

2023 annual report to the Community

Modbury West School

Modbury West School number: 1210

Partnership: Modbury



School principal:

Troy Pathon

Date of endorsement:

09/02/2024



Context Statement

Modbury West School caters for students from R-6. At the time of this report, the enrolment in 2023 is 248. Modbury West School is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 2% Aboriginal students, 8% students with disabilities, 12% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

School Highlights

School Improvement

In 2023 our schools strategic direction continued its focus on improved literacy and numeracy outcomes for students. The goals, targets, and challenge of practice all being outlined within the schools site improvement plan. A significant element of our improvement work related to reading instruction and with this staff professional learning in the Science of Reading. As a site, we moved away from the use of Running Records to track student reading achievement and began using two assessments for students in years 2 to 6, to both track student achievement, but more importantly allow teachers to ensure targeted teaching based upon identified student reading needs.

The Oral Reading and Fluency (ORF) assessment measures student reading fluency, and therefore, their ability to decode words off the page. While the MAZE assessment measures student reading comprehension, or ability to understand the English language. Unlike running records, these assessments align with the science of reading and create continuity with the work being done in our junior primary classrooms through the Read, Write, Inc program.

Staff undertook training throughout the year, as we engaged external expertise facilitated by the DfE Literacy Guarantee Unit and Curriculum Support Directorate, in how to conduct these assessments, analyse the collected student data and determine each students reading needs and the targeted teaching approaches to address student next steps in learning.

Our refined Professional Learning Community (PLC) structure, that incorporated the Simon Breakspear Teaching Sprint Model, helped to ensure new learning was merged into daily classroom practice.

We also trained new junior primary staff in the delivery of the systematic synthetic phonics program, Read, Write, Inc, and undertook a coaching model to ensure pedagogical delivery of the program was consistent, in addition to undertaking a development day lead by a RWI co-ordinator.

Pleasingly, this shift in practice is now evident in all classrooms, with teachers utilising the new assessments to inform differentiated teaching and reading instruction.

Reading intervention initiatives were implemented for students in years 3 to 5 via the MAQCLIT program. This program now provides daily reading intervention to 15 students across 3 groups.

Our numeracy improvement work continued our focus on the Big Ideas in Number, and developing staff conceptual understanding of these concepts, the importance of building these ideas sequentially and how to develop them in students. We also focused on staff's ability to administer the diagnostic tests that allow for targeted instruction aimed at addressing student misconceptions.

Underpinning this work was our goal to foster positive dispositions to learning maths in students, and addressing the misconception that not all students can learn maths effectively. Teachers developed positive maths norms in their classrooms and students were all surveyed to determine their attitude to learning maths, which then informed how the positive norms were developed in classrooms.

Additionally, we established a numeracy extension group for students from years 2-5, who met weekly with our Deputy Principal. These students then undertook the ICAS maths competition achieving a range of results from credits to distinctions.

2023 Highlights

We would like to thank and acknowledge the staff, students, parents and Governing Council for their support, commitment and hard work throughout the year. The achievements of our school were considerable and a credit to the strong culture of improvement that exists at Modbury West School.

A focus for our school in 2023 was once again engaging families in the daily life of the school, and creating meaningful connections in a relaxed covid protocol environment. Our school Governing Council established a Parents and Friends Committee, that supported school fundraising and engagement initiatives.

Whole school events were planned to not only create opportunities for our students to experience extra curricula activities, but also allow families to join in these days. Events included:

- Our annual Sports Day that saw many families come along to support the students as they competed for their house teams.
- Inaugural Japanese Matsuri Day that provided students with an opportunity to engage in a range of Japanese cultural activities including a performance by Wasabi Kids.
- The Father's Day Breakfast and Stalls that saw many Dads, Grandads and other special people come along for a special breakfast hosted in our STEM kitchen.
- Our senior choir performed as part of the Festival of Music at the Festival Theatre in front of a huge audience.
- We competed and had success in many SAPSASA Sporting activities including athletics, cross country, football, netball and basketball.
- The end of year Evening on the Green Concert, that after initially being postponed due to weather, saw a huge number of our families come along on a beautiful summer evening to see the students and staff perform.
- The Year 6 Graduation was a wonderful night, where we celebrated our graduating students, attended by not only our staff and families, but also our local member of parliament Olivia Savvas.
- Not to mention our many other events including assemblies, Science Week incursion, NAIDOC Week Imbala Dance Performance incursion, Walk Safely to School Day, and many more.

