Morgan Primary School Annual Report 2015
I applaud all of the staff at Morgan Primary School for your excellence.

Morgan Primary School is a fantastic small school with many opportunities for its students. It is a safe supportive environment that encourages a high standard of learning for ALL students.

Thank you to all at MPS for making our school fun, engaging and giving our children so many wonderful opportunities to be the best they can be. (Parent Comments 2015)

All students have access to the highest quality teaching to achieve excellence and wellbeing.

All staff build collegiate capacity to continuously improve teaching and learning to meet learner needs.

Students creatively solve problems using digital and collaborative skills and develop high levels of information literacy to become effective global citizens.

Intervention and support is provided to students, staff and community as required for improvement.

All students are highly engaged, motivated & responsible learners.

All members of the school community will maintain a growth mindset.

We will provide targeted intervention for students at risk.

We will maintain a growth mindset.

We will engage, inspire, motivate and have fun.

We will provide quality teaching and learning.

STUDENTS AT MORGAN PRIMARY SCHOOL

LEARN TO KNOW—LEARN TO DO—LEARN TO LIVE

A MORGAN STUDENT...

WE WILL BE BRAVE – HAVE A GO AND STRIVE WITH PRIDE.

WE WILL PROVIDE TARGETED INTERVENTION FOR STUDENTS AT RISK.

WE WILL MAINTAIN A GROWTH MINDSET.

BE ENGAGED, PRODUCTIVE AND CREATIVE LEARNERS

‘DOING YOUR BEST’
Morgan Primary School
Annual Report
2015
Morgan Primary School is a small school with a family atmosphere. It is situated about 160km north east of Adelaide where the Murray River turns south. Our school has a strong focus on literacy, numeracy, science, history as well as the arts, technology and ICT. Online learning and the use of ICT is incorporated into all areas of teaching and learning. Each classroom is fitted with an interactive whiteboard, all students have access to computers and each student and staff member has access to an IPad to support the teaching and learning programs. The specialist teaching domains of our school are physical education, Japanese language and culture, environmental education and special education. We have a focus on ‘healthy living’ focusing on healthy eating, participation in regular physical activity and supporting and maintaining a positive wellbeing. We use the Kids Matter framework to support student, staff and family wellbeing. School staff and the pastoral care worker work closely with the students, their families and other agencies to develop strong relationships, to improve learning outcomes and to support families at school and beyond the classroom.

We provide many opportunities and encourage all members of our community to be actively involved and engaged in all facets of school life. This includes open days, assemblies, shared lunches, family dinners, extra-curricular activities and community events. Students work collaboratively with organisations within the community such as the Morgan Library, Mid Murray Council, Morgan RSL, Morgan Museum and the Morgan MCDTA and Local Planning Group.

We support the Sporting Schools program providing our students an extra physical activity program. Kids Club and Youth programs also provide opportunities for students to further develop a sense of belonging and connectedness. Students are actively involved in recognised sport, interaction days, transition programs and students are supported to be involved in local service groups such as St Johns and CFS.

Our values of care and compassion, understanding/tolerance/inclusion, doing your best, respect and responsibility are embedded into all aspects of school life. Students participate in a weekly values program participating in a variety of activities being able to demonstrate these qualities.

We have developed The Morgan Education Community (Morgan Pre-School and Morgan Primary School) focusing on learning from B-7, promoting parental support and education, supportive intervention programs, a successful transition program and an early years focus on ‘play’ and literacy and numeracy development.

We have an emphasis on life-long learning. Staff are actively involved in new learning and pedagogy that is transferred into the classroom to support student learning. We strive to maintain a culture of high standards, expectations and continuous improvement. We celebrate success and continue ‘To Strive With Pride’ being proud of our accomplishments and achievements. It is a great school to work, learn and play.
As another year draws to an end I have the great pleasure in presenting to you the 2015 Governing Council Report. This annual report, being my first as chair, gives the school community an opportunity to reflect on our achievements, challenges and progress throughout the year.

Wow! Where did this year go? 2015 has been a very busy and productive year for the teachers, school staff, parents and students. So many achievements have been made by all, big and small, professional and personal and that is what makes Morgan Primary School such a wonderful school, placed in such an amazing community. Please take a moment and reflect on your achievements for 2015 and give yourself a well-deserved pat on the back.

This year there were many highlights and outstanding achievements including the Mid Murray Sports Day, Japanese Quiz Day, Riverland Choir, Premiers Reading Challenge, the Environmental Expo and KESAB Awards, just to name a few. Congratulations to 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. Well done to all!

As the Chairperson of the Governing Council it is great to receive positive feedback on the way our students conduct themselves when they are representing our school, especially on excursions and camps. In fact, I have had the opportunity this year to attend the Environmental Expo with the students and their behavior was outstanding. This is a credit to the students, teachers, other school staff, parents and the community. Keep up the great work.

Thank you to the school’s principal, Kellie Zadow. Kellie goes above and beyond for the students and their families. This type of leadership has certainly rubbed off on other teachers and school staff who are continually working for the best possible outcomes for the students of this school. Without this tireless effort our children would not be afforded the opportunities that they are given. School camp is an example of this. The teachers put in a lot of their personal time and are away from their own families to give the students the opportunity to go on school camp. Thank you once again.

Unfortunately the school and the Morgan community at large, bid farewell to Melissa McDonald, who after 10 years is moving on to another school in the big smoke. Melissa has taught and mentored many children in our community and she will be missed. Her enthusiasm for teaching and gardening is contagious. With Melissa’s departure we also lose her husband Mark who has made a great contribution to the School’s Governing Council. However Mark before you leave we will need to grab your legendary lemon slice recipe. On behalf of the Governing Council I would like to wish Melissa, Mark, Amber and Ebony all the best for the future.

