



Modbury West School

2021 annual report to the community

Modbury West School Number: 1210

Partnership: Modbury

Signature

School principal:

Ms Candice Cooper

Governing council chair:

Michael Ayliff

Date of endorsement:

1 April 2022



Government
of South Australia
Department for Education

Context and highlights

2021 was a productive year at Modbury West School and the final year of educating Year 7s as part of our community. Although there were many challenges presented by the pandemic the staff and community are to be commended for the ability to be flexible and understanding. The school program continued to be modified to ensure MWS provided a Covid safe environment for staff and students.

The Leadership team of 2021 consisted of Nik Skrob, Wellbeing Leader (Term 1 and 2), Sandy Evans, Wellbeing Leader (Term 3 and 4), Candice Cooper as Deputy Principal and Principal, Sue Wirth.

We celebrated a number of events throughout the year, none as important as our 50 year anniversary. Past staff and students were personally invited to participate in the day, that consisted of a smoking ceremony to officially open Maipattawirra, the nature play area. We also participated in Dream Big Festival, a number of District and SAPSASA sports, our MWS Sports Day, The Festival of Music, MWS Music Night and the Golden Anniversary Celebration.

As part of our Site Improvement Plan and our focus on Reading, staff worked with the Literacy Guarantee Unit in planning and modeling quality learning. Teachers used Score link as a data tool and in term 4 teachers used the BI tool to access data sets as part of Professional learning day led by Principal Consultant.

Specialist teachers: Japanese F-7, Physical Education F-7, Science F-7, Music F-7

Year Levels: Yr. F=26, 1=40, 2=58, 3=50, 4=52, 5=54, 6=48, 7=39

0.4 EALD

AET: 0.4

Wellbeing Leader 0.8 0.2 release for Student Action Teams/What's the Buzz

15 hours p/w ICT SSO2

14 hours p/w Grounds

IESP funding increased as student applications increased

Modbury West continues to work in the Modbury Partnership and staff have participated in student free Professional learning days on moderation on student work. Staff work in Professional Learning Communities in year level groups to develop pedagogy and plan collaboratively for their students. Staff also belong to Professional Learning Teams (Literacy, Numeracy or Wellbeing) to drive the Site Improvement Plan.

Governing council report

Wow 2021, another year packed full of challenges diligently met by our amazing school community!

This pandemic continues to rob us of our opportunities for play, learning and celebration and yet, we did still find time to come together:

- 2021 marked the 50th anniversary of our school, and the celebrations and displays sharing the school's history were amazing to see

- Our Music Night performance celebrated the growth and achievements of our students

- Our very special Grade 6 and Grade 7 graduation evenings celebrated our students taking the big next step

Our school community has endeavoured to make the most of the opportunities afforded to us in these times, and it is our volunteers, staff, students, and families working together that continue to make MWS an amazing place.

A final thanks to our outstanding OSHC service, and to our Governing Council of 2021

Michael Ayliffe
Governing Council

Quality improvement planning

Professional Learning Teams continued to drive the Site plan priorities of Literacy, Numeracy and Wellbeing.

Numeracy:

- A priority in 2021 was to continue our improvement in delivering engaging learning in Numeracy. As a result teachers from F-7 participated in Professional Development through Orbis-Exemplary Learning, who work with the University of Melbourne. This was an important investment for MWS, and the time allocated to complete the training.

Partnership Professional Development Days continued in 2021 with a renewed focus on Moderation of Maths samples of work. Led by the newly appointed Curriculum Lead, teachers shared, evaluated and discussed samples of work of Below, At and Above. This work continues to improve and challenge teachers to challenge students.

Outcomes:

- * Teachers are confidently using the Australian Curriculum Mathematics to plan for and assess student learning
- * Improved outcomes in Year 5 achieved for Numeracy

Literacy-Reading:

- Teachers focus on reading using agreed comprehension strategies
- Teachers assessing reading using running records in early years and tracking data throughout the year
- * Students at risk in reading referred to Student review team and for Literacy intervention program in the early years
- Literacy Guarantee Unit- working in all year 3-4 classrooms to support class teachers track and monitor student progress as well as model Guided reading and comprehension strategies
- * Reviewed and updated Literacy agreement with increased emphasis on "Gradual Release of Responsibility" model.
- * Synthetic Phonics used across school -Sounds and letters program with phases of instruction.
- * Training of SSOs and implementation of Mini Lit, Phonological Awareness and speech and language in the Early Years.
- * Continued rigour in using Heggerty tool in developing Phonemic awareness in the Early Years.