Pleasingly our Parent Engagement Survey Results which can be found within this report show positive improvement when compared to recent years, which is suggestive that our families are feeling a greater connection to their child's school and classroom.

Engaging families beyond our direct school community was also a focus, as we linked with many local preschools and children's centres to provide information about our school and offer school visits and Principal tours. This seems to have had a positive effect as we began the 2024 school year with 38 new reception students, up from 22 the previous year.

Facilities

Continuing to ensure school facilities are modern and support student learning outcomes was a focus with many elements of the school being attended to. These included the following:

- \$60,000 Canteen renovation funded by the DfE that has enabled us to move re-open the canteen on-site.
- Reception classroom refurbishment to modernise the space, reduce student extraneous cognitive load and enable student investigations upon arrival at school.
- Purchase of 30 new ipads and 30 new laptops for use in the new IT hub in M16.
- New electronic sign to promote school events and important information to the direct and indirect school community.
- DfE funding approval of \$40,000 for works to address the drainage on the asphalt.

The school also now has the stability of a unified leadership team moving into 2024 and beyond with a clear wholistic vision and way forward for the school aimed at improved outcomes for our students, encompassing teacher pedagogical practices in the classroom, engagement with families and the local community, and a focus on ensuring access to modern facilities for our students.

Governing Council Report

Wow 2023, another year packed full of challenges met by our amazing school community!

Engagement with our families on campus has continued to be a focus, with fantastic events including the Colour Run, sports day, Japanese Matsuri day, Father's Day breakfast, Evening on the green, and Book Week.

Our students also had the opportunity to participate in a number of activities beyond the classroom including Bike Ed, Reconciliation Week, Harmony Day, Science Week, swimming, ZooSnooze camp, graduation, acquaintance night, Festival of Music, marimba ensemble and the junior and senior choirs.

Academically, improved alignment between staff professional learning and student outcomes has led to measurable improvements in reading, writing and mathematics.

The past year also saw Foundation student enrolment numbers increase. Coupled with facilities updates, including the canteen renovation and re-opening and the new electronic sign on Wright Rd, I hope are positive indicators for the year 2024 and beyond!

Thanks to our Governing Council of 2023 and as always, thanks to the incredible MWS OSHC service.