I would also like to take this opportunity to thank the other members of the Governing Council. Thank you to Jo, Laura, Megan, Wendy, Richard, Rod and Robyn. Getting to know you all over the last couple of years and learning about the many things you have to offer the school community has been fantastic. I hope we can do it again in 2016.

Being a small rural school we rely heavily on fundraising and volunteers. This year we have done plenty of baking (and what a great reputation we have as well), recycling cans and bottles and even a fun run. We have also been supported by the Morgan and District Lions Club, The Commercial Hotel Social Club and the MCDTA. All up we have raised approximately $4,500. Thank you everyone who has helped out. It means a lot to the school and most importantly the students.

As I am finishing up I realise that no Governing Council report would be complete without a spruik for new committee members for 2016. I have spoken with new members this year and
they have said they did not realise how important the Governing Council is to the everyday operation of the school. If you would like to have the opportunity to have a positive role in the direction of the school into the future please come and see myself or any other member of the committee.

Finally, congratulations to the students who are completing their primary school journey and are graduating in 2015. To those students who are finishing their journey with Morgan Primary School for other reasons, best of luck with your new adventures. Goodbye and good luck.

Sharon Hankins
Governing Council Chairperson 2015

3. 2015 HIGHLIGHTS

FROM THE PRINCIPAL

The annual report provides us with an opportunity to celebrate the 2015 year. This year’s annual report will take on a’ Growth Mindset’ theme as this has guided and impacted on our work this year.

A growth mindset is where ‘people, young and old believe, that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love for learning and a resilience that is essential for great accomplishment. Teaching a growth mindset creates motivation and productivity in all areas of life and enhances our relationships.’

Through our work on Growth Mindset we have discovered a need to connect with our lives –to use evidence of our strengths and weaknesses for improvement – to create ourselves as learners —to receive feedback and acknowledge effort –to challenge learners to achieve high standards with ongoing support – to be aware that we all have different learning styles and dispositions, and to understand how our brain works and how we learn.

The concept of a ‘Partnership’ has also guided us this year. At MPS we work in close Partnership with the Mid Murray Council, our Local Morgan Community, the Loxton / Waikerie Partnership of Schools and Morgan Pre-School.

A Partnership that needs to continue to strengthen in 2016 is the Partnership between ‘home and school’ and we need all of you to be involved.

A Partnership is - ’A working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision making and accountability.’

To strengthen the learning Partnership between home and school, we need to acknowledge and value that children’s learning is a responsibility shared by both parties, and that parents and teachers play different, but important roles, in children’s learning and wellbeing.

These responsibilities include 3 levels:


Level 2 - Engagement at school –this can include being a member of Governing Council – setting goals with teachers – and regular attendance (this is an area that needs to improve on 2016 as we are not meeting DECD targets).
Level 3 - Engagement at home – Having aspirations and high expectations for your children – providing a positive home learning environment – being involved in activities that support learning (this can include everyday learning, family outings, making connections and seeking support with and from others. This also includes shared reading.

Our data tells us that our kids need to be reading every day to strengthen basic literacy skills of vocabulary, fluency and comprehension.

Our engagement meetings at the beginning of the year were an attempt to address engagement at home. Our goal was to share information / knowledge / strengths / interests / aspirations / and expectations for the whole family, to lay the building blocks for a stronger Partnership.

The CHILD is and continues to be the focus at MPS –OUR KIDS MATTER, so do our families. KidsMatter has been another framework we have implemented to support the Social and Emotional development of our students.

- To ensure a sense of belonging
- To ensure a Positive School Environment
- To work with families
- To focus on Mental Health Prevention and Intervention.

The benefits of effective family and community engagement in student learning include:

- Increased self-esteem, participation, understanding of needs and progress, confidence, support and satisfaction.
- Improved: Literacy and Numeracy outcomes, attendance, behaviour at home and school, connection to school and learning, capacity building and links with community resources and services – these are all aspects that determine our success as a school.

All of these will remain priorities in 2016.

Our Home and School Partnership also needs to focus on sleep / diet / calming environments / relationships / physical health / stress management and safety which all affect the brain, our learning and individual student outcomes. We need to ensure the brain is ready for learning and our kids are given the best chance to succeed.

Some of the highlights for the 2015 year include:

- Classroom Learning - students have been engaged in various units of work – focusing on skills such as risk taking, curiosity, persistence, resilience, challenge and innovation. Students have continued to show growth in many areas of the curriculum and this is a credit to all the hard work by staff, families and students, our whole school programs, initiatives and resourcing.
- Our latest plaque in our Hall of Fame is our KESAB Award - recognition for all the hard work put into our Recycled Garden. Thank you to the gardening crew, Mrs McDonald, Richard and Rod.
- Riverland Choir – This year we had 9 students perform at the Chaffey Theatre, Morgan Institute and Morgan RSL. 2 students were also awarded soloist positions.
- Japanese Curriculum- We have had student visitors from Tokyo, Japanese lunches were certainly a hit, excursions and having Rie here to make language learning and culture an authentic experience for our kids.
- Governing Council / Parent Learning –This year we had a total of 8 members. It was great to see some new faces coming on board in 2015. Their work has included: attending workshops, fundraising and catering ventures, reviewing school policies, supporting our Kids Matter launch, and overseeing the governance of the school.
- Fundraising – This year we have raised over $5000 which is a credit to our small community. Events like our 1st MPS Fun Run, catering for functions, cans and bottles, and raffles supported this achievement.
- Transition Programs were again strengthened with an open morning, shared learning and information session and with the introduction of the Parent Assisted Immersive Reading program.
- Our MEC (Morgan Education Community) continues to grow with shared play based literacy sessions, classroom visits and sessions focusing on coordination skills.
- Healthy Eating has remained a priority with the introduction of healthy school lunches, support from the OPAL program, breakfasts and ample supplies of fresh fruit for break times (thanks to Renee).
- Student Counselling, Pastoral Support and ICAN support allowed the school to employ a counsellor for 10 weeks to support students and families as well as seeking support from other agencies and services.
- Sporting Opportunities – This year MPS was triumphant winning Mid Murray Sports Day – recognition of everyone’s effort and doing their best.
- Our values Camp to Port Hughes was a highlight for students and staff as we were all able to try something new, relax and spend quality time together while enjoying the great outdoors.
- Other Extra Curricula Activities have included our Young Environmental Leaders Team, Sporting Clinics, Interaction Days, The Arts focus, swimming lessons, book week celebrations, and the Year 7 Leadership program just to name a few.

