Annual Report

Modbury West Schools

2010
SCHOOL CONTEXT
The Modbury West Junior Primary and Primary Schools, known as Modbury West Schools, are co-located on the same site operating with a single leadership structure and one Governing Council. The school population is made up of approximately 19% non-English speaking background students, 5% Aboriginal students and 25% students on School Card. Our aim is to have a strong identity and reputation for excellence and for our students to thrive, contribute and be critical thinkers in later life. Our vision is to achieve effective learning and teaching for our students through the provision of a broad and balanced curriculum that meets their current specific needs, and which will be relevant to their future lives. Our focus is on literacy and numeracy, health/PE, Information Communication Technologies (ICT), performing arts, environmental sustainability, and all round development of the student. We offer a community environment based on trust, mutual respect and an ongoing commitment to the 'FISH philosophy' and school values. Our school community has a strong focus on participatory decision making for students.

HIGHLIGHTS OF 2010 include
• Considerable building works on the school site through the BER program – redevelopment of the open space unit, removal of portable classrooms, a new Resource Centre and Computer Room, and interactive whiteboards for all classrooms.
• Deciding on a new name for the school, Modbury West School, to be used from the start of the 2011 school year.
• A comprehensive out of school Sports program run by parents in the sports of cricket, netball and soccer.
• Students participating in SAPSASA swimming, athletics, cross country, cricket, basketball, netball, soccer and football competitions.
• Our senior choir participating in the Festival of Music and our Junior Singers meeting weekly and performing at school events.
• 15 of our students participating in instrumental music lessons in brass, guitar and woodwind.
• Sleepovers held at school by classes, and a camp during the school holidays run by OSHC.
• Participation in Book Cup and the Premier’s Reading Challenge, where over 85% of students achieved their next goal.
SITE IMPROVEMENT PLAN PRIORITIES

LITERACY: Initiatives
Our Site Improvement Plan goal for 2010 was *Improved student learning outcomes in Reading.* In 2010 the school appointed an Assistant Principal for three years with a focus on Teaching and Learning. A student services committee was formed to review current whole school literacy data collection and to develop a new literacy data collection process with a focus on reading. After extensive discussion and collaboration staff agreed to common reading data collection expectations R-7. Resource folders were made to support implementation in 2011. The student services committee also reviewed current reading intervention programs and staff agreed to introduce a tiered intervention structure in 2011 and to appoint a 0.5 Reading Intervention Teacher to work with students requiring intensive intervention.

Phonological Awareness
All Reception students were assessed using the Phonological Awareness Skill Mapping Tool. Classroom teachers worked collaboratively with the DECS Speech Pathologist to assess students, analyse the data and use the information for planning of teaching and learning programs. As a result of the assessments a small group of students were identified as needing extra support and they received targeted intervention with a Reception teacher. While significant progress was made by most of these students, a small number will require further intervention in 2011.

Synthetic Phonics
A Synthetic Phonics program was introduced in our two Reception classes. Synthetic Phonics is a method of teaching children in their first years of school about how spoken words are composed of sounds called phonemes and how letters in words correspond to these phonemes. Synthetic Phonics teaches the single letters and common letter combinations in a systematic, discrete, explicit and rapid manner which facilitates blending from the first few weeks of starting school. To support the introduction of Synthetic Phonics, early years teachers and SSO’s participated in professional development throughout the year which included team planning, observations, professional reading and workshops. Resources were purchased for use during the lessons including a set of magnetic letters and a magnetic whiteboard for every Reception student.

Literacy Coach
In term 3 and 4 of 2010 a Literacy Coach was appointed to the school. The Literacy Coach worked with the leadership team around whole school planning, and with four primary years teachers with a focus on developing their knowledge of and skills in teaching comprehension.

Junior Primary Literacy Support
In 2010 all Junior Primary classes (R-2) received 90 minutes per day of SSO time during their literacy block. The SSO worked with small groups and individual students under the direction of the classroom teacher.

Professional Learning Teams
Staff were involved in Professional Learning Teams with a focus on practitioner inquiry into the teaching of reading comprehension and the deprivatising of practice. Professional learning included:
- R-7 teachers worked with Julie Fullgrabe, NAR Curriculum Consultant
- A pupil free day with Anne Bayetto around current research in the effective teaching of reading
- R-3 teachers attended a day with Stephen Graham
- Teachers were released in year level teams to plan units of work with a focus on one of the comprehension strategies
• Teachers were released in year level teams to interrogate school and system data on student learning.

LITERACY: Data
Our NAPLAN Literacy data (see Appendix 1) showed strengths, when compared to like schools, in Spelling and Grammar for our Year 5 and 7 students, and in Spelling and Writing for our Year 3 students. For all three cohorts of students, our Reading results were below those of like schools, with Year 5 and 7 students also falling below the Regional mean. The data collected by the school showed similar results.

While 96% of students across Australia were assessed with NAPLAN, only 88% of our Year 7 students, 93% of Year 5’s and 87% of Year 3’s sat the tests. 9% of our Year 7’s were withdrawn, along with 5% of our Year 3 and 5 students. (Percentages taken from the MySchool website.)

The Northern Area Region established standards for reading at the beginning of 2011, with the expectation that all schools will work towards their students achieving these high standards. Graphs showing the achievements of our Year 3, 5 and 7 students when compared to these new standards can be seen in Appendix 3. As expected from our NAPLAN results, many of our students are not reaching these benchmarks.

However, the data across 2009 and 2010 (see graph below), shows that significant gains of between 10% and nearly 30% were made in the numbers of Year 2, 3 and 7 students reading at or above Region standards. This would indicate that, for many of our students, the work the school started in 2010 with its focus on reading is making a difference.

