

# Mount Pleasant Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Mount Pleasant Primary School Number: 293

Partnership: Torrens Valley

**Name of School Principal:**

Tony Wrigley

**Name of Governing Council Chair:**

Sharyn Phaup

**Date of Endorsement:**

14/03/2017

## School Context and Highlights

Mount Pleasant Primary School is a small school on the edge of the Barossa / Adelaide hills region. In 2017 we had 70 students in three classes, a Rec/1/2, a 2/3/4 and a 4/5/6/7 class. We are classed as a category of disadvantage 4 school, with a little over 30% of our students on school card. Just under 10% of our students were classified as students with a disability with 80% of those being diagnosed with ASD.

Our teaching staff consisted of two full time classroom teachers, a full time contract teacher and a 0.4 contract teacher for our NIT program. The NIT was taken in Science and Digital Technologies. We had three SSOs, a finance person and two working on student intervention programs. We have Japanese as our LOTE which is done through Open Access College. Leadership consists of myself (the principal). A Pastoral Care Worker worked two days per week for terms two, three and four in 2017. Her role was to work with all classes on student wellbeing.

Highlights of the year include:

Participation in the Primary Schools' 3D Printer Project. This culminated in a state wide showcase of all schools involved.

Continuation of the Back-To-Front Maths project which has led to a deeper understanding, by staff, of the maths achievement standards and proficiencies.

Displays for the Mount Pleasant Show and ANZAC day commemoration in the town hall. Student work at both received high praise and very positive comments from the public.

Close working relationship with Mt Pleasant and District Kindy. This continued with class visits to the Kindy and Kindy visits to the school. Both the Kindy director, Jo, and our early years teacher, Kristy, are working on sharing information between sites and in particular the mapping of disposition data.

All staff involved in partnership wide Professional Learning Communities that had a focus on STEM. As a result we saw an increase of STEM based activities within the school.

The start of the Sensory Garden by the Junior Primary class.

## Governing Council Report

As chairperson of the Mt.P.P.G.C. for 2017 I have continued to have the opportunity to work alongside a dedicated group of parents and staff of Mt.P.P.S who freely give their time and energy to support the Students and day to day management of Mount Pleasant Primary School.

This year the Governing Council has consisted of 7 parent members alongside Tony Wrigley our school's Principal, 1 teaching staff member and Linda English as finance officer.

This year the Governing Council approved

- The yearly budget for the primary school to ensure money is spent where it is most needed to benefit the students.
- Money to be released for Kristy to work with students on the Ready-Set-Read program.
- The 2017 OSHC budget.
- PFA spending on Mother's and Father's day presents, Easter goodies for students and the purchase of an iPod for the school to be used at disco events.  
(amongst other things)

We also discussed ideas and worked with Tony to have the old school building repainted and update the internet system giving students better access to online learning. We continue to wait with much excitement for the installation of an electronic bell system..... maybe 2018??

Our June working bee was quite successful with a few families coming together to care for our school and enjoy each other's company.

The Governing Council has continued to support and recognise the PFA in their fundraising and efforts to give the students exciting experiences such special lunches, Mother's and Father's day stalls and Easter goodies. At each council meeting a PFA representative has shared the ideas and initiatives, sought approval for purchases and announced amazing fundraising totals from their events. I would like to say a huge thankyou and congratulations to the PFA for another outstanding year of dedication to our students and our school.

I wish the 2018 Governing Council Committee all the best. I hope the group continues with the vision of improving our school for our children while working closely with staff and families.

Sharyn Phaup  
2017 Governing council Chairperson.

## Improvement Planning and Outcomes

Our priorities for 2017 were Reading and Maths.

### Reading (Comprehension)

Our reading program has been based on the Big 6 of reading for the last two years. Analysis of 2016 NAPLAN and PAT R data as part of our self-review process showed that we were not at the level we wished to be especially around higher order comprehension skills such as making inferences. As a result we chose to focus on the explicit teaching of reading comprehension strategies in 2017. All classes used the Sheena Cameron Comprehension strategies as a basis from which to work. Staff meeting T&D sessions, informal chats and Performance Development meetings were used to monitor progress and gauge the effectiveness of our strategies.

The strategies used had a small effect in our NAPLAN scores but showed a greater improvement in our PAT R – Comprehension scores with all primary students bar one (and our NEP students) achieving SEA .

