Morgan Primary School
2016 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Morgan Primary School Number: 282

Partnership: Loxton & Waikerie

Name of School Principal: Kellie Zadow

Name of Governing Council Chair: Megan Brooks

Date of Endorsement: 06/03/2017

School Context and Highlights

Morgan Primary School is a small school with a family atmosphere. At the end of the year we had an enrollment of 34 students. Throughout the year we had 13 students transfer out for a variety of family reasons including 6 students transitioning to high school. 6% of students were identified as ATSI students, 75% of students were approved for school card, 3% of students were verified as SWD, 89% of students were receiving addition and targeted intervention.   The school has an ICSEA score of 986, and is classified as Category 3 on the DECD Index of Educational Disadvantage.
 Governing Council approved the decision to maintain 3 classes for 3 days week to support Literacy and Numeracy improvement and to meet the individual needs of students.
We have a special group of students at MPS. There have been many occasions that students had been commended throughout the year which included:
• standard of behaviour • use of manners • for being courteous • improving the standard of work and effort
• improved academic results and growth • students taking pride and showing respect for their school.
Some standout highlights in 2016 included:
- 12 students involved in the Riverland Music Festival performing at the Chaffey Theatre
- Japanese Visitors / Japanese Sports Day / Japanese Lunches / Japanese Quiz Day
- Various performances throughout the term
- Science Interaction Day
- The introduction of our 'Outside Classroom' with a focus on 'Nature Play'
- Book Week / Literacy and Numeracy Week Activities
- A successful External School Review
- Successful transition programs for all students
- Shared learning days for families
- Fundraising activities
- Whole school consistency with agreements and programs
- Attendance at YEL Environmental Expo and 4 students were involved in MPS YEL Team
- PAT Testing—with growth / improvement identified for all our students
- Representation in the Riverland SAPSASA athletics team
- Our students attended 2 camps and have participated in many extra curricula activities.
- Our students have been represented and involved in community special events like pageant, various competitions, council events, sporting events and more.
- Collegiality and support of staff to develop and deliver whole site agreements, approaches and programs.
I would like to thank all members of our community and volunteers who have contributed in many ways. There are many extra things that people do and these certainly don't go unnoticed and are truly appreciated.

Governing Council Report

The report gives the school community an opportunity to reflect on our achievements, challenges and progress throughout the year.
This year our school community has had another busy year with many highlights and outstanding achievements including: Mid Murray Sports Day, Swimming Carnival, Japanese Sports Day, Riverland Choir, Premier's Reading Challenge, Young Environmental Leaders, SAPSASA just to name a few. Congratulations to all the students who have represented our school and community. Of course behind every achievement made by a student is a great teacher, other school staff and parents.
This year's school camp was eventful for staff and children. They received a great compliment from a customer who sent Kellie an email about how awesome our children were.
"Hello, I was in Pizza Hut Marion whilst your school was there, and I would just like to commend the students on their behaviour. They were all pleasant and well -mannered they were a credit to your school and their parents. When my sister and I arrived we almost went elsewhere when we saw a large group of school children, but I'm glad we didn't. Kind regards Angela "
I think we all deserve a pat on the back as we've done a good job with our children. I would like to thank the school staff on a job well done.
We welcomed a new 5,6,7 teacher this year Laura Taylor. What a great job she has done with the upper primary students.
I would like this opportunity to thank my fellow members. It's been a great pleasure meeting and working with you all and learning all the aspects you all have to offer the school community.
Being that we are a small rural school we do rely heavily on fundraising and volunteers. Recycling cans and bottles we raised $4000. We have been supported by the Morgan and Districts Lions Club, The Commercial Hotel Social Club, Morgan RSL and the MCDTA.
Governing Council is a very important part of our school community and in 2016 we have helped draft and review policies and budget and have assisted with the External Review. Our school received a very positive review well done to all involved.
Congratulations to the students who are completing their primary school journey and are graduating in 2016. To the students who are finishing their journey with Morgan Primary School for other reasons, all the best with your new adventures.

Improvement Planning and Outcomes

In 2016, our school undertook an external review. During the process, the panel focused on three key areas.

Student Learning: How well are students achieving over time?

There is high growth and high achievement at MPS and this is consistent over time. Our school is well resourced, safe and welcoming. There is a strong focus on attendance and we work hard to ensure students are accessing their learning entitlement. High levels of student interest and motivation allow students to be challenged. Students are excited about learning and this is evident in their self-reflections. Our daily timetable is structured to ensure a whole school approach to literacy and numeracy using data to inform explicit teaching. Expectations are shared with students in the form of 'I can' statements. Whole school guided reading has raised reading levels. In 2016, the MPS Outdoor Classroom was introduced to not only support learning in the classroom but to focus on wellbeing and engagement.