Outcomes:

- Reading was a focus for improvement in teaching and learning and improved outcomes were achieved in Year 5 and Year 7

Future directions:

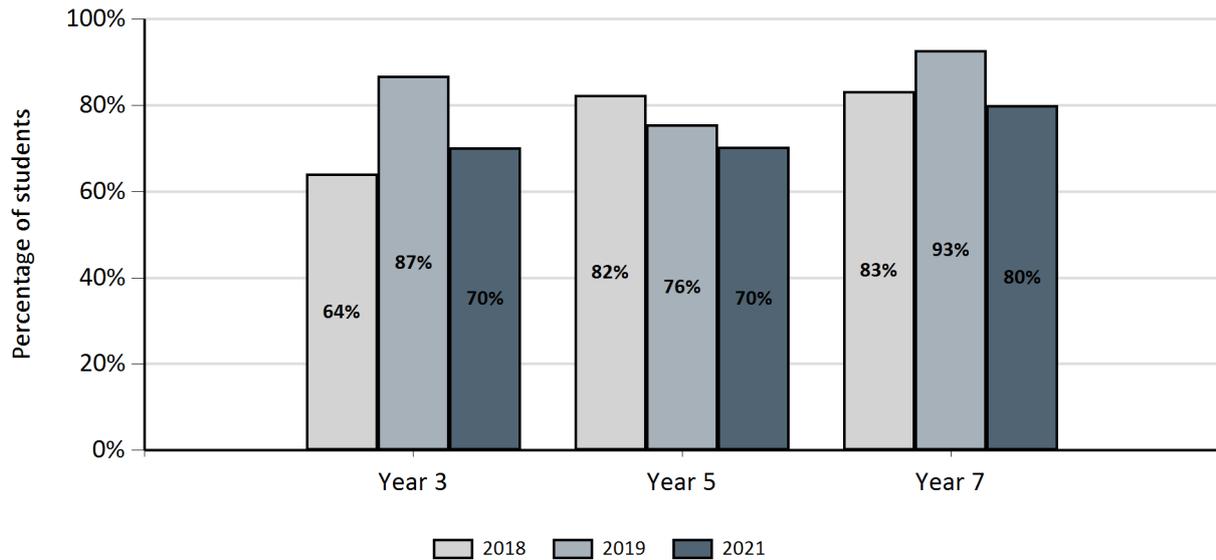
- * Stretch student learning in numeracy and literacy
- * Further develop teacher expertise and pedagogy through in the Big 6 of Reading.
- * Investigate Read Write Inc as a best practice in teaching Phonics in the Early Years.
- * Differentiated planning to support the varied needs of our learners
- * Performance development informed by the Australian Professional Standards for Teachers and performance development including classroom observations
- Partnership pupil free days and professional learning activities in transforming tasks, assessment and moderation to support teachers develop intellectual stretch and improve student learning

