



# Mount Pleasant Primary School

## 2020 annual report to the community

Mount Pleasant Primary School Number: 293

Partnership: Torrens Valley

### Signature

School principal:

Mr Anthony Wrigley

Governing council chair:

Fiona Edwards

Date of endorsement:

1 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Mount Pleasant Primary School is a small school on the edge of the Barossa / Adelaide hills region. In 2020 we had 54 students in three classes, a Rec/1/2, a 2/3/4 and a 5/6/7 class. Our category of disadvantage rose from 4 to 5 in 2020 which has had a significant impact on our finances. We had a little over 30% of our students on school card. 10% of our students were classified as students with a disability with 75% of those being diagnosed with ASD.

Our teaching staff consisted of two full time classroom teachers, a full time contract teacher and a 0.7 contract teacher for our NIT program and teacher release. The NIT was taken in Health, The Arts and Science. We had five SSOs, a finance person, two working part time with a student in our Junior Primary class and two working on student intervention programs. We have Japanese as our LOTE which is done through Open Access College. A Pastoral Care Worker worked two days per week. Her role was to work with all classes on student wellbeing. Leadership consists of myself (the principal).

We continued our close working relationship with Mt Pleasant and District Kindy. Although due to COVID-19 restrictions many of our usual activities were cancelled.

Highlights were different due to COVID-19 restrictions with many things cancelled. Our use of technology has increased and improved across the board and includes the greater use of Class Dojo to share and showcase student work with students using to post homework once COVID-19 restrictions ceased. The upgrade of the toilets which included hot water in the staff toilets for the first time has proven popular. The Year 7 trip to Canberra had to be cancelled the replacement camp in Adelaide was extremely successful, educational and enjoyed by all who attended.

## Governing council report

As Chairperson of the Governing Council for 2020, I was honored to be re-elected to the position for another year. To work along side a great group of parents to support our School, Teachers, Parents and Students whom generously give their time and energy.

The Governing Council is made up of 7 parents. 1 Finance Rep, 1 Teacher Rep and 1 PFA Rep who work along side our Principal Tony Wrigley.

This year the Governing Council has approved:

- Large shelter/pergola outside of Rm 6
- Water bottle filling station
- Upgrade of toilet block
- School yearly budget
- Oshc yearly budget
- PFA spending on various fundraising ideas
- Contribution to Yr 7 Civics & Citizenship camp to Warradale
- Vegetable garden upgrade
- New stove for Oshc area

2020 was certainly a different/challenging year! Early in the year we saw the first wave of Covid 19. With this came fear and anxiety, not just for ourselves but also uncertainty for our children's education. Our teachers and support staff, under the leadership and guidance of our Principal Tony, rose to the challenge and implemented online learning and resources within weeks, which was a mammoth task given the stress of worrying about their own families. It is an ongoing, changing situation but the whole School staff has continued to deliver a safe, calm environment for our students. My admiration and gratitude goes to them all.

We also said farewell to our long serving Upper Primary teacher Jan Riley. After 16 years at our school and a career spanning over 40 years, she has decided the time has come to have time for herself and her family. We Thank her for her dedication, passion and friendship and wish her all the best for the future.

For 2021 we have some exciting ideas in the planning and look forward to the challenges that lay ahead.

Yours Sincerely  
Fiona Edwards

# Quality improvement planning

Improvement planning was based on a continuous cycle of data/information gathering and analysis. As well as twice termly formal reviews we used book looks, moderation exercises, learning walks, discussions with students and observations throughout the year. Staff meeting time was used to share, discuss and analyse this data which provided invaluable in guiding our improvement planning. This continuous connection with a wide range of data helped ensure our focus remained narrow and deep.

We consolidated our Reading focus at the beginning of the year ensuring that specific feedback to students and the explicit teaching of vocabulary became embedded in all classes.

The school became part of the Brightpath writing program and the moderation of student writing and the use of the Teaching Points guided this work.

