Melaleuca Park Primary School
2017 Annual Report to the School Community

Government of South Australia

Department for Education and Child Development

Melaleuca Park Primary School Number: 1020

Partnership: Blue Lake

Name of School Principal: Lynette Corletto

Name of Governing Council Chair: Tara Inmann

Date of Endorsement: 20/03/2018

School Context and Highlights

Our External School Review (ESR) conducted in March commended our pedagogical reform in the Early Years and the systems that embed this as effective practice that is contributing significantly to school improvement. "The philosophy and implementation of approaches that enable young learners to think, inquire, explore and investigate has been influenced by the EY staff commitment to reflect on and make changes to practice, leading to improved task design that engages students. The panel noted that teachers have strategically designed opportunities for young students to access learning that inspires and prompts thinking, enabling them to hypothesize and experiment. Of particular note, the systems of Performance and Development and Professional Learning have been designed strategically to enable this shift in practice. Evidence of this was verified through classroom walk-throughs and conversations with staff."

In response to recommendations from our ESR we consolidated our professional learning in the latter part of 2017 through involvement in the Aboriginal Family Literacy Strategy. Educators attended professional development with Professor Pauline Harris and inquired in to children as capable and competent readers. Using the 4 Resource Model, educators observed and documented children's engagement as readers in order to intentionally plan for children's literacy learning. Opportunities for Discovery Learning were planned and implemented Reception - Year 7. Story Tables, Book Making, increased opportunities for oral language development and focused practise of of comprehension strategies were incorporated in to learning programs. Teacher's reflected on their learning environments and their engagement with families.

Our community continues to experience an increase in vulnerability with over 75% of our children eligible for School Card in 2017. To combat the disadvantage faced by children within our community Variety the Children's Charity presented our school with a Variety Bus at The Variety Bash finish line in Mount Gambier. We also implemented a whole school approach to Wellbeing & Nurture for Learning alongside targeted intervention using The Boxall Profile to teach children the required social, emotional and behavioural skills. This work has been shared with the Partnership through Innovation Days. Our commitment as an educating community is evident in the continued growth of The Melaleuca Park Hub with a range of services available to the community.

Governing Council Report

In the twelve months of 2017 we have continued with positive changes to Melaleuca Park Primary School following on from the previous few years.
I would like to thank Lynette Corletto, Principal for all her efforts at Melaleuca Park PS during 2017.
Our Choir program is going strong with a number of students once again attending the Adelaide Music Festival and the local South East Schools Music Festival with two children performing solos.
The students had the opportunity to undertake class cooking in 2017 which has seen them produce various types of fun things to eat with some great positive outcomes.
Some children had the opportunity to attend and participate in the Lego League tournament with great success.
The school was fortunate to receive a Sunshine Coach grant from Variety with the school receiving it at the end of the Bash event here in Mount Gambier.
We are fortunate to have Monique giving dancing lessons to some of our students on weekly basis which the students are enjoying.
Our educational program is continuing to focus on Numeracy and Literacy this past year. During this year the school focused on inquiry (STEM/HASS) with success.
From all reports the school finances for 2017 were quite healthy.
Staff undertook numerous Student Free days to improve the wellbeing and learning of their students.
Fundraisers this year were:
• Hot dog, milo and cookie fundraiser
• Zooper Dooper Days
• Sports Day Sausage Sizzle
I would like to thank the members of the governing council and staff for all their efforts.

Tara Inman
2017 Governing Council Chairperson

Improvement Planning and Outcomes

SIP - Inclusive and challenging pedagogies that promote greater engagement and success for students.

Inquiry focus: What, in the context of your teaching and learning team, can be improved to create a rigorous student centred learning environment that supports and challenges every child?

Our 2017 Professional Learning was aligned with the Site Improvement Plan and emphasised high expectations for all students and staff. Through staff meetings, Student Free Days, NIT and negotiated release time staff worked:

• to develop whole school approaches to pedagogy.

• to consolidate the work undertaken in playful and inquiry based pedagogies so that evidence demonstrates that this learning is in fact embedded within classroom practice across the school to enhance outcomes.

• to develop capacity in Nurture & Wellbeing for Learning.

• to observe each other's classroom environments and provide feedback using the Classroom Observation Tool.

• with Teaching Teams to undertake research into children's learning processes to improve student outcomes.

• to deepen their curriculum knowledge, skills and expertise in the delivery of Australian Curriculum using inquiry.

Outcomes - All teachers:

• participated in observations of Discovery Learning Time across the school, giving and receiving feedback.

• engaged with the Australian Curriculum as the basis for learning assessment and task design.