Michael Ayliffe

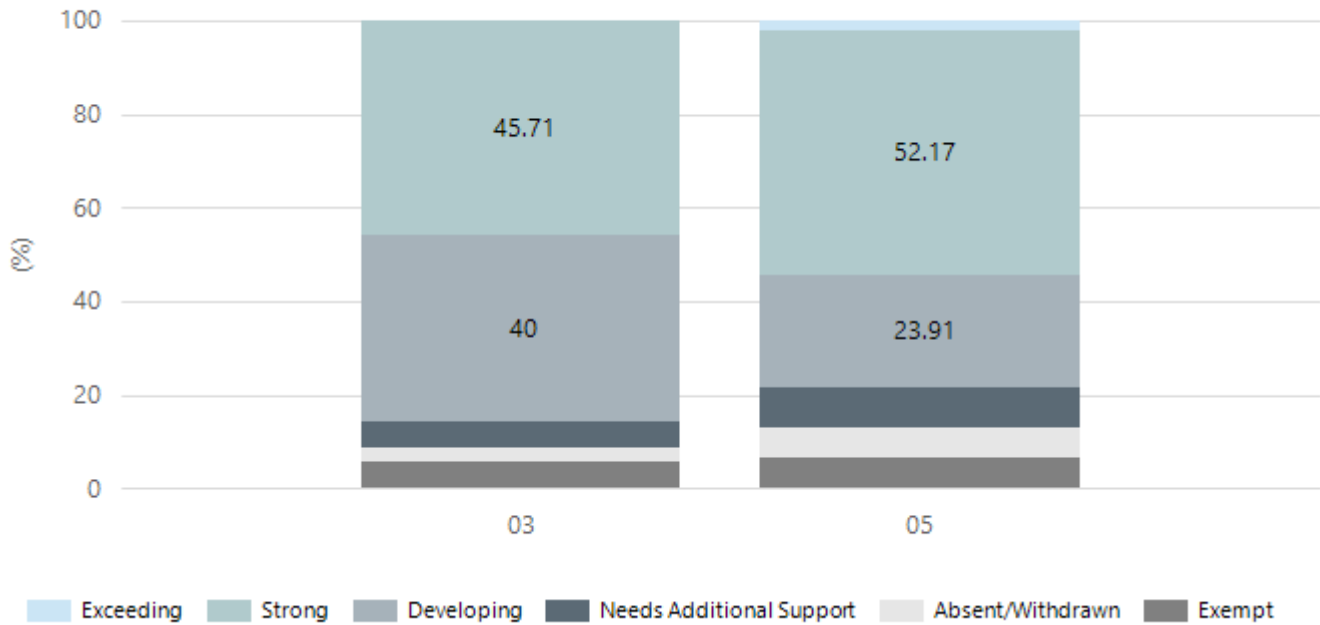
Governing Council Chairperson

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

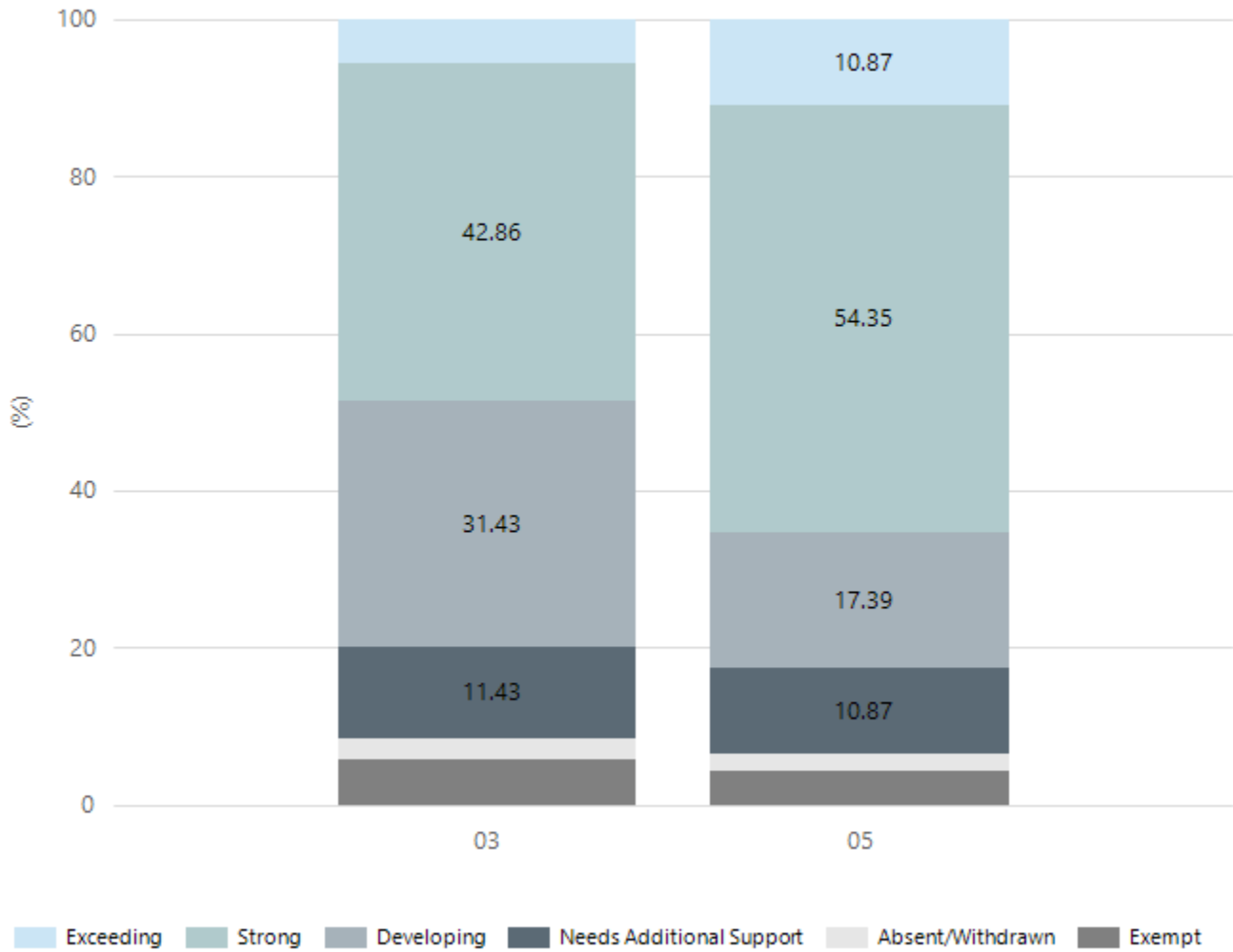
Numeracy



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | | 1 |
| Strong | 16 | 24 |
| Developing | 14 | 11 |
| Needs Additional Support | 2 | 4 |
| Absent/Withdrawn | 1 | 3 |
| Exempt | 2 | 3 |
| Total | 35 | 46 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