Maths became our focus in the second semester with a focus on the use of the Numeracy Progressions to better track and monitor student progress.

We recorded our proof of impact in a 'floor book'.

What have we learned?

Maths needs to be our focus for 2021. Analysis of PAT data and moderation of student work shows a significant number of students still struggling with number. Problem solving tasks are not providing the stretch we need for students to demonstrate beyond a C grade. Staff find it difficult to plan maths tasks that are rigorous enough. The use of manipulatives is minimal beyond Junior Primary. Student results show they are capable of a higher level of work but this is not being provided in all cases. Discussions with students indicate a desire for more challenge in maths. Students are unable to explain their thinking or verbalise different problem solving strategies.

Our focus needs to be on Problem Solving and task design to provide student with the stretch they require.

Reading and the teaching of reading has developed considerably with high quality teaching practices become embedded across the school. Some fine tuning is required. Ensuring that Guided / Shared Reading is being used optimally as a teaching tool is an area for focus.

Phonics – The efficacy of the InitialLit program is compromised by the multilevel class. In 2021 we will split the class with one group working outside of the room with an SSO while the other participates in Initialit lessons. We will include the year two students that did not meet Phonics Screening benchmark into the year 1 group. To facilitate this working we will need to relocate the library so that the room can be used as a withdrawal room.

## Improvement: Aboriginal learners

We have only one Aboriginal Learner at our site. The information we can provide is limited by not being able to discuss individual students.

We are using the Aboriginal Learner Achievement Quality Matrix and Action Template to plan for improvement.

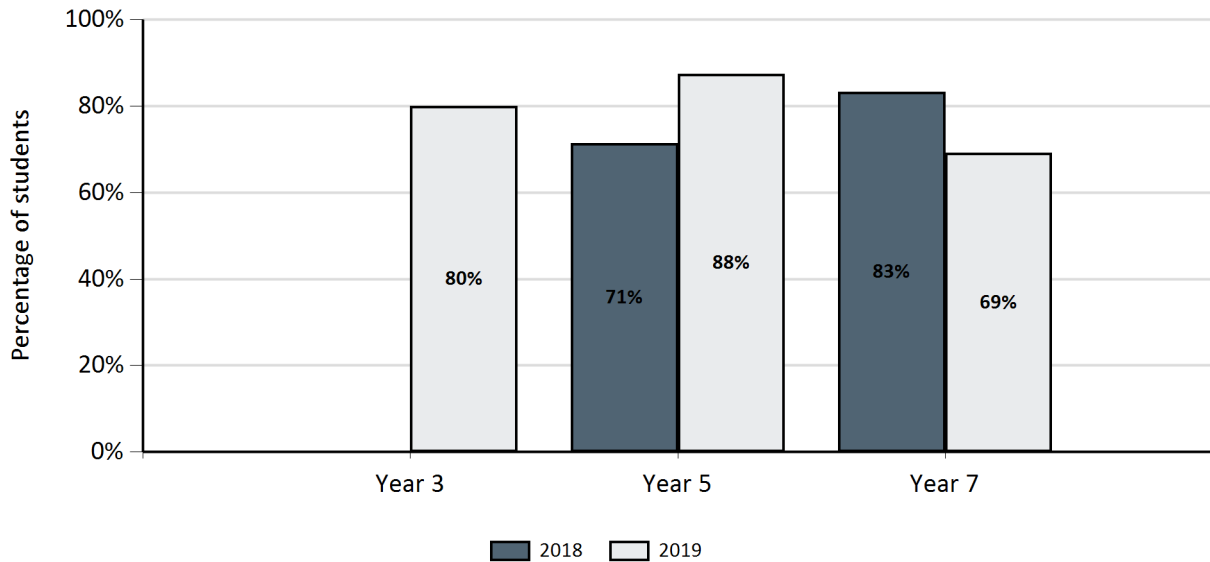
Our goals are around the student's One Plan and the use of data to regularly track and monitor his progress.

