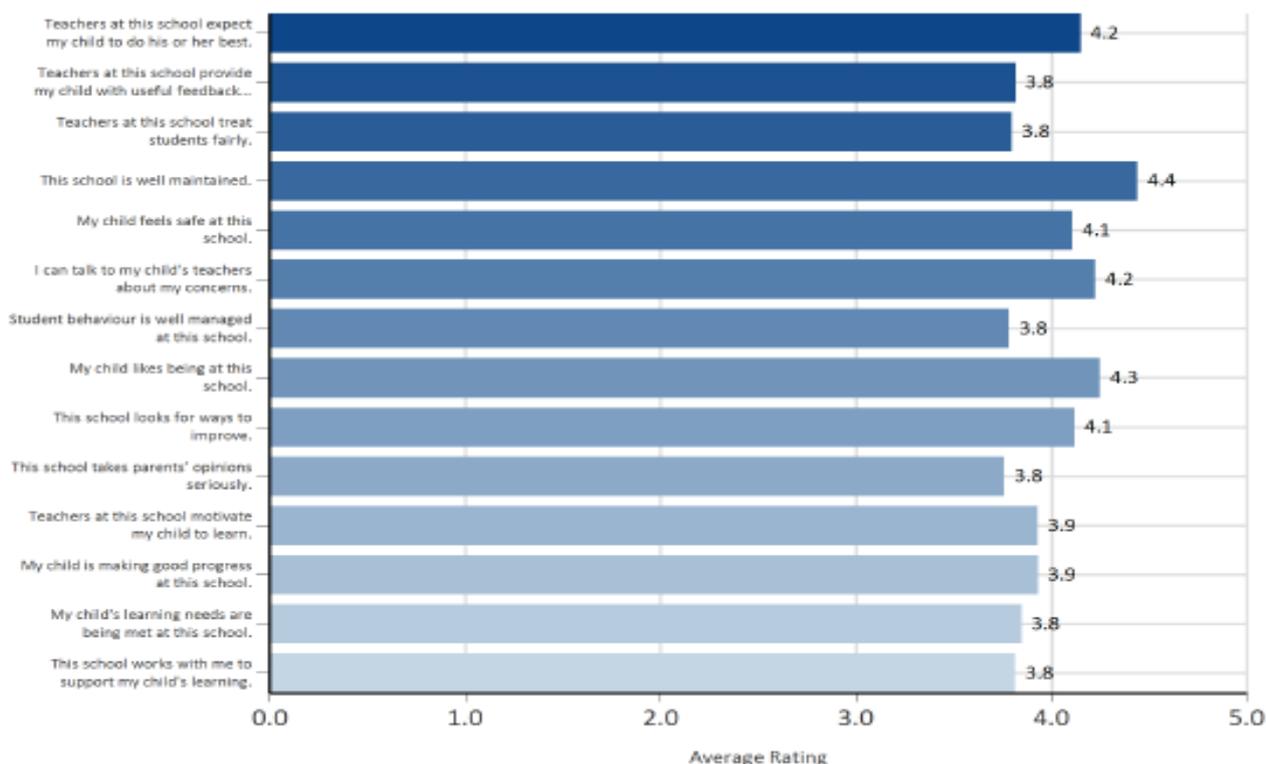


Parent Opinion Survey – 60 responses

This is the first year we have conducted an online survey of parents and we were very pleased with receiving responses from 20% of our families. Again, results were generally very positive with a significant majority (80% or more) of parents agreeing, strongly agreeing or having no opinion either way with most statements.

The statements that rated relatively poorly at an average rating of 3.8 are:

- Teachers at this school provide my child with useful feedback about his/her work
- Teachers at this school treat students fairly
- Student behavior is well managed at this school
- This school takes parents opinions seriously
- My child’s learning needs are being met at this school
- This school works with me to support my child’s learning.



Further feedback from parents and students was provided in the External School Review Report:

Students are very articulate, and reflect a good self-concept of themselves as learners. They perceived the school to be a safe and supportive environment for learning, and report a sense of belonging. Similarly, parents and Governing Council representatives are generally happy with the education the school provides to their children, and they spoke of the school being well-regarded and having a good reputation in the community. They are supportive of the school’s approach to teaching and learning and, in particular, acknowledge and appreciate the school’s efforts to ensure children with special needs are well-catered for across the school.

My School website <http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

Parents and students still confuse the term 'bullying', using it to describe one-off behaviour which is mean, unkind and perhaps harassing, but is not targeted against an individual or ongoing. We are working to develop a consistent message amongst staff, students, parents and caregivers on what bullying is and what it is not.

Over the year the school has been challenged by a number of instances of students in years 5-7 using social media inappropriately out of school hours. We continue to work with students and parents on their responsibilities around this.

We are aware that a greater number of our families are facing increasing complexities in their lives, which include relationship breakdowns, changes in custody arrangements, growing mental health issues, financial struggles, domestic violence, addiction and incarceration. We provide programs to support students, including our breakfast program, emergency lunch program, personal counselling, referral to interagency support, and these have been accessed by a wider group of students and parents during 2015. Fiona, our Pastoral Care Worker, is very supportive of students and parents in this area.

The *Keeping Safe: Child Protection Curriculum* is being taught throughout the school and staff have engaged with professional learning in this area this year.

We have made several referrals to our school's Behaviour Coach this year, seeking additional support to better manage the behaviour of a small number of our students.

This year we surveyed students using the Kids Matter Student Wellbeing Surveys. The results were overwhelmingly positive and supported the findings of the External School Review panel after meeting with students across all year levels – *'Students perceived the school to be a safe and supportive environment for learning, and report a sense of belonging'; 'Students said they felt safe here; things happen but they know they will be followed up on.'*

The Kids Matter JP survey was completed by 194 students. A large percentage of students agreed with the following statements:

I feel safe at this school	91%
My teachers care about me	95%
If I have a problem I can talk to my teacher	92%
I have at least one friend who cares about me	96%
Other children help me at school	92%

The Kids Matter 4-7 survey was completed by 125 students. The following percentages of students agreed with the following statements:

I feel safe at this school	83%
My school knows how to deal with bullying and harassment problems	86%
Teachers and students at my school respect each other	79%
I talk with someone when I have a problem that I need help with	76%
Teachers help students who are worried or upset	90%
There are teachers students can go to if they are worried or upset	87%

8.2 Relevant History Screening

All volunteers at our school, including parents who listen to reading each morning in classrooms, are expected to have DCSI screening. Clearance information is recorded on EDSAS and on an excel spreadsheet.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	28
Post Graduate Qualifications	6

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	2	17.2	0.6	6.15
Persons	2	18	1	9

9. FINANCIAL STATEMENT

See attached Profit and Loss Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	