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

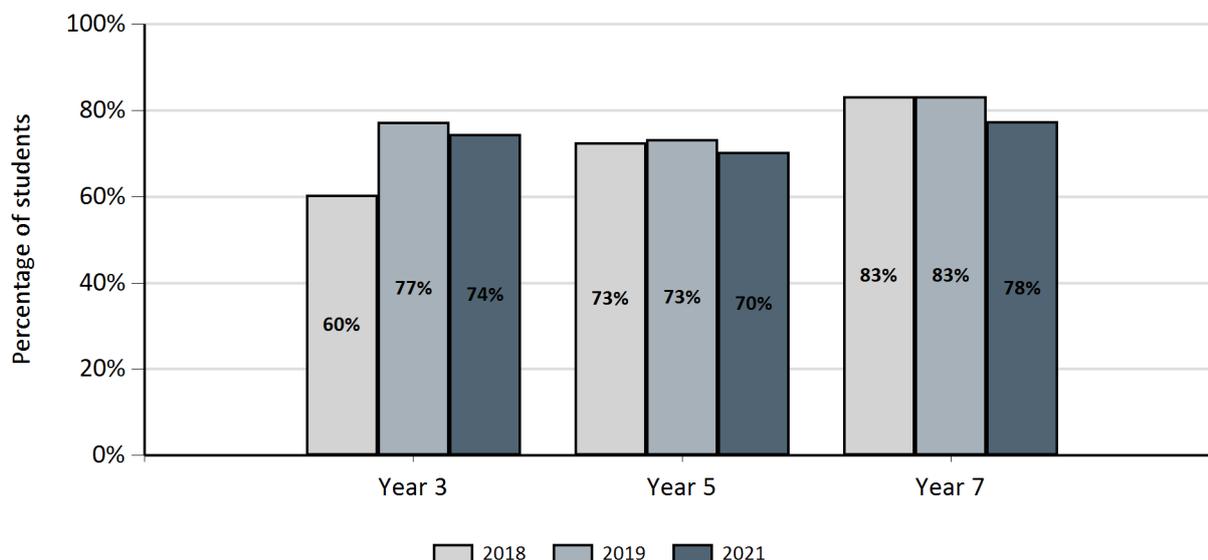


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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%	32%	33%
Middle progress group	52%	65%	48%
Lower progress group	15%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	24%	50%	33%
Middle progress group	67%	44%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	47	47	18	12	38%	26%
Year 3 2019-2021 Average	50.0	50.0	22.0	14.0	44%	28%
Year 5 2021	54	54	17	8	31%	15%
Year 5 2019-2021 Average	49.5	49.5	16.0	9.5	32%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

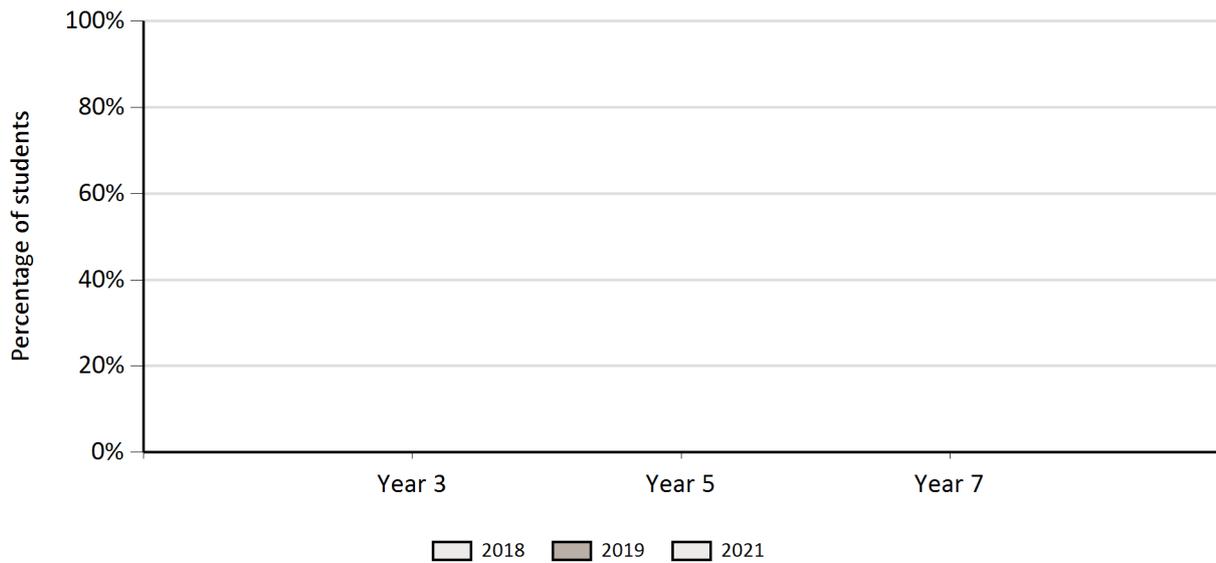
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