I would like to thank and acknowledge the staff as we are truly blessed to have a caring, compassionate and skilled staff to ensure we are meeting DECD Standards, school benchmarks and targets, WHS requirements, grounds, creating school displays, PR, up-keeping of resources, management (the list goes on) whilst also supporting the social and emotional wellbeing of all our students and each other. The effort from everyone goes above and beyond – you are all truly amazing.

Thank you to all our sponsors from our local and wider community in particular the Morgan RSL and Morgan Lion’s Club with their very kind donations.

I would like to congratulate our Year 7s for completing their schooling at MPS and wish them all the best as they make their transition to HS. Things will certainly be a little bit quieter next year but as a school we believe we have helped instill some special qualities, values and skills that will help you on your life-long learning journey.

I would like to thank everyone who has contributed in 2015. All of these learning opportunities and experiences do not occur without the input from our students, staff, families and the whole community.

Kellie Zadow
Principal
FROM THE STUDENTS

*My favourite thing about Morgan Primary School is the people are nice.
*My favourite thing about Morgan Primary School is swimming in the pool because we can jump in and splash around.
*This year I have improved in maths because I am better at telling the time, fractions and addition/subtraction strategies.
*This year I have improved my reading with my sounding out of words and stopping at full stops.
*I like school because of all the fun activities like camp, excursions and all the people that come to our school.
*I think that I have a positive attitude at school and try to do my best. I am brave. I try to follow our school values.
*School is great fun because we have free time when we are good and get to go swimming. I like fun fitness sessions, making new friends with new students and we have great fun on camp.
*My favourite subject is Art with Miss Taylor because we get to make things by artists.
*At school I like the playground and the school pool because we have lots of fun.
*My favourite subject is maths because there’s no right or wrong way to work out a sum.
*The choir also sung at the RSL on Remembrance Day which was an honour.
*Maths term four it was full of problem solving and learning.
*I enjoyed homework, especially the war and mysteries topics.
*Overall I have been resilient and I have had a Growth Mindset which has helped to make my last year as a year 6 the best year ever.
*This term we have been learning about growing your knowledge. We grew a fruit from fruit scraps.
*Semester two was busy, fun and crazy. I have had many new opportunities like; Bounce for DOJO Day, Singing at the RSL and Institute, Port Hughes Camp, Mrs Zadow’s farm and sand boarding, Girls Wellbeing at the gym, Gardening Crew, basketball and rugby clinics, Light Science Show, Footsteps dance, Cyber-bullying session and Maths Interaction Day.
*Overall I have enjoyed this semester and am looking forward to being a leader and getting a new teacher.
*We have done lots of stuff out of the classroom this semester; transition, camp, Yr. 7 graduation tea, ICAN, Science visit, Counselling AND CAMP.
*In term 4 we had camp and it was excellent and we all enjoyed ourselves.
*Overall I really enjoyed this semester because it was full of laughter and friendship.
*This semester I have enjoyed having all my friends in my class and can’t wait to be a year 7.
*I feel I have improved on everything especially maths this year and my test results prove this.
*Overall I have had a great year and can’t wait till next year.
*I have enjoyed this semester and my time at Morgan Primary, but I am ready to say farewell.

What are the positives of Morgan Primary School for our family in 2015?

Camp, Winning Awards, Sports days and swimming carnivals, open night, Going away party, After school activities, Positive relationships, Member of the GC, RSL Remembrance Day, DOJO days, assemblies, easy transition from middle primary to upper primary, attending the resilience workshop for students and parents, Morgan Primary School is always a positive place to be for all of our family, support from staff and have appreciated having 3 small classes, seeing our children happy, confident and achieving.

(Parent Survey Comments 2015)
PAT DATA

PAT data was collected in September and analysed continuously throughout the year for all students and this included:

- PAT-Maths
- PAT-Vocabulary
- Social and Emotional Survey
- PAT-Comprehension
- PAT-Grammar

Teachers also collected other data sets to inform teaching, to measure growth for students and to measure the effectiveness of intervention and classroom programs.

Students who did not achieve targets/standards in the areas above were provided with intervention and support time allocated and this was documented on their Individual Learning Plan. Targets were negotiated with parents to ensure every child experienced success and was making growth.

<table>
<thead>
<tr>
<th>PAT R</th>
<th>Year Level</th>
<th>DECD Target Score</th>
<th>% Below Target</th>
<th>% Achieved Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100</td>
<td>22%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>110</td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>115</td>
<td></td>
<td>100%</td>
<td></td>
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<tr>
<td>Year 6</td>
<td>120</td>
<td></td>
<td>100%</td>
<td></td>
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<tr>
<td>Year 7</td>
<td>124</td>
<td>20%</td>
<td>80%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PAT M</th>
<th>Year Level</th>
<th>DECD Target Score</th>
<th>% Below Target</th>
<th>% Achieved Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>110</td>
<td>13%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>115</td>
<td></td>
<td>100%</td>
<td></td>
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<tr>
<td>Year 5</td>
<td>120</td>
<td></td>
<td>100%</td>
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<tr>
<td>Year 6</td>
<td>124</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>125</td>
<td>60%</td>
<td>40%</td>
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</tbody>
</table>

Intervention will remain a priority and individual students will be monitored. There was also a great deal of information shared during the transition phases with teachers and parents to ensure students would be supported in their transition to school and high school.