# 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

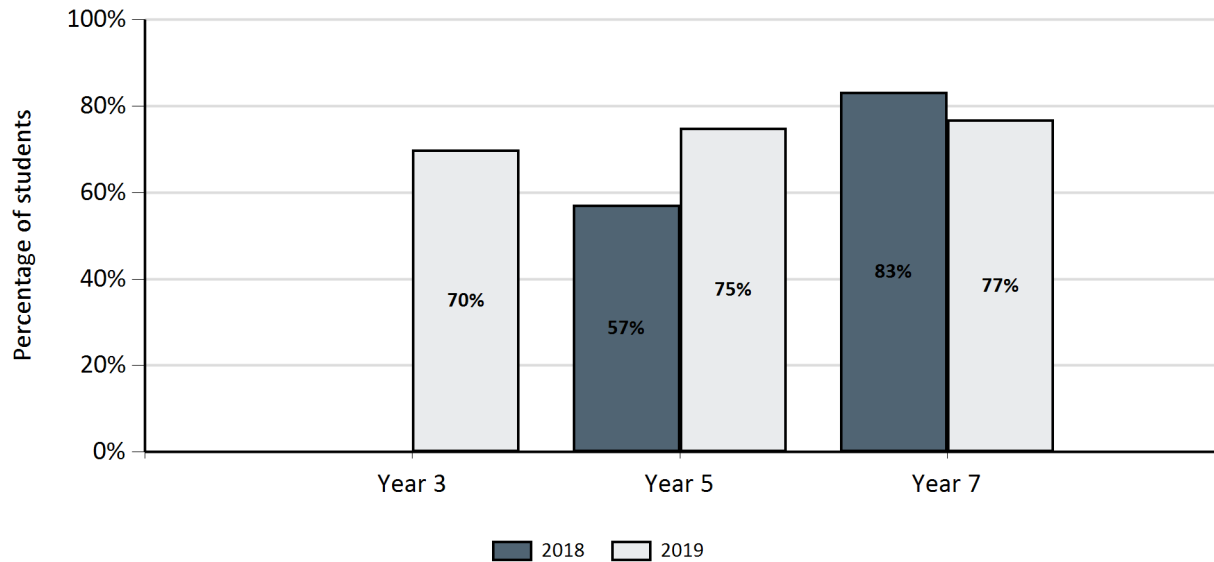


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 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	*	*	25%
Middle progress group	*	0%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	0%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <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 2019	10	10	1	2	10%	20%
Year 3 2017-2019 Average	7.3	7.3	1.0	1.3	14%	18%
Year 5 2019	8	8	3	1	38%	13%
Year 5 2017-2019 Average	9.7	9.7	3.7	1.7	38%	17%
Year 7 2019	13	13	4	2	31%	15%
Year 7 2017-2019 Average	7.7	7.7	2.3	1.7	30%	22%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

### Maths

PAT M data shows in Year 4 4/9 students scored above the Normed Referenced Mean, 2 of these were in Higher Bands NAPLAN 2019. In Year 5 2/5 were above NRM with one of those in Higher Bands NAPLAN 2018; Year 6 2/6 above NRM with none being in Higher Bands NAPLAN 2019; and Year 7 5/7 above NRM with 2 in Higher Bands NAPLAN in 2018.

This would indicate we would have at least maintained higher bands, meeting our Target of 3 out of 7 year 7s achieving Higher Bands.

### Reading

PAT R data shows for Year 4 2/9 scored above NRM with one of those in the NAPLAN Higher Bands in 2019. Year 5 1/5 scored above NRM with none in the NAPLAN Higher Bands in 2018. Year 6 2/6 scored above NRM (two students did not sit the test. They both scored highly on previous tests) with two in the NAPLAN Higher Bands in 2019 (one of those was one of the absent students). Year 7 4/7 scored above NRM with three of those in the NAPLAN Higher Bands in 2019.