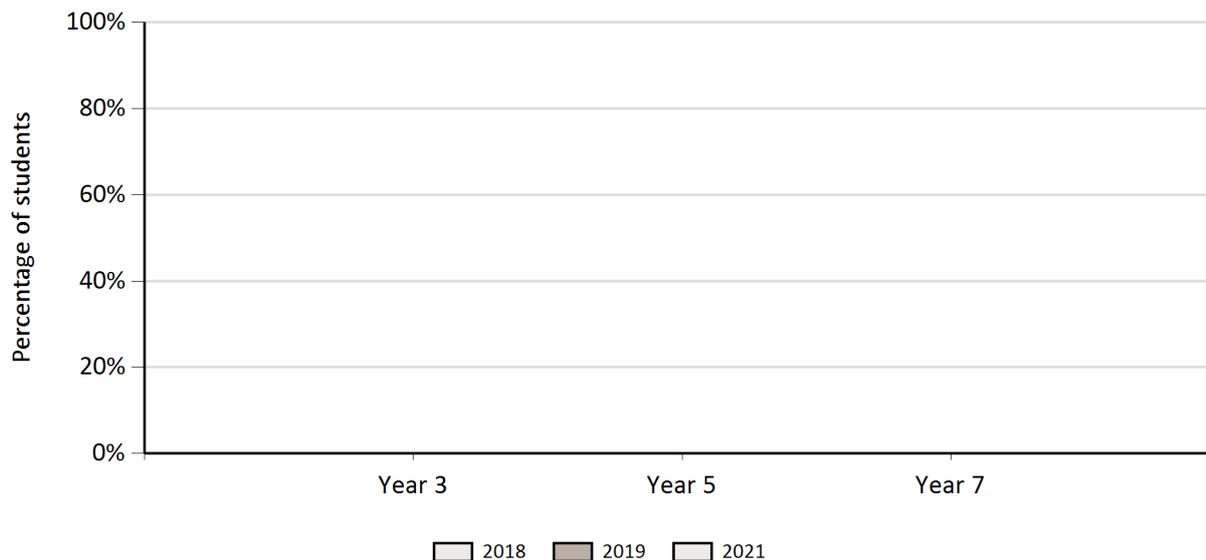
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Better aligning roles and resources to those actions that have greatest impact
 Raising learners' influence when describing their learning goals.
 Ensuring that families are knowledgeable about their child's progress and support.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Targeted intervention in Numeracy through Too Smart.

School performance comment

Reading:

PAT R data shows an increase in year 3,4 and 5 from 2020. This data was further interrogated and aligned to NAPLAN and A-E data sets and these have been tracked and monitored systematically all year. Reading was the improvement focus for 2021 with a focus in quality intervention at wave 2 and 3. An increased emphasis on quality reading teaching and the BIG 6 of reading continues to be a focus at MWS.

Running Record data is collected each term. This data is closely monitored, informs practice and is used to identify students at risk. Intervention programs to support student progress were delivered by our Intervention teacher, supported by SSOs and teachers using guided reading approach and synthetic phonics. Synthetic phonics program, letters and sounds is practiced across all classes in the Early years and is a consistent approach in 2020 as part of our whole school approach. Students involved in reading Intervention program continued to demonstrate improvement and were reviewed each term to determine if the program was effective. The Phonics screening test was administered to Year 1 students in Term 3 and teachers were trained to deliver this process, discuss and implement interventions. Classes continued to read for 15 minutes every day and classes used their buddy class to support reading in the early years classrooms.

Numeracy:

NAPLAN data shows consistent results from 2019 to 2021 in percentage of students achieving SEA at year 3 and 5 in Numeracy. PAT M data shows a increase in the trajectory of students achieving SEA at year 3 and 5.

A continued priority is on year 3. An improvement in the year 3 data was achieved and this has broken the previously decreasing pattern. The Big Ideas in Number was investigated and Trusting the Count was developed in all classrooms as an essential element to success. The Numeracy agreement has included PAT M as a way of measuring progress and supporting teachers' planning and programming. Developing differentiated approaches within the class environment will be a future priority.

Aboriginal students' learning is supported by the collaborative work of our ACEO, AET and Wellbeing leader in implementation of targeted learning goals and strengthened individual Learning Plans.

Our ACEO supports families through positive working relationships to improve attendance. AET facilitated and trained staff with Too Smart.