I would like to commend the staff, students and families for their hard work and commitment to the teaching and learning programs to ensure our students are achieving and showing continuous improvement and growth.

**Support programs / intervention strategies that have helped our child with their learning and wellbeing include:**

- DIPL - Guided Reading
- Healthy Lunch
- Coordination
- SSO support
- Renee
- Play is the Way
- Resilience program (Student Counselling) has been very beneficial
- Targeted ILP
- Having the family discussion about areas for improvement was insightful and helpful. (Parent Survey Comments 2015)
4.1 Junior Primary and Early Years Scheme Funding

Early Years Funding allowed staff to access Professional Development to support our site priorities. Funding allowed us to purchase resources and equipment to support classroom and intervention programs. Funding was also used for the employment of support staff.

4.2 Better Schools Funding

Better Schools Funding was used to employ SSO support to enable our SSOs to work with teachers to develop and implement individual and small group intervention programs as outlined in student Education Plans. This focused on our site priorities: Literacy, Numeracy, Wellbeing and Engagement. (Outlined below)

5. STUDENT ACHIEVEMENT

HIGH STANDARDS OF LEARNING ACHIEVEMENT
Focus on improving teaching and learning in the area of reading with an emphasis on oral language, comprehension and vocabulary.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers will</th>
<th>Students will</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole school approach to the continuous improvement of student literacy achievement is developed and maintained.</td>
<td>All teachers effectively use • “Best practice” reading strategies in daily teaching and learning to meet all students learning needs. • Australian Curriculum English and General Capability Literacy in teaching and learning programs.</td>
<td>All students are expert learners who are engaged in their own learning to read and reading to learn.</td>
<td>All students show evidence of improved reading levels commensurate to year level and ability.</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS AND OUTCOMES FOR 2015

The School will
- Document the whole school agreement for effective teaching and learning of English to provide coherence and consistency across the school and within all year levels for all students.
- Build upon current processes to further engage the school community in student literacy learning.
- Use data to ensure targeted intervention is making a positive difference to student achievement.
- Provide and receive genuine, authentic feedback to guide continuous improvement.
- Work collaboratively with Morgan Pre-school to support our Early Years learners (B-8years).

Teachers will
- Review and set targets for 2015 with alignment to Australian Curriculum Achievement Standards for running records, NAPLAN and PAT-R data.
- Moderate assessment tasks with alignment to Australian Curriculum Achievement Standards.
- Explore digital pedagogies through the ICT General Capability using Australian Curriculum English, with continued professional learning.
- Use the National Professional Standards for Teachers to reflect on effectiveness.
- Commit to high quality, evidence based performance development processes.
- To explore together how to differentiate to accelerate student learning and close gaps.
- Engage in professional observations and peer feedback sessions.

Students will
- Engage in using digital tools to improve reading achievement.
- Articulate own learning for improvement in reading through goal setting.
- Show evidence of improved reading levels commensurate to year level and ability.

Families will
- Attend Education Plan meetings, engagement meetings and attend family workshops.
- Ask questions and seek clarification to support your child and your own learning at home.
- Support the home reading program and show evidence (reading journal / diary).
OUTCOMES

- Improved achievement by all students in reading comprehension.
- All teachers’ work was focused on quality teaching and learning resulting in high expectations and outcomes for all students.
- Stakeholders were involved in the teaching and learning program to support student development.
- Targeted intervention programs made a positive difference to student achievement.

KEY STRATEGIES INCLUDED

- Professional learning informs and improves classroom practice
- Review and improve our ‘Whole Site Literacy Approach at MPS’ using research, shared learning and common understandings
- All teachers engage with the South Australian Teaching for Effective Learning (TfEL) resource to focus on high expectations, engagement and differentiation of the curriculum
- Reciprocal feedback for all stakeholders to guide continuous improvement
- Regular data collection and analysis to inform teaching and learning programs and to support targeted intervention
- Improve and extend educators competency and confidence in planning, assessing and reporting using the Early Years Framework and Australian Curriculum
- All stakeholders to be involved in developing education plans for identified students
- Focus professional development to improve reading strategies and comprehension

TARGETS / ACHIEVEMENTS

- NAPLAN Reading - Students achieve at or above NAPLAN proficiency band in reading
  Year 3 – Band 3  (63% achieved)
  Year 5 – Band 5 (100% achieved)
  Year 7 – Band 6  (80% achieved)
- All students to achieve medium to upper levels of growth in NAPLAN Reading
  Year 3-7 – Medium Growth – 50%  Upper Growth – 50% - ACHIEVED
  Year 5-7 - Medium Growth – 40%  Upper Growth – 40% - ACHIEVED
- Data shows 50% of students achieving in the top 2 proficiency bands for reading and vocabulary.
- PAT Reading and Vocabulary– All students to meet Year level standards (see table page 7)
- Students will achieve Running Record Broadband levels: 53% ACHIEVED
- Individual Education Plans – agreed targets set and achieved – (56% of students had an Education Plan)
- 53% of students achieved Running Record targets for reading in 2015. Hence, the need for a re-structuring of our whole school reading program and timetable. Intervention is, and will continue, for students not meeting benchmarks.