• designed learning tasks with units of inquiry (beginning with STEM); providing learning experiences and opportunities that support the application of students' knowledge and skills across multiple learning areas.

• participated collaborative moderation processes focused on task analysis and analysis of student work samples against the Achievement Standards in Science and Design & Technology.

Inquiry focus: How can we support children (and their families) to see themselves as capable and competent readers?

Outcomes - Educators engaged as researchers of children's learning.

• professional and collaborative dialogue, reflective practice, created shared understandings (capable and competent readers – 4 Resources Model), challenged fixed mindsets (with teams, across teams, across sites) and informed learning design.

• third space, connecting with family voice building relationships and better understandings of the learning goals they have for their child / intentionally making spaces which welcome families into third spaces.

• clarity of purpose and goal (what we are going after)

• scaffolding children's reading development / family connection~– continuity of learning, engaged and powerful learners.

SIP - Establish a Wellbeing Centre to enhance the support for STAR.

Inquiry focus: How can we increase engagement in learning for vulnerable children who experience emotional, social and behavioural difficulties through a whole school approach?

Whole school agreement Wellbeing & Nurture for Learning; class cooking and Circle Time.

Outcomes:

• improved social, emotional and behavioural skills for children within the intervention cohort (evidenced in comparative Boxall Profile data pre and post intervention)

  - increased self worth and secure attachments.

  - space for learning, increased engagement and calmer classrooms.

  - sense of belonging.

  - increased capacity of children to self-regulate emotions and manage social interactions.

• reduction in total suspensions for intervention cohort; 24 in 2016 to 14 in 2017.

• improved relationships; teacher, student, families.

• increased family engagement.

• increased teacher confidence in responding to children affected by trauma.

• team around the child.

• flexibility – staffing, options for wellbeing for learning, increased ability to be proactive and responsive to children's needs.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
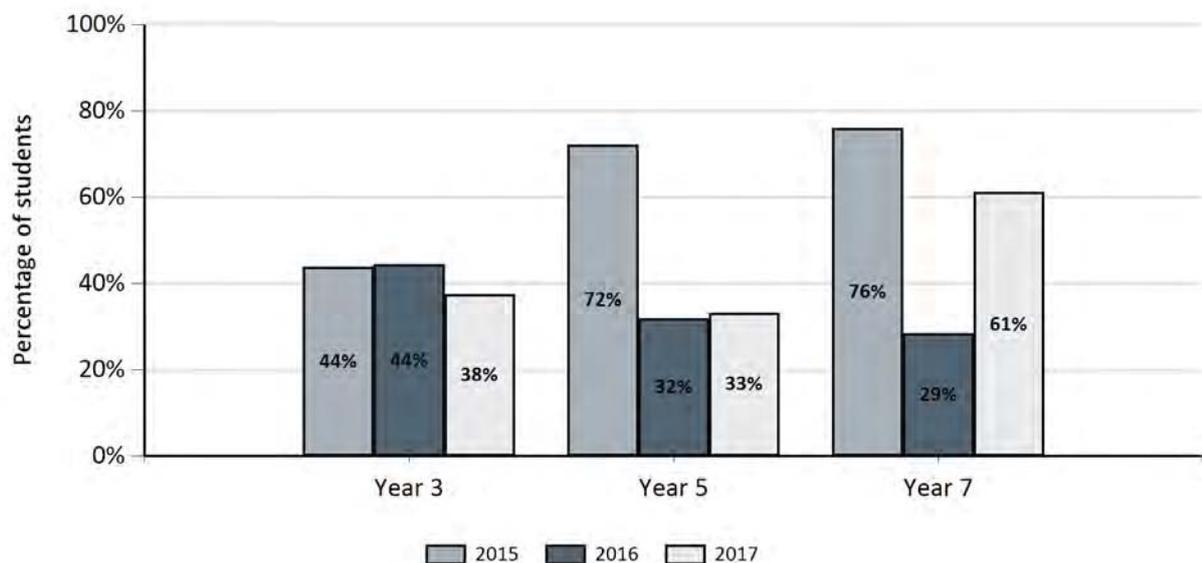
Reading
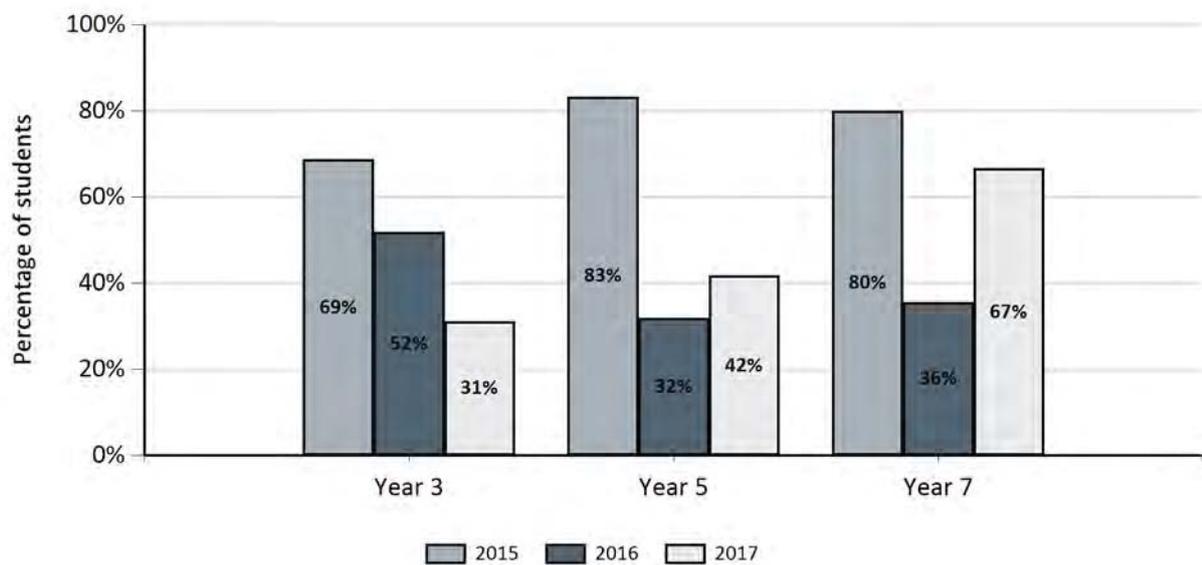
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 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	0%	38%	25%
Middle progress group	42%	31%	50%
Lower progress group	58%	31%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 5-7	Year 3-5	State (average)
Upper progress group	0%	10%	25%
Middle progress group	56%	70%	50%
Lower progress group	44%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	16	16	1	1	6%	6%
Year 3 2015-17 Average	19.7	19.7	2.0	1.0	10%	5%
Year 5 2017	12	12	0	0	0%	0%
Year 5 2015-17 Average	18.3	18.3	2.7	1.7	15%	9%
Year 7 2017	18	18	3	2	17%	11%
Year 7 2015-17 Average	19.0	19.0	2.0	0.7	11%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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.