Effective Teaching: How effectively are teachers supporting students in their learning?

Our staff pride themselves on creating positive learning environments, engaging with colleagues and improving their own practice. In the classroom students use a range of tools, strategies and technology to support learning. Students reflect on their learning and review their progress and achievement. In 2017, a focus will be on student voice giving them more ownership and involvement into their learning.

Students and families are positive about the range of opportunities that MPS provides for learning. We also acknowledge our local Morgan community that helps support our learning and development. These extended opportunities give our students authentic learning experiences to personalise learning and lift performance.

School Community Partnerships: To what extent does parent engagement with the school impact on learning?

Effective schools value two way communication – we will continue to use our continuous improvement ethos to explore options to support productive relationships and understanding about learning. Shared learning days were introduced giving the community a chance to come in and ask questions, see and hear language used in the classroom and provide feedback. Engagement meetings also provide an opportunity to share information. There is a range of adults at the school who provide support for students in an environment with a high degree of trust.

From this review; four key improvement areas and directions were identified.

-Improve intellectual challenge for all students by building on the design of learning so that students are engaged in critical and creative thinking to develop their general capabilities.

-Continue to build a positive and challenging class and school learning culture by using assessment for learning strategies, including feedback from students to teachers about pedagogy.

-Strengthen student influence and decision-making in authentic learning to further personalise student engagement and raise performance.

-Improve the school partnership with families by collaboratively designing a strategic approach to communication to support productive relationships and understanding about learning.

An improvement action plan has been developed to ensure that these targets are met over the next four years.

The 2016 Site Improvement Plan (SIP) focused on the same areas as identified by the external review directions, however behind the 2016 SIP, sat action plans which provided specific strategies and targets that were completed and met throughout the year. The actions for Literacy /Numeracy / Wellbeing were implemented throughout 2016 and reviewed with our achievement data to set directions for 2017.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
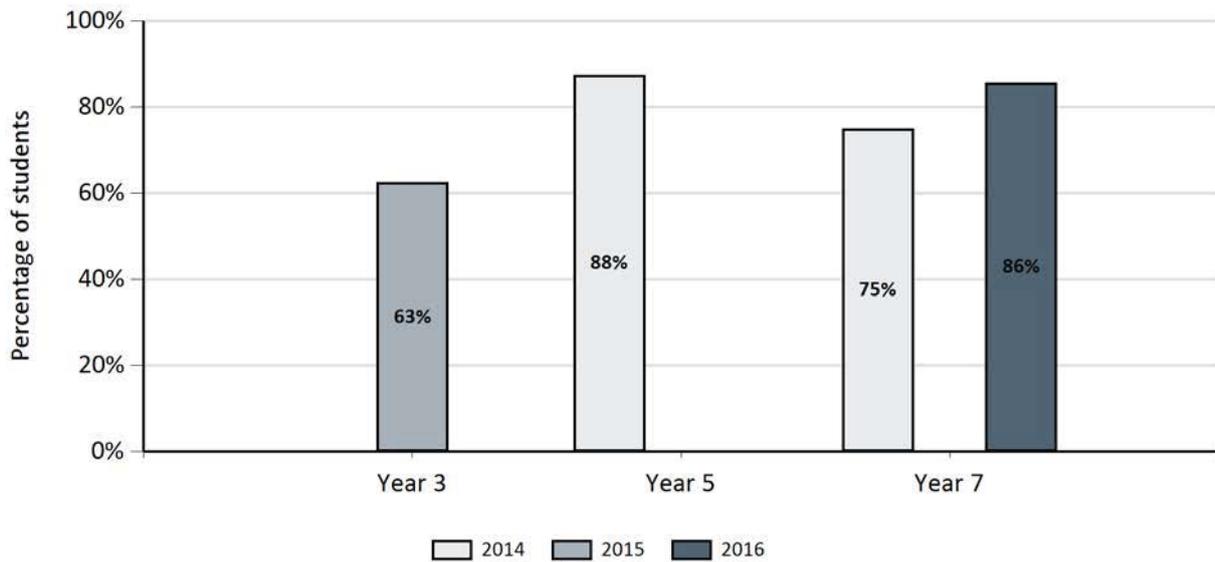
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
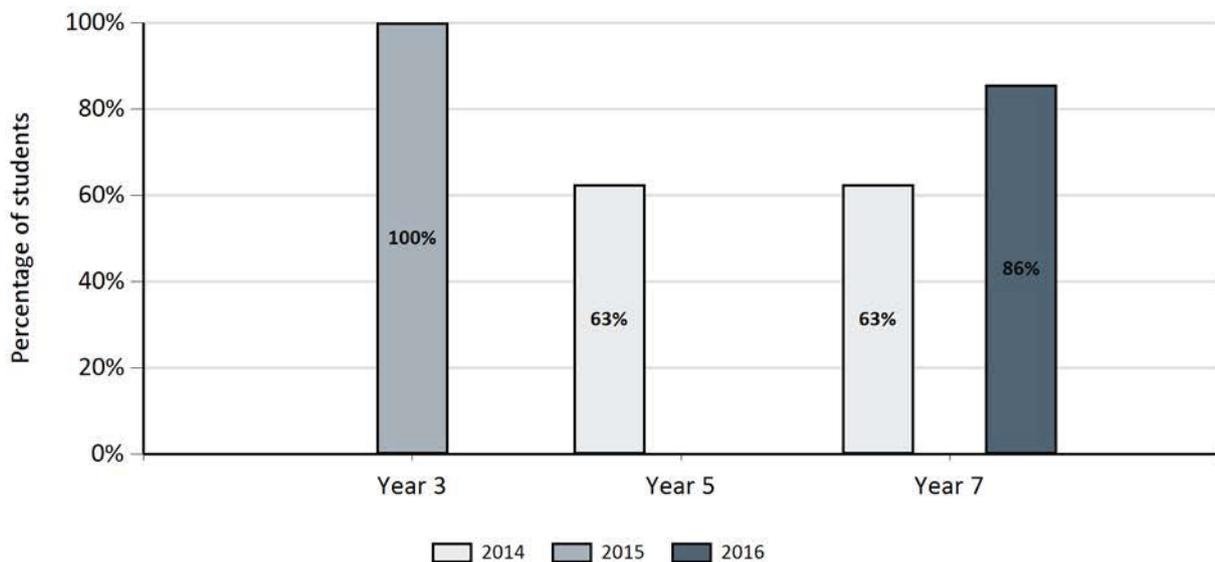
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	*	29%	25%
Middle progress group	*	14%	50%
Upper progress group	*	57%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 3-5	Year 5-7	State (average)
Lower progress group	*	14%	25%
Middle progress group	*	71%	50%
Upper progress group	*	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	7	7	4	0	57%	0%
Year 7 2014-16 Average	6.7	6.7	1.7	0.3	25%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: 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.