OTHER ACHIEVEMENTS:

- Staff, parents and students reviewed term by term literacy goals.
- Staff were involved in many professional learning opportunities to refine practice, improve pedagogy and implement new ideas and strategies in the classroom.
- Implementation of the PAIR Reading Program to support parents with home reading in the Early Years to support students achieving Running Record Benchmarks.
- CPAC to support teachers with implementation of AC
- Involvement in Early Years Transition to School Project
- Kimochis T&D– student wellbeing (emotional vocabulary)
STAFF ATTENDED:
- Vocabulary session with local Speech Pathologist
- Re-visited our focus on Dyslexia – SPELD
- Staff participated in OSEL PL – Focus on oral stories
- Resilience / KidsMatter PD
- Literacy and Numeracy Plus / Partnership Review and work to support Literacy Improvement at the site / partnership level
- Digital Technologies - PD
- Growth Mindset Professional Learning

Flexible staffing options allowed teachers to team teach, mentor and target small groups and individual students. Staff worked together to analyse student and whole school data to plan individual programs, with an emphasis on specific intervention strategies and programs to support student learning. The Daily 5 program was continued into the Junior Primary class to develop the skills needed to be an independent reader. Guided reading and comprehension strategies were explicitly taught. The majority of our targets were achieved. Some students made exceptional growth and exceeded targets set whilst other students will continue to receive intervention and support.

FURTHER ACTION IN 2016:
In 2016, staff will target individual students not achieving set targets with an Individual Education Plan with the support of families. Reading comprehension and vocabulary will again be a focus in 2016.

HOW WILL WE DO THIS?
- By simplifying our site priorities
- Explicit teaching of writing skills with exposure to a variety of text types
- Use of common language across the whole school
- Implementing reading/ writing / comprehension interventions
- Extending vocabulary through oral language and questioning
- Whole school writing improvement plan will be implemented
- Whole school guided reading program implemented and comprehension skills explicitly taught
- DiPL (Doorway Into Practical Literacy) program will continue to be implemented as part of our ‘Whole School Approach to Literacy’.
- Lexia Reading intervention program will be used across the whole school to support students to consolidate skills. This program will allow staff to assess and identify areas for specific intervention – action with explicit teaching and support from the home partnership.
- Staff will consolidate their learning, engage students and focus on teaching skills to ensure we continue to achieve and exceed expectation.

‘Whole school approaches to professional learning mean we can support each other. Also very grateful of the opportunities SSO’s are given to participate in T&D with staff’. (Staff Comment 2015)

‘Professional learning is a shared experience at Morgan Primary School in an effort to create consistency across the school. I value this unique opportunity as it strengthens student learning and fosters a team environment through shared learning.’

(Staff Comment 2015)
HIGH STANDARDS OF LEARNING ACHIEVEMENT
Focus on problem solving strategies to intertwine mathematics and numeracy.

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Students will</th>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td>A whole school approach to the continuous improvement of student numeracy achievement is developed and maintained.</td>
<td>All staff • Use the Australian Curriculum Maths • Collaboratively plan, assess and report using Australian Curriculum Maths and General Capabilities • Apply “best practice” strategies in daily teaching and learning in numeracy with a particular focus on Natural Maths</td>
<td>All students are expert learners who are engaged in their own mathematical and numerate learning.</td>
<td>All students show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy to year level and ability</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS FOR 2015

The School will
- Review and improve our whole school agreement in Maths. Particular emphasis will be on:
  - exploration of ICT General Capability with Australian Curriculum Maths proficiencies
  - agreed assessment tools for year levels from an agreed set of resources
  - understanding of assessment data to inform differentiated planning
  - further develop consistency in meta-language of Maths across whole site
- Develop and maintain effective mathematical pedagogy through Natural Maths
- Use data to ensure targeted intervention is making a positive difference to student achievement

Teachers will
- Set NAPLAN and PAT-Maths explicit targets in alignment with the Australian Curriculum Achievement Standards.
- Further implement recommended Natural Maths strategies
- Implement digital pedagogies to improve numeracy achievement
- Work together (with peers and within partnership) for specific year level programming, planning and moderation.
- Explore assessment tools for ongoing assessments.
- Engage in professional observations and peer feedback sessions
- To explore together how to differentiate to accelerate student learning and close gaps.

Students will
- Show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy at year level ability
- Use mathematical meta-language and apply a variety of mental strategies
- Articulate own learning for improvement and through goal setting.
- Use digital tools to improve numeracy achievement

Families will
- Ask questions and seek support through communicating with staff to gain a better understanding of strategies and terminology.
- Attend Education Plan meetings, engagement meetings and attend family workshops.

OUTCOMES
- Improved achievement by all students in numeracy
- Improved achievement by all students in the number strand
- All teachers’ work is focused on quality teaching and learning resulting in high expectations and outcomes for all children and students.
- Targeted intervention programs making a positive difference to student achievement
- All stakeholders involved in the teaching and learning program to support student growth

‘Natural Maths conferences have opened my eyes to teaching different maths strategies’.
(Staff Comment 2015)

‘I feel privileged to work with such a wonderful, supportive team at this site’.
KEY STRATEGIES

• Professional learning informs and improves classroom practice.
• Review and improve our ‘Whole Site Numeracy Approach at MPS’ using research, shared learning and common understandings.
• All teachers engage with the South Australian Teaching for Effective Learning (TfEL) resource to focus on high expectations, engagement and differentiation of the curriculum.
• Reciprocal feedback for all stakeholders to guide continuous improvement.
• Regular data collection and analysis to inform teaching and learning programs and to support targeted intervention.
• Improve and extend educators competency and confidence in planning, assessing and reporting using the Early Years Framework and Australian Curriculum.
• All stakeholders to be involved in developing education plans for identified students.