School Performance Comment

Data analysis reveals a sawtooth pattern when comparing the 2017 NAPLaN achievement with the school's historic baseline averages for student achievement against the Standards of Educational Achievement (SEA) in Literacy and Numeracy at Year 5 and 7. There has been a steady decline in Year 3 literacy over a three year period which coincides with an increase in vulnerability as measured in the AEDC data collection.

58% percent of children made low progress in reading between tests from Year 3 to 5 with 0% recording upper progress for this cohort. From Year 5 to 7, 38% of children demonstrated upper progress (above the state average) and 31% demonstrating lower progress.

Data analysis cross referencing the PATr and NAPLaN reading highlights comprehension, specific to inference and meaning making, as an area that needs further attention. The following areas within the English Curriculum need to form the focus for intentional teaching:
• 1680- Use of comprehension strategies to build literal and inferred meaning to begin to evaluate by drawing on a growing knowledge of context, text structure and language features.
• 1703- Using comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

Further analysis reveals that there is a variation in teacher's skills and capacity to use data diagnostically to design and then implement intentional teaching. Building teachers' capacity to use data to identify individual strengths and miscues;, along with greater intentionality in the design of learning to reflect the differing needs of individual students is an area for focused improvement.

Documentation of children's learning outside the narrow scope of formalised testing captures children's learning growth and development in multiple forms. Educators use documentation in collaborative moderation processes to evaluate what children have learned and identify how to relaunch children's learning through the intentional design of learning tasks. Training in Differentiation and SMARTAR Goal setting needs to transfer in to teacher practice through intentional teaching and learning that is responsive to individual children's needs - in every classroom - whole school.

Educators were required in 2017 to review student data and identify three children within their cohort (above, at and below SEA) to track and monitor throughout the year. In Term 4 educators were supported to use the Clarifying Behaviours tool to focus their teaching and learning program in response to each of the identified children's learning needs and increase the specificity with regard to literacy learning. This clarity of focus in terms of what teachers are going after will then require intentional strategies to be employed at the classroom level for focused 4 week periods. teachers will then assess how children have progressed in their learning and tweak or embed strategies as in response to how the children are learning. This work will continue in to 2018.

Attendance

Year level	2014	2015	2016	2017
Reception	88.9%	87.8%	88.5%	82.8%
Year 1	89.2%	90.1%	88.7%	89.5%
Year 2	91.4%	86.8%	87.9%	81.2%
Year 3	93.2%	92.1%	85.9%	87.4%
Year 4	93.6%	87.5%	86.7%	84.7%
Year 5	92.5%	89.9%	88.0%	92.3%
Year 6	91.6%	90.6%	90.5%	87.0%
Year 7	89.6%	86.3%	88.0%	93.5%
Primary Other			78.9%	
Secondary Other			100.0%	
Total	91.1%	88.6%	88.0%	86.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance improvement strategies have had little to no impact on habitual and chronic non-attenders.

We continue to work closely with Outside Agencies to support our most vulnerable children and families to combat the issues that contribute to poor attendance. Support Services provided limited assistance.

Engagement and involvement in learning has improved for those children who regularly attend school; this was evidenced in Involvement Scales measuring children's engagement in discovery learning for Reception - Year 2. The intention is to embed this practice whole school in 2018.

Behaviour Management Comment

The Boxall Profile & Nurture Group project is designed to increase engagement in learning for vulnerable children who experience emotional, social and behavioural difficulties. Our intent is to improve children's learning, achievement, health and wellbeing through evidence based practice; through a whole school approach and by creating two Nurture classes. Children are identified for the program using the Boxall Profile; Nurture offers a safe base for vulnerable students by implementing a learning support program that is targeted at each child's developmental needs. Children in the cohort demonstrated improvements evidenced in the Boxall Profile comparative data with overall decrease in diagnostic domains and increases in their developmental score.

Client Opinion Summary

Staff and parents met with members of the external review panel in 2017. The ESR found that "many parents with whom the panel met". supported the play-based approach to pedagogy and the school's intent to broaden this across Year 3 - 7. Staff with whom the panel spoke support and appreciate "the principle of the approach: inquiry and engagement".

Parent, student and teacher satisfaction surveys have occurred throughout community consultation as a part of the Aboriginal Family Literacy Strategy and the establishment of Third Spaces to connect families.

Generally there is positive engagement with the school; community connections have improved. Increased parent participation is the direct result of Learning Celebrations held each term and improved communication through increased use of See Saw in to Year 2 and for children within the Nurture program. The efforts of the Community Development Coordinator (Fiona Pulford) along with our ACEO provide outreach support from the Mount Gambier Children's Centre through the Melaleuca Park Hub

Strengths and Commitments to Action identified in an audit of Student Voice (2016) for students to begin to give feedback to their teachers and participate in interpreting data for future action has yet to be addressed.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	6.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.2%
Transfer to SA Govt School	41	91.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

DCSI child related screening is required for volunteers (including parent volunteers who are working with children who are not their own) and employees (other than teachers who are screened as a part of their Teacher Registration).

A copy of the DCSI child related employment screening is kept on site and the site register is maintained by the Administration Manager.

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	33
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.0	16.8	0.0	7.0
Persons	0	19	0	10

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	122,276.66
Grants: Commonwealth	20,000.00
Parent Contributions	48,352.54
Fund Raising	873.00
Other	9,933.71

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP Behaviour Plans detail goals for targeted students predominantly relating to self regulation, social and emotional skills and linking sensory/cool down strategies.	Progress toward goals for some ; roll over RAAP has been granted for others.
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Intervention provided at the classroom level. Teachers participate din professional development on differentiation and SMARTAR goal Setting facilitated by Disability Support.	Improved teacher knowledge in differentiation and SMARTAR.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS funding was used to provide Literacy Intervention using MULTILIT and MAQLIT to targeted children. Literacy Intervention was successful in building children's letter sound knowledge, vocabulary and fluency. Children in the intervention cohort progressed all bar one child who has been referred for a Psychological Assessment as a result of limited progress.	Progress toward literacy goals.
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		Teachers reviewed task design in response to feedback gained through moderation processes.
Program Funding for all Students	Australian Curriculum	Teachers engaged in collaborative moderation for STEM and HASS Inquiry Units.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Additional staffing to support small groups and the implementation of intentional Literacy teaching that connect purposeful learning opportunities through Discovery Learning Time that are responsive to student need.	Clarity of purpose and goal (what we are going after). Informed learning design
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Implementation of Boxall Profiling and Nurture Groups to provide targeted intervention to students experiencing social, emotional and behavioural difficulties.	Reduction in suspensions for the intervention cohort: 24 in 2016 to 14 in 2017.