Staff interrogate data to know where our students are at and need to be achieving in relation to the DECD Standard of Educational Achievement (SEA). This is very individualised for each student. Students are represented across the board as not achieving SEA targets, demonstrating SEA targets and achieving in the higher bands.
Emphasis is placed on students achieving middle to upper levels of growth and to be working towards the 50th percentile and above with PAT-R / PAT-M data. Targeted intervention and resourcing allows intense support to ensure all students are achieving at or above their year appropriate level.

NAPLAN - Year 7
The Year 7 Reading data identifies 57% of students achieving in the upper two bands. 71% of students are represented in the middle / upper progress group.

Professional Development throughout 2016 and beyond will continue to assist teachers to continue to improve their pedagogy based on current research. Our focus:
• provide students with more open ended tasks to challenge and stretch thinking
• provide feedback to ensure students have direction about next learning steps
• ensure students can demonstrate and articulate their levels of understanding
• use data to set learning goals and to be transparent with families
• use steps to success so students are clear about learning intentions

Attendance

Year level	2014	2015	2016
Reception	94.4%	90.5%	78.0%
Year 01	95.3%	91.6%	92.6%
Year 02	88.6%	95.2%	91.6%
Year 03	92.4%	94.1%	98.0%
Year 04	96.8%	94.0%	94.1%
Year 05	92.4%	97.3%	88.9%
Year 06	85.7%	93.9%	87.5%
Year 07	92.2%	94.9%	97.2%
Total	91.4%	93.8%	91.4%

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

Attendance Comment

Attendance is monitored daily and our attendance improvement plan and attendance guidelines were followed by all staff. Students were acknowledged daily for attendance with Class Dojo and information was shared with the community on a regular basis through newsletter, Governing Council and other systems in place.
There were some exceptional family circumstances, family holidays during term time, illness that effected our data and with small cohorts this had considerable effects.
Semester 1 - 91.4%
2016 - 91.6% compared to 93.8% in 2015. All data does not meet the DECD target of 95%.