TARGETS

• NAPLAN Numeracy – Students achieve at or above NAPLAN proficiency band in numeracy
  Year 3 – Band 3 (100% achieved)
  Year 5 – Band 5 (100% achieved)
  Year 7 – Band 6 (80% achieved)
• All students to achieve medium to upper levels of growth in NAPLAN Numeracy
  Year 3-7 Medium Growth 100% of students TARGET ACHIEVED
  Year 5-7 Upper Growth 80% of students TARGET ACHIEVED
• Data shows a 38% of students achieving in the top 2 proficiency bands for numeracy
• PAT-Maths Plus – All students to meet Year level standards (see table page 7)
• Individual Education Plans – agreed targets set and achieved

Achievements: Staff, parents and students reviewed term by term numeracy goals. Staff were involved in professional learning opportunities to refine practice, improve pedagogy and implement new ideas and strategies within the classroom. Flexible staffing options allowed teachers to team teach, mentor and target small groups and individual students. Staff worked together to analyse student and whole school data, to plan individual programs, with an emphasis on specific intervention strategies and programs to support student learning. The majority of targets were achieved.

Further Action 2016:

A key focus will be on the continuation of the Numeracy block and reviewing our ‘Whole School Numeracy Plan’. This will involve a cross curricular approach and developing real life contexts in which students can apply their mathematical skills and knowledge to solve problems. Teachers will develop rich assessment tasks to assess and provide learning and assessment experiences, where students can apply higher order thinking skills. This will ensure high expectations and standards for all learners. We will continue with the Natural Maths strategies across the whole school.

Our focus will be on consolidation of skills and strategies used and taught in the classroom in previous years. ‘Maths for Learning Inclusion’ an intervention program will be used across the school to support students needing extra support.

The site leaders and staff will participate in the Literacy and Numeracy Plus Numeracy Improvement Course to support whole school continuous improvement and consistency.
IMPROVED HEALTH AND WELLBEING

Improved attendance, engagement and wellbeing for all members of our school community

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Teachers will</th>
<th>Students will</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A whole school approach to: Build the capacity of staff, students and families to equip them with the skills to be lifelong learners. To enhance a healthy, connected and positive wellbeing.</td>
<td>All teachers • Create safe conditions for rigorous learning • Develop expert learners • Personalise and connect student learning (TfEL)</td>
<td>All students are • Collaborative learners who form positive relationships with others, work in teams and build leadership skills • Creative by expanding their strategies for thinking, learning and working • Problem solvers who build conceptual knowledge, deep understandings • Able to recognise and manage their emotions, values and strengths to enhance Wellbeing for learning (refer to diagram on page 1)</td>
<td>All students show evidence of increased • Engagement in their learning • Motivation to be active learners • Acceptance of responsibility to learn</td>
</tr>
</tbody>
</table>

Targets
In 2015:
- 95% attendance rate for all students (refer to Attendance Improvement Plan)
- Community members will connect with the school and access support from services / agencies to benefit learners
- Growth in site data - Health, Social and Emotional and Engagement data
- Implementation of the KidsMatter Wellbeing Initiative
- A decrease in the number of reportable incidents in the class or yard

RECOMMENDATIONS FOR 2015

The School will
- Align site and Partnership priorities and actively participate in strategies, professional learning and programs
- Access support from agencies and organisations to meet the individual needs of students, staff and families
- Further promote an understanding of neuroscience and growth mindset through parent workshops, information sharing and open sessions
- Work with the community to ensure an understanding of growth mindset skills based on the research
- Implement programs to support Social and Emotional learning (‘Play is the Way’-‘Mind Up’ Kimochis)
- Work with the Mid Murray Family Connections Group, Mid Murray OPAL to support members of our school / local community
- Focus on ‘The Arts’ curriculum and provide extra curricula activities for the whole school community
- Use resources to support students and families with targeted intervention program.

Teachers will
- Have a high focus on effective teaching and learning relationships to gather data on students’ strengths and interests and by using TfEL student engagement surveys to inform teaching and rigorous learning.
- Make a positive contribution to learner wellbeing
- Utilize consistent Performance Management Plans to improve effectiveness of teaching
- Engage in professional learning and implement new skills / pedagogy
- Provide students with an authentic purpose for student voice (SRC) to seek input in school decision making
- Further develop cultural competence, design and delivery of culturally responsive curriculum and teaching methods that are effective for all learners through professional learning.
- Use Multiple Intelligences, Blooms and HOTS in classroom planning and assessment

Students will
- Provide feedback to teachers with the aim to improve student safety and engagement along with teacher effectiveness through the use of TfEL / site surveys
- Take responsibility in their own learning to develop as global citizens who make valuable contributions to their world

Families will
- Families to have a greater understanding of programs, policies and student data.
- Adopt a growth mindset to support themselves and their child.
- Families will endeavor to participate in school events.
I believe we still need to address behaviour management and how to work better with families to take more seriously behaviour issues.

**OUTCOMES**
- Improved attendance rates for most year levels.
- Improved learner engagement in all areas of the curriculum.
- A Growth Mindset and skills were adopted in most areas of school life.
- Staff / Parents actively engaged in professional development opportunities - KidsMatter.
- Greater involvement within our local community.

**KEY STRATEGIES**
- All stakeholders adhere to site Attendance Plan – procedures, consistency, strategies.
- Student Engagement Matrix and PAT - Social and Emotional Wellbeing Test used to assign levels of engagement and use data to plan appropriate intervention and support.
- Continuation of the ‘Play is the Way’ program to support social and emotional development.

*Focus on ‘The Arts’ curriculum and to provide extra curricula activities for the whole school community.