Our running records data showed a relatively large group of year one and two students struggling with reading. This cohort of students, largely boys, was of significant size that it caused concern. These students became the focus of our intervention strategies in 2017. Kristy Adams modified a program she had seen have success elsewhere and devised our Ready, Set, Read program. The program was overseen by Kristy and implanted by Ruth Langley-Dunn an SSO. Kristy was given release time to do the Running Records for these students ensuring a consistency in their testing. The program proved to be a huge success for most of the students involved with students recording a shift of an average 8 running Record levels in two terms. All but three of the 12 students on the program were able to reach SEA by the end of the year.

### Maths

Continuing with the partnership focus on Back-To-Front Maths our focus for 2017 centered largely around fixing misconceptions, to provide a deeper understanding of number for all students, and learning design and assessment to provide students with the opportunities to reach A or B grades. This was also in line with Direction 1 of our External School Review.

The work done with the partnership around learning design saw shift in the way staff viewed their maths program with a shift towards intentional focus on the maths proficiencies and the provision of opportunities for all students to demonstrate their ability to achieve above a C grade. This has also lead to a deeper understanding of the Maths Achievement Standards by all staff.

Initially our midyear self-review showed some promising results but not the dramatic improvements some had anticipated based on the effect size shift 2015 to 2016. Our year 5 NAPLAN results showed that there was a cohort of students that still significant gaps in their learning with about one third of the students not achieving SEA. To combat this the Principal took some of these students for some intensive intervention small group work. This group focused on place value as this was identified as an area of need.

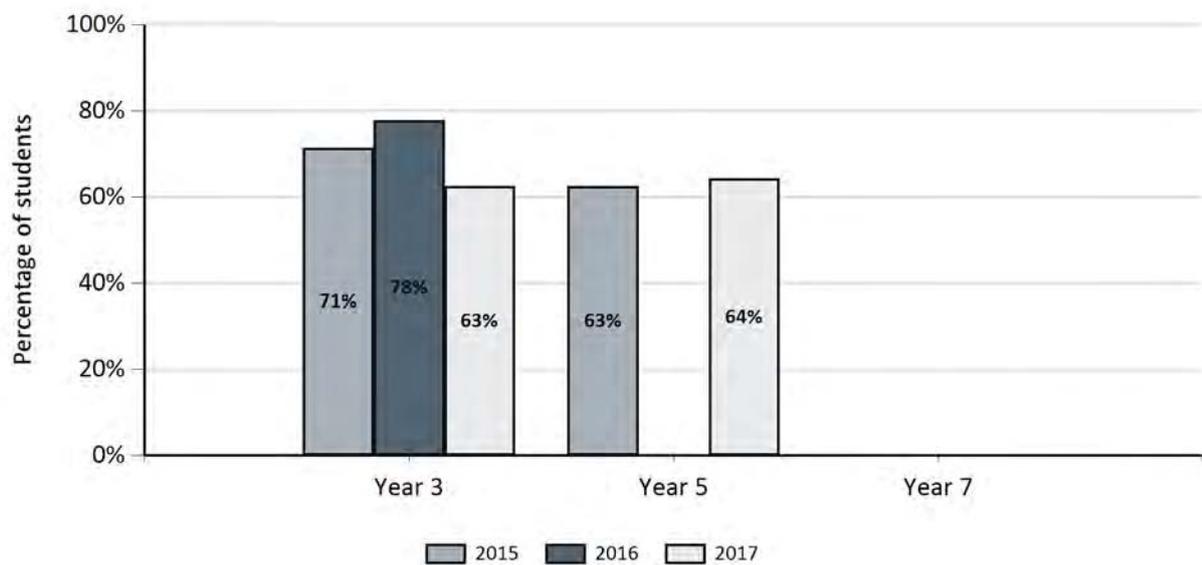
PAT M results at the end of term 3 showed these students had made significant growth with three of the six students achieving SEA and two that did not recording growth well beyond the expected 12 months.