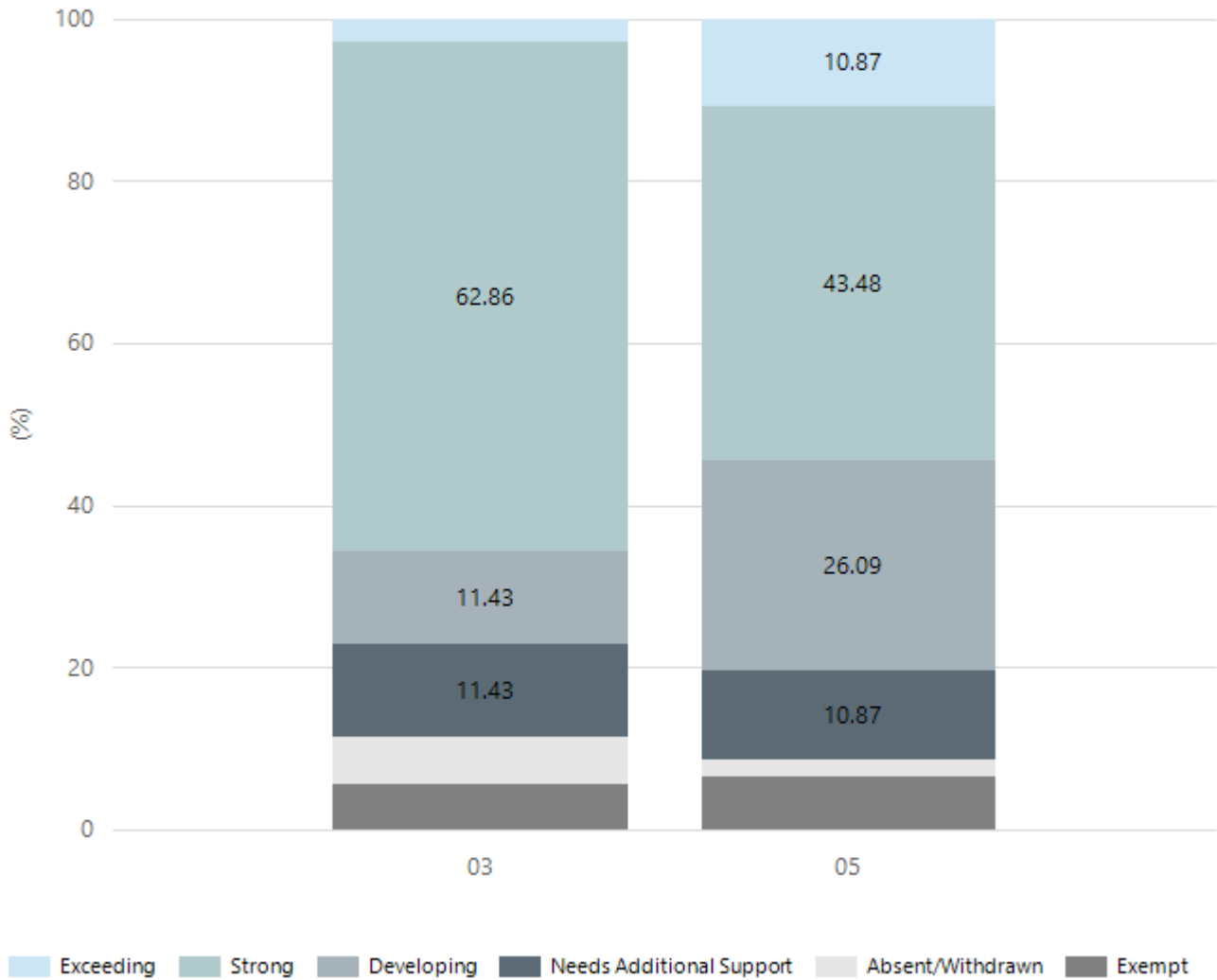
Reading



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 2 | 5 |
| Strong | 15 | 25 |
| Developing | 11 | 8 |
| Needs Additional Support | 4 | 5 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 2 | 2 |
| Total | 35 | 46 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

