



Modbury West School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Modbury West School Number: 1210

Partnership: Modbury

Name of School Principal:

Chris HARFORD

Name of Governing Council Chair:

Grant PELTON

Date of Endorsement:

21.02.2017

School Context and Highlights

Modbury West School is situated 15km northeast of the Adelaide CBD. In 2016, 409 students were enrolled from Reception to Year 7, with approximately 12% students from a non-English speaking background. Enrolments have been growing steadily over time from 346 in 2011, to current enrolment in 16 classes.

In 2016 the student population included 7% Aboriginal students, 5% Students with Disabilities, 23% students with English as an additional Language or dialect (EALD) and 25% of families eligible for School Card assistance.

The 2016 Leadership Team consists of a Principal, (new) Deputy Principal (Teaching and learning) and Assistant Principal (Wellbeing and engagement).

In the second half of the year the Principal was seconded to a position in DECD's Learning Improvement Division and the Deputy Principal became acting Principal for the remainder of the year.

2016 highlights included:

- selection for a 1million dollar 2017 STEMWorks refurbishment
- a Child Wellbeing Practitioner appointed to local schools and based at our site
- Book Week assembly, Grandparents Day, Music Night, student led 'Footy Colours' Day supporting the Fight Cancer Foundation, Senior Choir performance at Festival of Music, Sports Day and Year 7 Graduation.
- staff training in and implementation of Play is the Way across the school
- staff professional learning with other schools across our partnership in Natural Maths pedagogy
- 2 teachers and classes involved in a mathematics pedagogy project with University of SA (continuing in 2017)
- consolidating staff and student learning on growth mindset, self-regulation and wellbeing.

Governing Council Report

2016 has seen yet another successful year for our school community. Governing Council would like to acknowledge the school's leadership group and staff for another year of positive results, in particular we would like to thank and acknowledge the leadership and contribution of Ms. Deb Hancock, our outgoing Principal. We wish Deb all the best in her new role in DECD's Learning Improvement Division and thank her for the last 5 ½ years of service to our school. We would also like to acknowledge the work of the remaining leadership team, in particular Chris Harford, for ably stepping in upon Deb's departure.

Achievements that our Governing Council specifically wishes to acknowledge include the successful proposal for STEM funding for the school, which will see an exciting new opportunity for students emerge in early 2018 following completion of the construction of building improvements in 2017. Further to this we wish to highlight the ongoing strong performance of our OSHC service, which provides not only great service to the students, parents and guardians in our school community, but a range of other activities that are complementary to our school curriculum. Finally we also wish to acknowledge the work of Council, working in partnership with school leadership, to deliver the school's budget successfully while overseeing a range other initiatives and improvements across the site.

Improvement Planning and Outcomes

Our improvement priority for 2016 was 'Improve mathematics and writing achievement of all students through developing expert learners.'

Performance development focused on the Australian Professional Standards for Teachers, documenting personal development plans based on APST career stages and site improvement priorities, and, leaders using GROWTH Coaching approaches in performance development conversations.

In 2016 we implemented the Play is the Way language and strategies to support development of students' executive function skills. Teachers are now using consistent language across classes based on the 5 Play is the Way principles, in particular to develop student self-regulation and resolve social issues. Students are also using these principles and language when talking about their learning and social behaviour.

Actions taken in Mathematics include:

- Years 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 learning strategies through 'share spaces' at a Pupil Free Day and in Professional Learning Communities
- Many teachers attended professional learning over the year: Natural Maths, Creative Body-based Learning
- NAPLAN Numeracy questions and student responses were analysed by R-7 teachers

Outcomes:

- A whole school Mathematics Agreement has been drafted for final approval and use in 2017
- Teachers are confidently using the Australian Curriculum Mathematics to plan for and assess student learning.
- Data from the School Performance Report shows that the percentage of students demonstrating expected achievement in NAPLAN Numeracy for Years 3, 5 and 7 has improved over the period 2010-2016 - for Year 3s, from 65% to 79%; Year 5 from 61% to 72%; Year 7, from 61% to 84%.
- The percentage of year 3s achieving in the upper bands of NAPLAN Numeracy have remained stable over 2015 and 2016.

Actions taken in Writing include:

- Teachers analysed the writing of a sample of students from each class to inform a focus for explicit teaching of skills
- Teachers collaboratively worked through a process for EALD Scaling of student writing

Outcomes:

- 95% of our year 3 students achieved above the national minimum standard on the NAPLAN Writing assessment, with 46% performing in the higher bands, which is a significant increase from 20% in 2015 and 19% in 2014.
- 70% of our year 5 students achieved above the national minimum standard on the NAPLAN Writing assessment, with 14% performing in the higher bands, an increase from 9% in 2015 and 2% in 2014.
- 70% of our year 7 students achieved above the national minimum standard on the NAPLAN Writing assessment, with 7% performing in the higher bands which is a decrease from 2014 and 2015.

Future directions:

Maintain focus on mathematics and writing in 2017.

Maintain whole school approaches using Play is the Way principles.

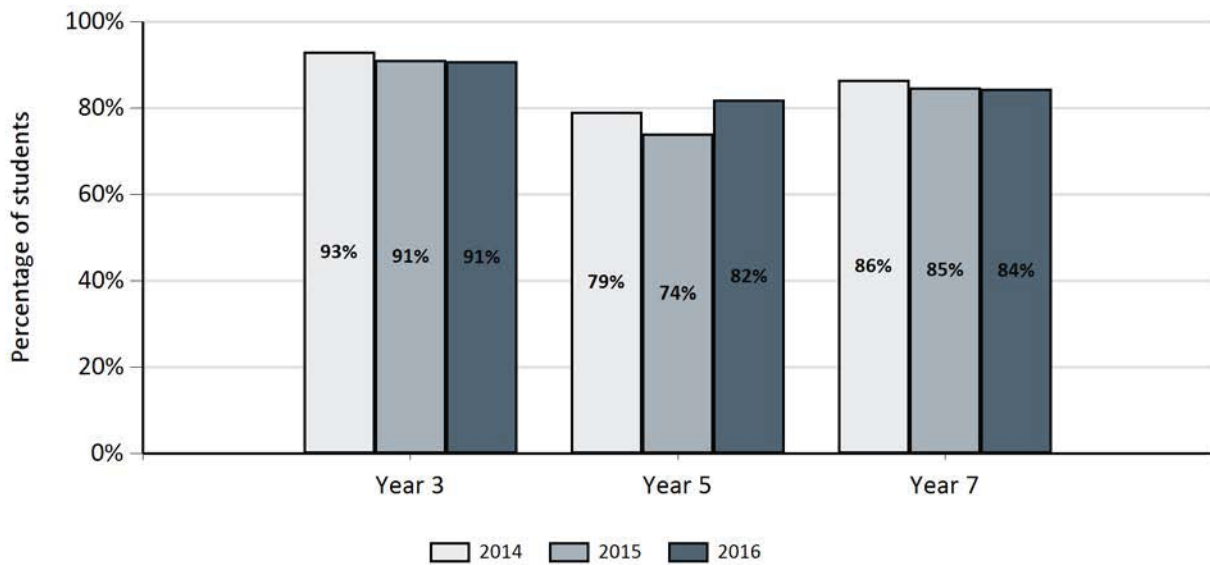
Further develop teacher expertise through performance development informed by the Australian Professional Standards for Teachers and Teaching for Effective Learning.

Performance Summary

NAPLAN Proficiency

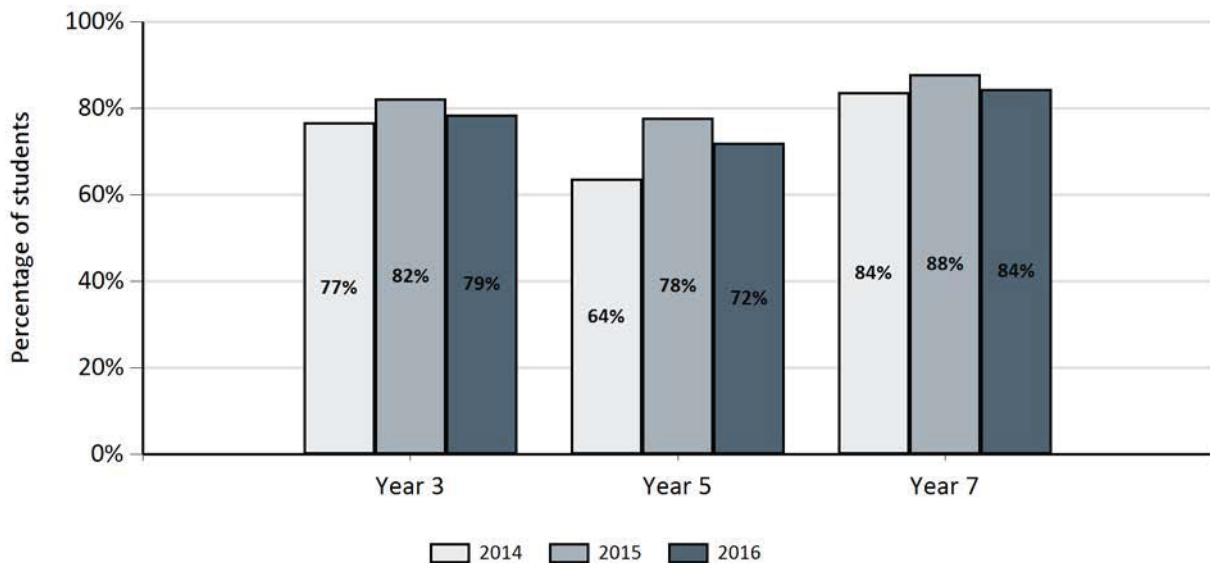
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	33%	13%	25%
Middle progress group	56%	61%	50%
Upper progress group	12%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	14%	16%	25%
Middle progress group	62%	53%	50%
Upper progress group	24%	32%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	55	56	26	14	47%	25%
Year 3 2014-16 Average	47.7	48.0	24.7	14.3	52%	30%
Year 5 2016	50	50	16	10	32%	20%
Year 5 2014-16 Average	49.0	49.3	12.7	8.3	26%	17%
Year 7 2016	45	45	10	8	22%	18%
Year 7 2014-16 Average	38.3	38.3	9.7	7.0	25%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Reading:

Data from the School Performance Report shows that the percentage of students demonstrating expected achievement for Years 3, 5 and 7 has improved significantly over the period 2010-2016 - for Year 3s, from 70% to 91%; Year 5 from 46% to 82%; Year 7, from 68% to 84% -reflecting the school's learning improvement focus on reading beginning in 2011.

The percentage of year 3's and year 5's achieving in the upper bands of NAPLAN increased slightly in 2016. The percentage for year 7 decreased from 2015 but remained higher than previous years.

Running Record data is collected each term. This data is closely monitored, informs practice and is used to identify students at risk. The PAT-M and PAT-R and Running Records data was analysed by staff to inform Tier 2 student intervention programs. Students involved in our highly valued Reading Intervention program continued to demonstrate improvement in a range of reading skills. The majority of students improve reading up to 5 levels higher than prior to intervention.

Aboriginal students' learning is supported by the collaborative work of our ACEO, teachers and Assistant Principal in implementation of ILPs. Younger students who are not at benchmark receive small group intervention with our Reading Intervention Teacher four mornings a week, but they must attend school on a regular basis.

Our ACEO supports each student 1-3 times per week.

Our SSO's in Years 3 & 4 work on student fluency and comprehension, allowing them to improve with practice.

Punctuality and attendance are improving, and need to continue to do so for some of our Aboriginal students.

Class teachers give direction and support to their SSOs so they can support our students.

ACEO provide invaluable support and extra practice for students, as well as increased engagement.

Data for students with ILPs, NEPs, EALD scales and Early intervention all show growth.

Attendance

Year level	2014	2015	2016
Reception	91.5%	93.5%	93.1%
Year 01	93.3%	92.5%	90.5%
Year 02	91.7%	94.8%	92.0%
Year 03	94.3%	91.6%	92.4%
Year 04	92.1%	94.5%	91.3%
Year 05	93.7%	92.8%	93.1%
Year 06	93.3%	92.7%	91.9%
Year 07	94.3%	94.3%	90.5%
Primary Other			61.5%
Total	92.9%	93.3%	91.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Non-attendance in our school is managed on a daily basis by class teachers and leadership in partnership. Students with families from overseas will often apply for a period of exemption while they travel back to their homeland to visit family and friends. Students who have unexplained absences are followed up by the Assistant Principal, Engagement and Wellbeing to seek an explanation from the family as to why the student is not attending school. Families new to our school, with a record of poor attendance at the previous school, are spoken to early on about our high attendance expectations.

Behaviour Management Comment

Our data trends show that in 2016 there was a very small change in the number (less) of students involved in incidents involving safety and wellbeing, that is incidents relating to bullying compared to the previous year. The same results were apparent when looking at threatened or actual violence. There were less instances in 2016. In 2015 there were 13 incidents across the year involving 8 students whereas in 2016 there were only a total of 3 incidents in terms 3 and 4 involving 3 students.

The preventative developmental model, including Play is the Way, that we are currently using at the school looks to be having a positive effect.

Client Opinion Summary

The Parent Opinion survey was online again this year and we alerted parents to this via text message. However, the take up this year was not representative of the total school population, with less than 5 respondents. Given this very low response we are proposing that we collect this data biennially.

The DECD Year 6 and 7 student survey results were not what we expected with social-emotional well being (happiness, optimism, satisfaction with life, perseverance, emotional regulation, sadness, worries / anxiety) down 40-60%. A young person's social and emotional well being is associated with greater motivation and success in school, as well as positive outcomes later in life (post secondary education, employment, healthy lifestyles, physical and psychological well being). The well being of young people is influenced by what happens in their homes, at school and in the broader community. The survey included questions about young peoples' social and emotional development, perseverance, engagement, physical health and well being, relationships and connectedness with others, experiences at school and activities outside of school.

A small group of our students with significant social-emotional, family related concerns have been supported in 2016 by the leadership team, Pastoral Care Worker and the Child Wellbeing Practitioner through a range of strategies and tailored interventions.

We continue to work across the school R- 7 with Play is the Way, self-regulation, mindfulness and Growing with Gratitude .

Our students reported low levels of all types of bullying apart from cyber-bullying which was up around 77%.

Relationships and learning in school rated well 50 - 90%.

Connectedness with educators and other young people is important for the development of social and emotional skills and for protecting young people from adverse stress and worries. Better social relationships and functioning is associated with positive education, workforce and social outcomes, along with greater life satisfaction in adulthood.

Teacher-student relationships are linked to students feeling safe and secure at school and academic achievement. Our students reported high levels of emotional engagement with their teachers 67%.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	3.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	7.5%
Transfer to SA Govt School	55	82.1%
Unknown	5	7.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All our volunteers are recorded in our database which is audited by DECD regularly. Our procedures for volunteers was updated in 2016 to reflect changes to relevant history screening in January 2016 outlining activities no longer requiring a screening through DECD requirements.

Procedures were put in place to verify the identity, service provider employer details and contact details of outside service providers working with children on site. A database of service providers, times and locations they work with children was documented by leadership and communicated to relevant staff.

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	31
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	2.0	19.8	1.0	7.8
Persons	2	21	1	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$35,649.00
Grants: Commonwealth	\$15,181.00
Parent Contributions	\$132,508.31
Fund Raising	
Other	\$59,055.03

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Used for SSO support for our EALD students, usually in class.	Individual improvements monitored through EALD scaling.
	Improved Outcomes for Students with Disabilities	All NEP students were supported by SSOs to work towards achieving their NEP goals.	Continual review of goals with parents on an annual basis.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Funding is used to: - support a Reading Intervention teacher who works with small groups of identified students on targeted and intentional reading interventions. This is predominantly with year 1 and 2 students - provide SSO support in all classes for at least 1 hour per day to support literacy and numeracy learning - purchase appropriate resources to support literacy and numeracy learning, eg phonic based readers	Continuous improvement (average of 5 levels) through Reading Intervention.
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	N/A	
Other Discretionary Funding		Supported our teachers to work together to interrogate student learning data, use this to plan appropriate learning programs, and resources some intervention programs.	Collaborative work in professional learning communities to inform practice.
		N/A	
		N/A	
		Intergrated in to leadership role.	Improvements in self-regulation and self- mastery.