## 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.

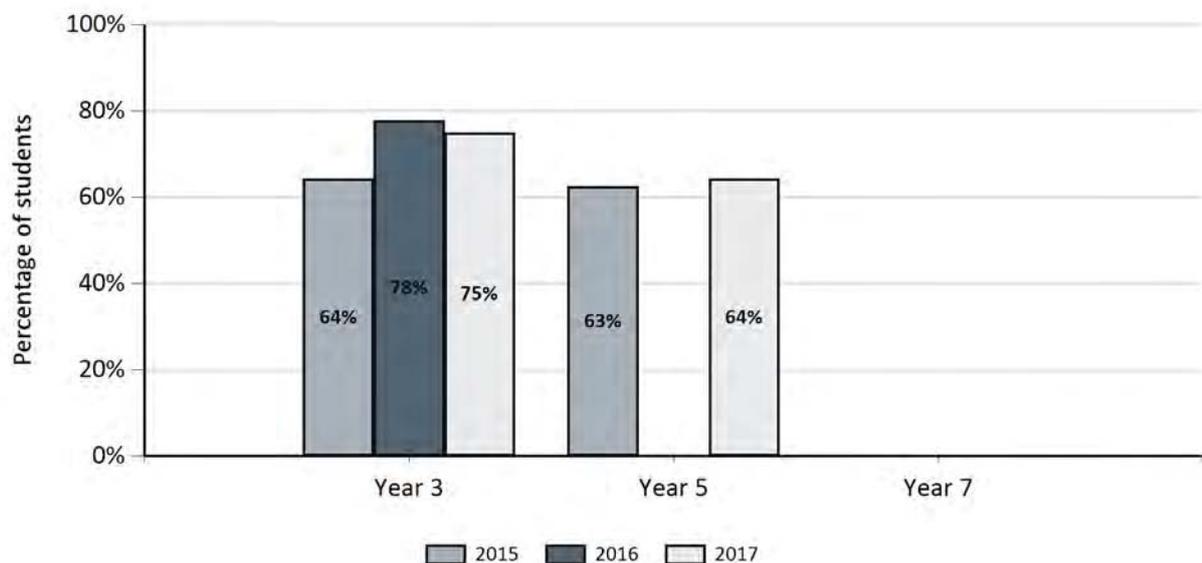
#### Reading



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 5-7	Year 3-5	State (average)
Upper progress group	*	54%	25%
Middle progress group	*	46%	50%
Lower progress group	*	0%	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	*	23%	25%
Middle progress group	*	38%	50%
Lower progress group	*	38%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	8	8	2	1	25%	13%
Year 3 2015-17 Average	10.3	10.3	3.0	2.0	29%	19%
Year 5 2017	14	14	6	2	43%	14%
Year 5 2015-17 Average	8.3	8.3	2.7	1.3	32%	16%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

<sup>^</sup>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

Small cohort sizes do effect how our results are shown and compared with our historical average. Having only four year seven students sitting the NAPLAN in 2017 meant that there were not enough students to be statistically viable and therefore no results showed in the previous tables.

### READING

NAPLAN Reading results were mixed. Of the 8 students in year 3 two students made higher bands, 3 (including two NEP students) did not achieve the Standard of Educational Achievement. The 14 year 5 students faired similarly with five students not achieving SEA and six scoring in the upper two bands with four of those retaining higher band scores from year three. A total of nine from the fourteen achieved SEA.

The tables following show no results for our year sevens as there were only four of them. One student was absent for the test the remaining three all achieved SEA with two scoring in the higher bands.

Our PAT Reading scores taken later in the year showed a marked improvement with all but one student achieving SEA in our year three to seven cohort. 19 of the 35 that sat the test scored at least two years higher than their chronological age.

Running Records showed a huge improvement for those students on the Ready, Set, Read program with a jump of 11 levels in one particular student.

### MATHS

All year 3 students, apart from our NEP students, achieved SEA in Maths. None of the students scored in the higher bands.

The year 5 results were mixed with five students not achieving SEA, two students in the higher bands and only one of two students retaining higher band status from 2015.

Year 7 results saw three of the four students achieve SEA with one student being absent for the test. Historical NAPLAN and PAT data shows that the absent student would have made SEA had they sta the test. All three student scored in bands above the year 7 average with two scoring in the highest two bands.

PAT M scores although showed improvement across the board with effect sizes for each primary year level being above 0.46 with some as high as 1.34.

25% (9 of 40) of all primary students did not make SEA in PAT Maths. Four of those students are students with an NEP. However almost half of the students (19 of 40) had scores two or more years above the expected score for their year level.

2018 focus must be on the 2017 yr 5 (2018 yr 6) cohort to fix their misconception and bring them up to speed. Small group interventions will be used to achieve this. The interventions will be based on identifying gaps in the big ideas in number and then providing ample opportunities to work on, practice and improve these skills.