This would seem to indicate we have at least maintained Higher Bands, meeting our Target of 3 out of 7 year 7s achieving Higher Bands.

### Writing

Brightpath moderation and scoring has shown that the majority of students improved their scores term 1 to term 3 however 10 students across the school scored less in term 3 than in term 1. This will need to be investigated and worked on in 2021.

## Attendance

Year level	2017	2018	2019	2020
Reception	93.3%	92.4%	91.4%	86.8%
Year 1	89.2%	92.0%	90.3%	90.8%
Year 2	92.3%	88.6%	94.0%	86.2%
Year 3	93.4%	83.8%	88.1%	91.3%
Year 4	91.9%	91.2%	92.3%	87.5%
Year 5	94.2%	88.6%	89.2%	80.3%
Year 6	95.3%	92.6%	90.1%	86.8%
Year 7	90.9%	94.1%	92.1%	85.1%
Total	92.7%	90.7%	91.1%	87.5%

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

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

## Attendance comment

Attendance was significantly lower in 2020. COVID -19 had an impact with parents keeping students at home when they showed signs of illness when previously they would have sent them to school.

Work was done with chronic non-attenders and their family resulting in increased attendance in term 4 2020.

## Behaviour support comment

Behaviour in 2020 was very good with no reported cases of bullying. This is not to say we didn't have any incidences of harassment but these incidences were isolated and not repeated. We had one incident of violence which resulted in an Office Time Out, there was no repeat incidence. We had no Take Homes and no student was suspended in 2020.

# Client opinion summary

17 parents responded to the survey. Overall the response was very positive. We had no responses in the Strongly Disagree category.

One question elicited a response of three people in the Disagree category (the highest negative response). This was to the statement "The school provides me with useful tips on how to help students learn at home." Three parents also responded 'Don't agree or disagree' to this statement. This response could have been related to COVID-19 shut downs. The school will provide some useful tips for learning at home in the newsletter. The possibility of holding parent workshops on this subject will also be investigated.

The highest positive response was to the statement 'I think education at school is important to my child's future' with all but two responses in the Strongly agree category. The next highest was to the statements 'I receive enough communication from the school' and "The school communicates effectively with me'. Both these statements received eight responses in both the Agree and Strongly Agree categories.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	17	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

The Principal ensures that all persons engaged in volunteering and/or working with children at our site meets the screening and suitability requirements as outlined by the Department for Education.

The school maintains records and provide evidence of compliance in accordance with the information management policy and the State Records Act 1997. Records are checked at the beginning of the year to ensure that all relevant screenings are current for staff and volunteers.



# 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	7
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	4.7	0.0	3.5
Persons	0	5	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$984,505
Grants: Commonwealth	\$0
Parent Contributions	\$23,100
Fund Raising	\$2,783
Other	\$7,021

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

## 2020 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 2020 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	Not Applicable	Not Applicable
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	Support for student with Down Syndrome. Two SSOs at 20 hours each providing one-to-one support. Student assessed via ABELS as SEA not relevant at this stage.	All outcomes for One Plan achieved in 2020
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>One-on-one SSO support for Aboriginal Student in the areas of literacy and numeracy.</p> <p>Intervention reading program -employment of two SSOs to run the program, working with students for 50 minutes four times per week. Release of co-ordinating teacher to conduct testing and analyze results to provide direction for intervention.</p> <p>Maths intervention program part run by SSO and Principal.</p>	<p>Student growth in PAT of 19 points meaning they achieved SEA in Reading.</p> <p>The number of students achieving SEA in PAT Reading rose by 6% and in Maths by 19%.</p>
Program funding for all students	Australian Curriculum	Release days for staff to attend training and development and to work collaboratively with others.	Practices across the school more consistent and coherent. Deeper, narrower focus
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Employment of SSOs to run intervention programs in Reading and Maths for all students not meeting SEA.	PAT results indicate larger than average growth for the majority of students.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable