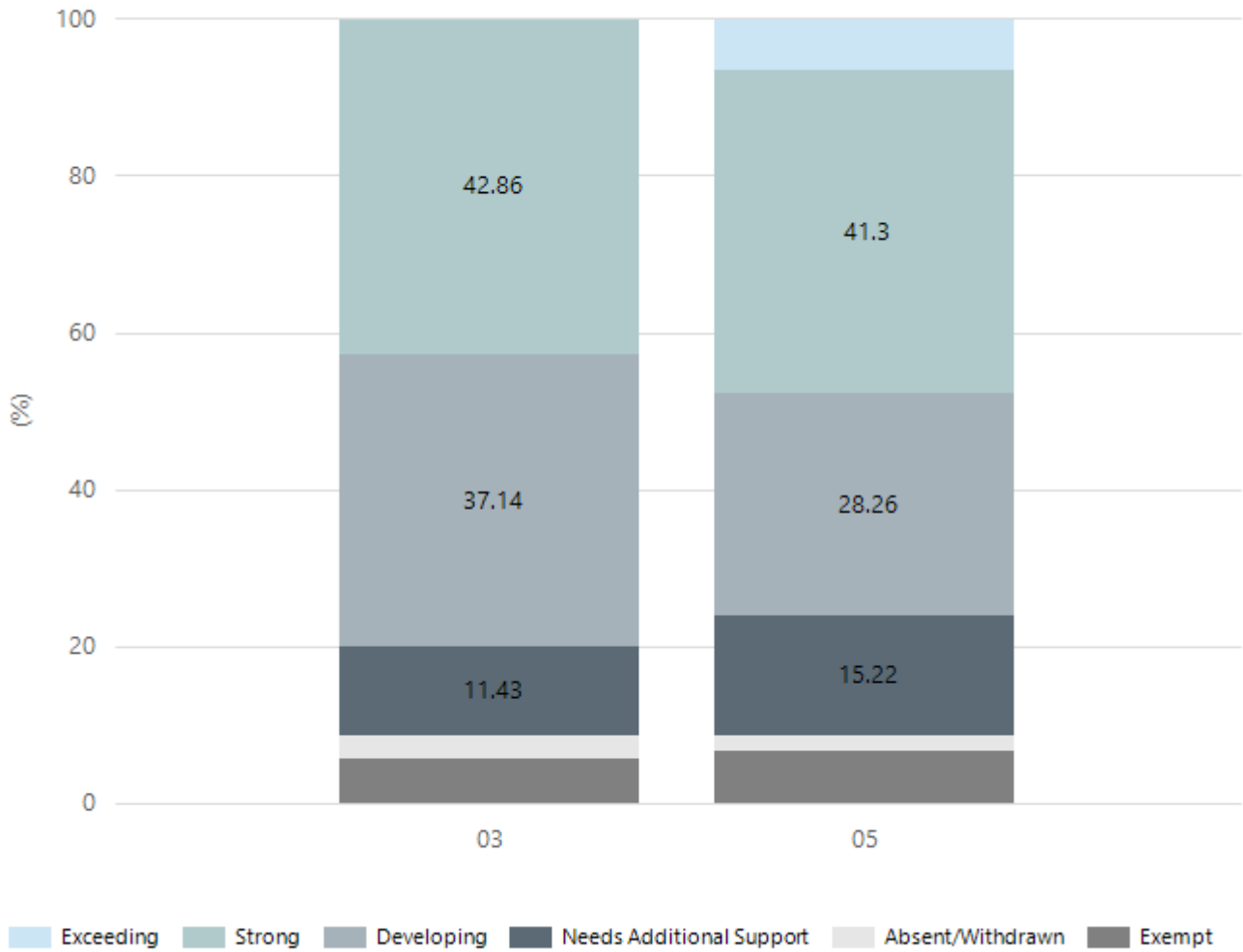
Writing



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 1 | 5 |
| Strong | 22 | 20 |
| Developing | 4 | 12 |
| Needs Additional Support | 4 | 5 |
| Absent/Withdrawn | 2 | 1 |
| Exempt | 2 | 3 |
| Total | 35 | 46 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