Verified students receive additional support in class as part of their One Plan. SSOs deliver much of this support and work with students to achieve goals through differentiating the curriculum. Students with learning plans are monitored with the support of partnership support team and are reviewed at school as part of the Student Review Team process each term.

Attendance

Year level	2018	2019	2020	2021
Reception	92.3%	93.1%	87.9%	90.5%
Year 1	94.4%	92.5%	84.3%	91.4%
Year 2	92.6%	95.0%	87.6%	91.4%
Year 3	92.8%	91.7%	88.0%	92.3%
Year 4	93.1%	93.2%	85.9%	91.5%
Year 5	92.8%	92.2%	86.3%	91.2%
Year 6	91.3%	92.7%	85.5%	91.5%
Year 7	94.6%	92.0%	85.5%	89.1%
Primary Other	45.3%	95.5%	N/A	N/A
Total	92.9%	92.8%	86.3%	91.2%

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

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

Attendance comment

Attendance patterns across all year levels for 2021 have shown an increase since 2020. The percentage has not reached the previous achievement of 92%.

Clear structures are in place and attendance plans and regular audits enable concerns to be addressed promptly. Daily text messages, telephone calls to families, teacher communication & follow up from administration and leadership also enabled the school to monitor & maintain a high level of attendance. Individual attendance data in school reports in Term 2 outlining high late or absent data led to reduction in Term3. Academy system monitors attendance across the school & streamlines the process making it efficient. Attendance 'watch lists' are followed up when attendance is of concern.

Behaviour support comment

Focus on embedding Berry Street principles within classrooms consistently across the school has and continues to support students at wave 1,2 and 3 levels within the school. Documenting behaviour to assist in tracking and analysing continues to be a priority. This is supporting the school in identifying triggers and antecedents, which then allows planning to minimise the incidents occurring.

Parent opinion survey summary

did not occur in 2021

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	52	91.2%
U - UNKNOWN	2	3.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Due to Covid precautions, we did not allow volunteers onsite in 2021.

All volunteers are recorded in our database and on EDSAS which is audited by DfE.

Our procedure for volunteers reflect changes to relevant history screening outlining activities no longer requiring a screening through DECD requirements.

Procedures are in place to verify the identity, service provider employer details and contact details for working with children on

site. A signed agreement is required, WWC check and RAN training. A database of service providers, times and locations they work with children is documented. Volunteers sign an agreement to work on site.

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	36
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	1.0	23.1	0.9	12.4
Persons	1	26	1	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$4,282,377
Grants: Commonwealth	\$36,300
Parent Contributions	\$96,375
Fund Raising	\$0
Other	\$0

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

2021 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 2021 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 wellbeing and engagement	Berry Street implementation Full Time Wellbeing Leader Whats the Buzz intervention	Consistent language of expectations Supporting staff to be proactive
	Improved outcomes for students with an additional language or dialect	EALD salary used to support students literacy particularly reading comprehension through small group and targeted support. Families engaged.	NAPLAN results improvement as well as improved A-E data. & Writing
	Inclusive Education Support Program	Team around the child meetings quality applications demonstrating prior behaviour and how support and intervention can support.	Increase in documentation and analysis of behaviour trends of individuals.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS supports junior and middle primary students to progress with Literacy and Numeracy -Multi Lit (Years 3-7) delivered by SSOs -Reading Intervention groups (Foundation to Year 2) delivered by Early Intervention -AET, ACEO and APAS SSO working with and supporting our Aboriginal students in class and/or individually -ILP meetings with teachers	Teachers confidently using Australian Curriculum Aboriginal histories & cultures across the curriculum. Teachers have high expectations for Aboriginal learners
Program funding for all students	Australian Curriculum	Teachers involved in Partnership strategy using Australian Curriculum and the Curriculum resources to plan and assess student learning. Teachers collaboratively plan in year level groups(PLCs)	Improved A-E moderation and data in a collaborative culture.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Literacy Intervention program to develop Reading comprehension strategies and synthetic phonics as well as speech programs and early years Reading Intervention.	continued analysis of improvement and refining processes
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	PD in ensuring students are challenged at their level and task transformation is practiced.	opportunity for students to demonstrate learning through challenge