Behaviour Management Comment

Our Morgan Primary School Anti-Bullying Policy and Behaviour Code was again reviewed in 2016 and adhered to. The school ensured prevention, intervention and post-intervention strategies were implemented and support was sought to assist students, staff and families. All members of the school community were responsible for implementing the policy.
Major incidents were followed up with the student, staff, families and DECD to assist the school in supporting the child, family and school community. Having a Pastoral Care Worker, dedicated staff and SSO support in the classroom assisted the teaching and learning program in the classroom.

Client Opinion Summary

In 2016, a school opinion survey was offered to all. We received 5 responses. Various other forms of data were collected throughout the year.
Quality of Teaching & Learning
100% of parents agree that our school maintains high expectations of their child.
100% of students agree that teachers expect them to do my best and motivate them to learn.
100% of staff expect students to do their best, provide students with useful feedback, look for ways to improve and use student assessment information to evaluate, develop and refine teaching.
 Support of Learning
100% of students feel supported in their learning.
100% of families agreed they were aware of adult learning opportunities.
100% of staff feel supported by the school in the management of students' behaviour, students are encouraged to achieve the best of their ability, providing a safe and secure environment, students have a sense of pride in their achievement.
Relationships and Communication
Parents identified that students being treated fairly and taking parent's concerns seriously be an area to develop.
90% of students felt there was someone at school they could talk to if they had a problem.
100% of staff felt there was good communication; they are encouraged to share teaching methods, can express concerns freely and feel appreciated for what they do.
Leadership and Decision making
100% of responses felt confident in how the school is being managed and that there is effective leadership.
100% of staff felt they are encouraged to pursue professional development, the school is well organised and they are supported by leadership.

Primary (3-7): 95% of students feel happy, like being at school and feel safe at school.

All data was analysed and all parties were encouraged to provide examples, acknowledge positives and to make suggestions for improvements. (Parent Comments: We always feel we are part of the school family, excellent communications; having three well balanced classrooms is a benefit not only to us but to the whole school, knowing that our family can regularly contribute to school life is a positive to us all, seeing our children happy and enjoying school, it is difficult to suggest improvement when the school already excels in all areas, thank you to all at Morgan Primary for all their hard work and effort, it is appreciated.)
This feedback and information was taken into consideration with 2017 planning and will remain a focus throughout the year.

Intended Destination

	School	
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	2	15.4%
Transfer to SA Govt School	11	84.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The DECD Screening and Suitability -Child Safety Procedure was followed. The currency of staff certificates and licenses were regularly monitored throughout the year. Volunteers, Governing Council members, employees for contractors and support agencies who worked on site had their identification sighted at their initial visit and recorded on our site records.
Our volunteer policy was reviewed and ratified including an induction checklist. We continued to maintain high standards at MPS to ensure the safety and wellbeing of all students, staff, families and volunteers.

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	7
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	4.2	0.0	2.5
Persons	0	5	0	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$31,279.98
Grants: Commonwealth	$7,590.50
Parent Contributions	$6,205.00
Fund Raising	$8,236.55
Other	

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

2016 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 2016 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	Employing SSO to support and mentor individual students to improve basic literacy and numeracy skills and to develop a sense of belonging.	Progress towards outcome as identified on individual plans.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	
	Improved Outcomes for Students with Disabilities	Intense support in class and with an SSO to focus on identified goals from NEP and individual program from psychologist.	Progress towards outcome as identified on NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Whole school programs and activities to support student Literacy and Numeracy learning in a real life context. Staff professional learning, funding an SSO for intervention and targeted support for identified students.	Progress towards outcome as identified on individual plans.
	First Language Maintenance & Development	Funding converted to SSO support to focus on individual programs for identified students.	
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant	Professional development and release time for staff to engage in Australian Curriculum PD and to employ CPAC for 0.05 to work on site with staff on transforming tasks, school priorities, data, assessment and planning.	
Program Funding for all Students	Australian Curriculum	Not applicable	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Converted to SSO time and salaries to ensure continuation of whole school programs, explicit teaching in Literacy and Numeracy and implementation of whole school Literacy and Numeracy Improvement Cycle.	Progress towards outcomes identified on site and individual plans.
Other Discretionary Funding	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Funding was allocated to staffing to assist us to maintain small class sizes with a focus on whole school wellbeing, engagement and social skills programs. Up-skilling all staff to assist all students and families.	Progress towards outcomes as identified on SIP / Wellbeing Plan.