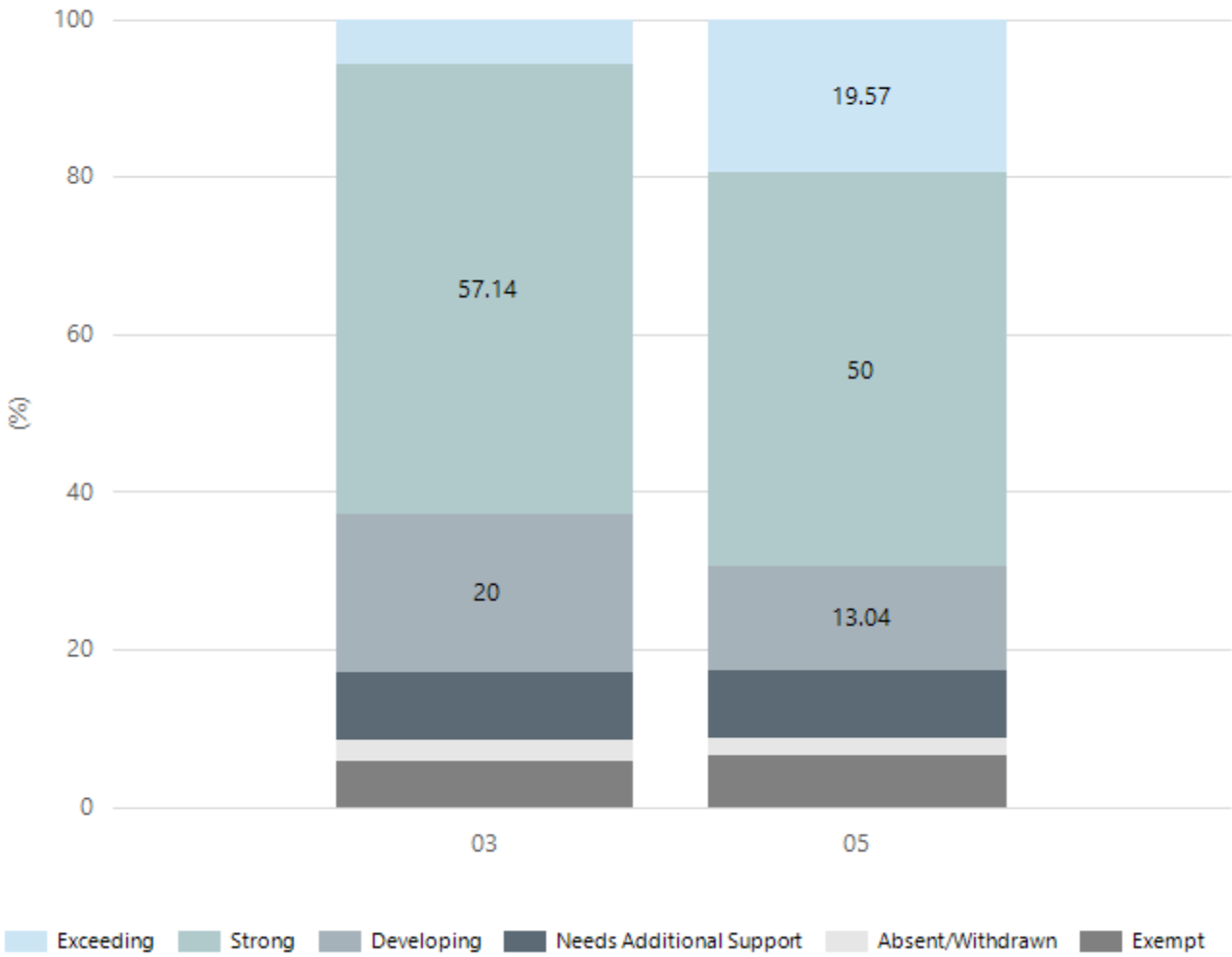
Grammar



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | | 3 |
| Strong | 15 | 19 |
| Developing | 13 | 13 |
| Needs Additional Support | 4 | 7 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 2 | 3 |
| Total | 35 | 46 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 2 | 9 |
| Strong | 20 | 23 |
| Developing | 7 | 6 |
| Needs Additional Support | 3 | 4 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 2 | 3 |
| Total | 35 | 46 |

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

School Attendance

| Year Level | 2021 | 2022 | 2023 |
|------------|-------|-------|-------|
| Reception | 90.6% | 82.8% | 88.6% |
| Year 01 | 90.0% | 83.3% | 87.9% |
| Year 02 | 91.5% | 82.6% | 87.6% |
| Year 03 | 91.6% | 85.0% | 89.2% |
| Year 04 | 91.7% | 82.2% | 84.8% |
| Year 05 | 91.3% | 82.3% | 88.7% |
| Year 06 | 90.3% | 82.9% | 86.9% |
| Year 07 | 85.6% | | |
| Total | 90.3% | 83.0% | 87.7% |