![Percentage of students at or above Region Standards in Running Records (Rec-Yr 2) and NAPLAN Proficiency bands (Yrs 3, 5 & 7).](image)

LITERACY: Our intentions for 2011
• The focus of all our efforts must be on improving learning outcomes for all students in Reading, with a particular focus on Comprehension. To this end, our school will continue to participate in the professional learning available through the Northern Area Regional comprehension strategy.
• Continue the Synthetic Phonics program with all Reception and Year 1 students, and with those Year 2 students who are yet to reach our benchmarks.
• Resource 90 mins per day of SSO support in junior primary classes to support Literacy teaching and learning programs.
• Release a teacher 0.5 to provide targeted intervention programs for identified early years students.
• Resource SSO time to provide intervention support for targeted Year 3-7 students.
• Further develop our Learning Teams as Professional Learning Communities with their work focused on using data to inform teaching and learning programs, moderation of student work, collaborative planning, shared practice.
• Implement our Literacy Assessment Strategy R-7, which includes regular Learning Team/PLC meetings to interrogate the data collected, moderate work samples and use information collected to inform teaching and learning programs.
• For the percentage of our students attempting the NAPLAN tests to match or better the Australian percentage.

STUDENT WELLBEING

Cyber Bullying
Learning to deal with cyber bullying was a major focus for Modbury West’s senior students in 2010. In late 2009 the school won a Federal Government Grant to foster an awareness and understanding of cyber bullying with an emphasis on middle years students. In term 1 2010 a technology audit of all year 6/7 students took place, creating a data bank that allowed exploration of how young people use communication and computer technology in their home and social environment. The data highlighted that 98% of our students had computer access at home with 60% having internet
privileges. Over 50% were involved in some form of social networking activity. A student led Action Team drilled down into the data to research, create and design a series of Cyber Bullying posters that were the basis of lessons for the upper primary classes. The posters were later part of a display for the SA Minister of Education.

**Student Behaviour**

All of leadership used DUX as a recording tool throughout 2010 enabling the school to monitor closely the behaviours of our students.

Our student wellbeing survey identified one student with bullying behaviours who received one to one counselling. The survey pointed out that the vast majority of our students enjoyed their time at school and had a strong, positive relationship with their peers and classroom teacher. Some of the younger students were concerned around toilet safety but this was mainly due to all children sharing the same toilet blocks during our renovations.

The Keeping Safe Curriculum was implemented across the school.

**Christian Pastoral Support Worker**

The school appointed a new Christian Pastoral Support Worker during 2010. This person commenced her tenure with us in term 4 and has made an immediate and positive impact on our school community with her classroom support, breakfast club and support of play group.

**Student Voice**

2010 was a successful year for our student representative group, CTC (Children Taking Charge). We continued to fund our Ugandan World Vision child with a number of events throughout the year. Harmony Day was again well supported and attended by a number of parents. The recycling team raised close to $200.00 supporting World Vision. CTC orchestrated some changes to before school play and contributed to the cyber bullying venture. The Litter Legends program continued.

The FISH Philosophy and our School Values continue to be the cornerstones of our wellbeing focus. Student Voice ran a six week Values reward program which highlighted a school Value on a weekly basis.

CTC Management and CTC Class Representatives have both done fine jobs this year. They have represented the school well and have been excellent role models for other students.

**ENROLMENT** (see Appendix 5)

Enrolments remained stable between 2009 and 2010.

**ATTENDANCE** (see Appendix 6)

2010 saw the implementation of the attendance policy developed in 2009. This has led to greater vigilance and interrogation of data resulting in parents and students having a greater awareness of the requirement to attend school. Being clear about our expectations that children need to be in classes by 8.46am has led to a decrease in lateness across the school. Lateness decreased approximately 16% when comparing 2010 with 2009. There was no significant change in attendance patterns between 2009 and 2010. The school continues to work closely with the few families for whom we have concerns about poor attendance.
OPINION SURVEYS

PARENT SATISFACTION (Region comparison)
Junior Primary School

Primary School

(Student Opinion)

(Staff Opinion)

(Black diamond represents 2010, white dot 2009.)

STUDENT SATISFACTION (Region comparison)
Junior Primary & Primary School combined

STAFF SATISFACTION (Region comp)
Junior Primary & Primary School combined
(survey was not completed in 2009)

The results of the opinion surveys conducted with parents, students and staff show that there is work to be done to improve perceptions of and satisfaction with the four domains of Quality, Support, Relationships and Leadership.

ABORIGINAL EDUCATION AND EMPLOYMENT STRATEGY
The school employed an ACEO in 2010 who worked with students and families to improve attendance, engagement and learning outcomes.
APPENDICES:

1. NAPLAN MEAN SCORES 2010

YEAR 7:

YEAR 5:

YEAR 3:

2. NAPLAN GROWTH

NUMERACY

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READING

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<td>Upper 25%</td>
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<td>12.3</td>
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3. NAPLAN PROFICIENCY BANDS for READING

2010 Yr 7 Reading - % students at each Proficiency Band

2010 Yr 5 Reading - % students at each Proficiency Band

2010 Yr 3 Reading - % students at each Proficiency Band
4. NAPLAN PROFICIENCY BANDS for NUMERACY

YEAR 7

YEAR 5

YEAR 3
5. ENROLMENTS

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### Primary

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6. ATTENDANCE RATES

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7. TEACHER QUALIFICATIONS

Our teachers hold the following qualifications:

- Master of Education: 1
- Bachelor of Education: 10
- Diploma of Teaching: 15
- Graduate Diploma of Teaching: 1
- Graduate Certificate of Education: 2

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Deb Hancock, Principal
Kerryn Marr, Chairperson, Governing Council
March 2011
8. FINANCIAL STATEMENT