- Multiple Intelligences and Higher Order Thinking Skills used in classroom planning and assessment tasks.
- Teachers to participate in classroom inquiry for identified students.
- Support students and families by providing information and current research, coordinating programs involving families, regularly providing information to parents about student progress, purchasing resources and programs for targeted intervention.
- Staff use the National Professional Standards for Teachers to reflect of the quality of the teaching and learning program.

**TARGETS**
- A minimum attendance rate of 95% to be aligned with the state average.
- Identified students to make an increase of one dimension level in one identified area, as outlined on student IEP using the DECD Five Levels of Engagement Matrix.
- A decrease in the number of reported incidents in class / yard.

**ACHIEVEMENTS:**
- Our attendance target was NOT achieved.
- The ‘Play is the Way’ program continues across the school seeing many benefits for students.
- The PSW role provided support for students, staff and families.
- Improvement in MDI / AEDI Data sets.
- Focus on Brain Theory, Neuroscience and learning about the brain for the whole school community.

"I believe we still need to address behaviour management and how to work better with families to take more seriously behaviour issues."
**FURTHER ACTION FOR 2016:**

- We will continue to focus on our whole school values as a driving force with behaviour management, social skill development and for positive interactions amongst our school community.
- We as a site will focus on using the Personal and Social Capability Learning Continuum as a tool to support intervention, as this is integrated through the Australian Curriculum and reported to families.
- Strengthening the home school partnership will remain a priority as well as FAMILY ENGAGEMENT.
- Using the TfEL framework across the whole school community.
- The Class Dojo program will again be used to inform and INCREASE COMMUNICATION with parents about student work habits, classroom and yard behaviours, and be used as an intrinsic motivator for students. The program also allows us to track weekly data to develop and review learning, behavior and site plans.

High expectations are set for all learners. Specific targets need to be incorporated into student Education Plans and through our ENGAGEMENT MEETINGS to support ALL students, students with disabilities and students with specific learning difficulties.

**80% of students will have an Individual Education Plan developed with families to support their cognitive, behavioural or social / emotional needs.**

**Some strategies our families use at home to support the learning and wellbeing of our children:**

Asking about their day at school, understanding the theme for the term and encouraging them to do their best in all areas, listening to reading and ensuring homework is completed in a timely manner. Listen to our children and what they have to tell us about their day, what they are involved in and learning. We encourage and listen to our children read and support them in completing homework tasks. Use the term planner to help be organised and prepared. Any concerns or issues the children are discussed with them and seek appropriate support and help from staff if needed. Reading, 3 positives before bed, Ask what did you do questions? to teach them to own their own behaviour, punishment for loss of DoJo to support school consequences, Look through and discuss home share folders and reports, Attend 3-way interviews, Take them to dance / sport, Play outdoors with them, positive talk around learning, model resilience and having a go, frame and celebrate school work.

**How can we make a more positive contribution to our local community?**

The school already has a positive impact in the community but could increase their impact with displaying work in prominent spots to share with others. Continue to share school life in the Morgan Matters and explore the possibility of a community garden. Continue to support local community events, participate and show school work and efforts around the community. Radio to promote MPS, continue the wonderful work being done, Visit old folks home, Volunteer jobs in the community e.g. gardening at the RSL Is there a local community project the school students could be involved in? Include the community in some of the schools celebrations - concert, bbqs, fundraising, workshops etc

(Parent Survey Comments 2015)
5.1 NAPLAN

DECD DATA SETS - Year 3, 5 and 7.

- Targeted intervention in 2015
- Students meeting Minimum DECD Target – Year 3 (Band 3), Year 5 (Band 5), Year 7 (Band 6)
- Students achieving in the top 2 proficiency bands (Site Target)

The data / graphs on the following pages outline student growth but also highlight that Numeracy and Reading will still need to be site priorities in 2016. Specific intervention programs will be used to support individual students across all year levels.

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>25.0</td>
<td>37.5</td>
<td>25.0</td>
</tr>
<tr>
<td>Reading</td>
<td>12.5</td>
<td>25.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Writing</td>
<td>37.5</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>12.5</td>
<td>25.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>12.5</td>
<td>25.0</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>419.9</td>
<td>392.2</td>
<td>413.8</td>
</tr>
<tr>
<td>Reading</td>
<td>452.1</td>
<td>385.9</td>
<td>396.4</td>
</tr>
<tr>
<td>Writing</td>
<td>479.6</td>
<td>403.3</td>
<td>387.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>434.9</td>
<td>395.6</td>
<td>351.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>453.5</td>
<td>376.7</td>
<td>441.2</td>
</tr>
</tbody>
</table>
**Year 5 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>3</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>50.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>50.0</td>
</tr>
</tbody>
</table>

**Figure 5: Year 5 Mean Scores**

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>415.8</td>
</tr>
<tr>
<td>Reading</td>
<td>474.7</td>
</tr>
<tr>
<td>Writing</td>
<td>464.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>456.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>466.3</td>
</tr>
</tbody>
</table>

**Table 5: Year 5 Mean Scores**

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>415.8</td>
<td>439.1</td>
<td>526.7</td>
</tr>
<tr>
<td>Reading</td>
<td>474.7</td>
<td>496.9</td>
<td>505.5</td>
</tr>
<tr>
<td>Writing</td>
<td>464.9</td>
<td>449.4</td>
<td>488.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>456.3</td>
<td>479.0</td>
<td>513.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>466.3</td>
<td>475.4</td>
<td>522.5</td>
</tr>
</tbody>
</table>

**Figure 7: Year 3-5 Growth**

**NAPLAN School Growth: Year 3-5**

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempl 4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>20.0</td>
</tr>
<tr>
<td>Reading</td>
<td>20.0</td>
</tr>
<tr>
<td>Writing</td>
<td>60.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>60.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>567.1</td>
</tr>
<tr>
<td>Reading</td>
<td>585.2</td>
</tr>
<tr>
<td>Writing</td>
<td>494.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>548.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>597.3</td>
</tr>
</tbody>
</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
6. STUDENT DATA

6.1 Attendance

Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Attendance will continue to be a FOCUS in 2016 to ensure we maintain current standards and expectations. The number of unauthorized attendance continues to decline.