## Attendance

Year level	2014	2015	2016	2017
Reception	92.5%	97.3%	93.8%	93.3%
Year 1	90.4%	92.3%	92.9%	89.2%
Year 2	93.2%	93.7%	91.2%	92.3%
Year 3	94.2%	91.9%	94.0%	93.4%
Year 4	89.6%	95.5%	86.3%	91.9%
Year 5	98.0%	90.9%	91.1%	94.2%
Year 6	93.0%	97.5%	89.7%	95.3%
Year 7	91.6%	86.7%	94.6%	90.9%
Total	92.0%	92.5%	90.9%	92.7%

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

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

## Attendance Comment

Overall attendance improved over 2016 going from 90.7% to 92.7% bringing us back in line with our historic average. Over that last 5 years we have consistently held attendance levels between 92% and 93%.

Newsletter articles were used to remind parents the importance of having their children at school. We started using the Skoolbag app which allows parents to submit an absence note via the app. We have seen a slight decline in the number of unexplained absences.

## Behaviour Management Comment

We saw an increase in the number of students being sent to the office and/or suspended in 2017. We also had an on-going incident of bullying during term 1 and somewhat in term 2. In all cases students were counselled by the Principal and parents were informed and asked to attend meeting to help resolve these matters. Using Restorative Justice as part of these counselling meetings the bullying ceased in terms three and four. The staff were trained in the use of Restorative Practices and the second half of the year also saw a drop in number of incidences of inappropriate behaviour.

## Client Opinion Summary

Client Opinion surveys were conducted in term 4 2017.

Unfortunately only two parents chose to respond to the survey. When some parents were asked if they had or were going to complete the survey the overwhelming response was "No because we are really happy with the school and have nothing to complain about". This means that we need to do something more or different to elicit a greater number of responses and shift the thinking of parents around the purpose of the survey.

The student response was very similar to the past few years. The biggest change has been the increase in the number of students that said they felt safe at school. There was also a slight increase in the response "Student behaviour is well managed at my school" moving from the Neither Agree or Disagree range of the last two years to the Agree range. This was very pleasing as it demonstrated that the strategies we had put in place to improve student behaviour in terms 3 and 4 had worked. The largest 'negative' response, sitting in the Neither Agree or Disagree range was 'My school is well maintained'. This has been an ongoing issue over a number of years and is seen as largely due to the age of the school and the amount of weeds and leaf litter. We increased the Groundsman's hour from 8 to 12 in 2017 but this has not been enough to keep on top of everything. We may need to consider increasing the hours further or buying new equipment to allow for more productive use of time available.

Staff responses showed an overwhelming positive opinion, on average, with all but one response being in the Agree to Strongly Agree range. The only statement getting a negative response was again 'My school is well maintained'. Comments centered around school grounds, tidiness and lack of storage. Steps will be taken to tidy the Old Sports Shed and the Potting Shed in 2018 to allow for better storage of furniture and other items in an attempt to unclutter high use areas.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	80.0%
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

All workers at the school both paid and volunteers, both regular and irregular attendees, had an approved DCSI in 2017. Records were checked and updated on EDSAS and on a spread sheet. Physical copies of the clearance are kept in a folder in the principal's office. Expiry dates are recorded and those people approaching the expiry date were contacted regularly to ensure they would complete all necessary paper work well before the expiry date.

## 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	10
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	4.4	0.0	2.6
Persons	0	5	0	4

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

## Financial Statement

Funding Source	Amount
Grants: State	\$811,718.70
Grants: Commonwealth	\$2,000
Parent Contributions	\$33,479.87
Fund Raising	\$3,385.80
Other	

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	Not applicable	
	Improved Outcomes for Students with an Additional Language or Dialect	Not applicable	
	Improved Outcomes for Students with Disabilities	Employment of an SSO to work with students in class and one-on-one for short, targeted intervention work.	Growth shown by most students was greater than 12 months expected growth.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Numeracy & Literacy Intervention reading program -employment of SSO to run the program, working with students for 15 minutes three times per week. Release of co-ordinating teacher to conduct testing and analyze results to provide direction for intervention.	All but three of twelve students on program achieved Running Records SEA by the end of the year.  Better understanding of Australian Curriculum Proficiencies
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Release days for staff to attend training and development.	
Program Funding for all Students	Australian Curriculum	Not applicable	
	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding	Decrease Principals NIT role to allow him to work with interventions groups for Maths	Growth shown by most students was greater than 12 months expected PAT M growth
	Specialist School Reporting (as required)	Not applicable	
Other Discretionary Funding	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Not applicable	