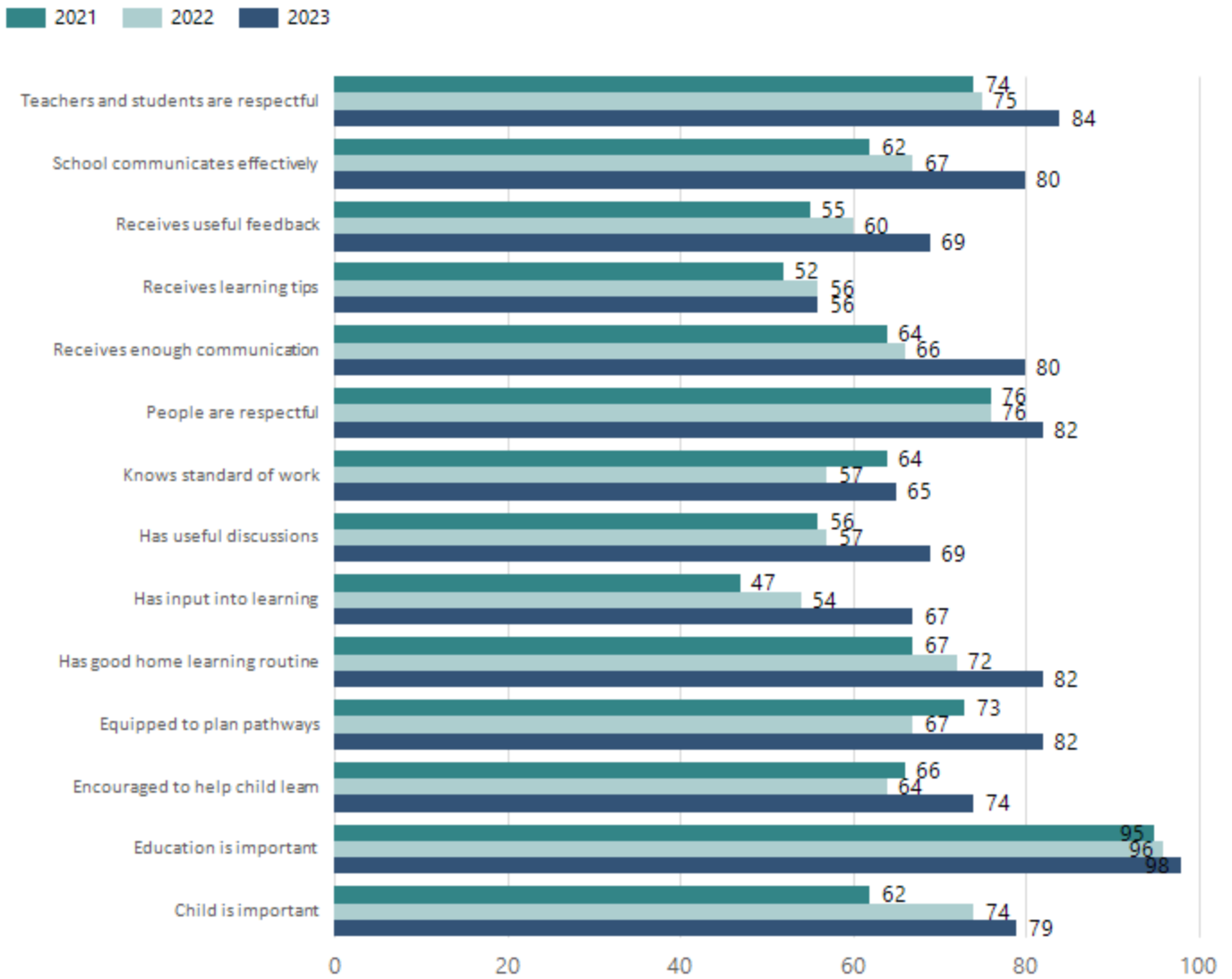
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 4 | 21.0% |
| OV - LEFT SA FOR OVERSEAS | 1 | 5.0% |
| QL - LEFT SA FOR QLD | 2 | 11.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 12 | 63.0% |

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas | 15 |
| Postgraduate Qualifications | 5 |

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

| | Non-Teaching Staff | | Teaching Staff | |
|-----------------------|--------------------|----------------|----------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 10.4 | 1.0 | 17.1 |
| Persons | 0.0 | 14.0 | 1.0 | 19.0 |

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$3,128,137 |
| Grants: Commonwealth | \$15,400 |
| Parent Contributions | \$74,588 |
| Fund Raising | \$15,176 |
| Other | \$27,713 |

Data Source: School supplied data.