Strategies: Through regular information in newsletters, continual communication with families, data being shared with families as part of our reporting system, recognition and acknowledgement of students / families achieving the 95% goal has supported this target.

The Morgan Primary School Attendance Policy was enforced and letters were sent home to families where non-attendance / lateness was a concern, or if there were repeated / unexplained patterns of non-attendance. This was to ensure families were aware and could make an effort to improve.

Family holidays, transition from other schools, illness, mental health, and overseas travel are all factors that have had an impact on this data.

Our site target will again be 95% attendance in all year levels in 2016.
6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School No</th>
<th>Index %</th>
<th>DECD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.8%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7.4%</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1.7%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.7%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>3.8%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schol</td>
<td>6.6%</td>
<td>9.8%</td>
<td></td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>11</td>
<td>91.7%</td>
<td>48.5%</td>
</tr>
<tr>
<td></td>
<td>48.8%</td>
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<td>20.3%</td>
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<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

Student Satisfaction

- My teachers expect me to do my best: 4.9
- My teachers provide me with useful feedback about my school: 4.7
- Teachers at my school treat students fairly: 4.8
- My school is well maintained: 4.6
- I feel safe at my school: 4.7
- I can talk to my teachers about my concerns: 4.4
- Student behaviour is well managed at my school: 3.7
- I like being at my school: 4.7
- My school looks for ways to improve: 4.7
- My school takes students' opinions seriously: 4.3
- My teachers motivate me to learn: 4.6
- My school gives me opportunities to do interesting things: 4.8
Teachers expect me to do my best at school.
92% - STRONGLY AGREE
8% AGREE

The school gives me opportunities to do interesting things.
92% - STRONGLY AGREE
8% AGREE

‘The positives for this year are having dojo days, choir, CUDRR, being in the gardening crew, learning about the brain, and having a great teacher.
'(Student Comment 2015)

‘Being able to work with Richard and also having a good camp with great friends. It has been a good year all up and transition WAS THE BEST!’
(Student Comment 2015)

‘The positives about this year have been seeing a counsellor to talk to that has helped me a lot. Interaction days with other schools such as, footsteps, science week, maths interaction day have been great. Also, having a teacher that teaches us all different things such as - the brain, gardening, news, Greeks vs. Rome and space. A big positive about this year is having the best friends’.
(Student Comment 2015)
Quality Teaching and Learning

Morgan Primary School is a student-driven school that is responsive to the individual needs of students and the community. Student data informs teaching practice and procedure and all students are pushed to achieve the best possible results. High standards are set, maintained and strived for.

Support for Learning

At Morgan Primary School, student behaviour and learning expectations are high. Students are encouraged to follow the school values of: Doing your best, Respect, Responsibility, Care/Compassion, Understanding and Tolerance. The values are continually positively reinforced in an effort to prepare students for a productive, self-driven life beyond school.
Parent Satisfaction

100% of parents strongly agree that Morgan Primary School holds high expectations of students.

Benefits from Parent Workshops – ‘Yes, I found the information about brain development and the influence of trauma interesting and it helped me to better understand my children and their needs. / Understanding resilience and emotional coaching / Improving the understanding of health and wellbeing and exploring alternative parenting ideas.’ (Parent Comments 2015)

How has the school supported your family in 2015?

Healthy lunches, assistance when I have been unwell, care packages if I need them, bus to assist with transport, resilience building for my child. Staff show interest in my children and are available. There are opportunities to be included in school activities and to have input in to improving our school and making it safe, inclusive and a positive learning environment.’ (Parent Comments 2015)

For further information please visit the My School website http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

In 2015, the Morgan Primary School Anti-Bullying Policy was reviewed by all stakeholders within our community. All students were surveyed throughout the year and results were discussed by staff. Student Leaders and Student Representative Council also were able to contribute to making improvements across Morgan Primary School.

Outcomes:
- Social and emotional learning was, and will continue to be a focus in 2016.
- (SEL) is implemented through the school’s involvement in:
  - Kids Matter Program
  - Better Buddies Program
  - ‘Play is the Way Program’
  - Kimochis Program
  - Student / Peer Mentoring
  - Counseling sessions – employing a professional counsellor
  - Curriculum – classroom lessons
  - School Values
  - Pastoral Care
  - Student Mentoring / ICAN
  - Volunteer work – Gardening Crew
  - Extra-curricular activities
  - Conflict Resolution
  - Restorative Justice Principles
  - Caring, safe and supportive environment

Students / families are supported by all staff, the Principal and our Pastoral Care Worker to discuss and talk through issues. Intervention and specific programs are and will continue to be used in 2016 for students requiring additional support.

Staff will implement SMART Strategies / Child Protection Curriculum. Staff will continue with professional development / learning around SEL / Mental Health to further support themselves and our students.

Reports of bullying from students, staff and families were acted upon and taken seriously. Policies and procedures were and will need to be followed to support the health and wellbeing of all members of our school community.

Reports of bullying are followed up at Morgan Primary School.

52% - Strongly Agree  40% - Agree

Suggestion for improvement for 2016

Continue doing the excellent job that you all do for all of us. Digital Portfolios, Sporting teams, Upper Primary students volunteering in the community to develop empathy and understanding. Enterprise Education to support financial maths. We would like to see the continuity of teachers in our children’s class, not too many replacement or swapping of teachers if possible. (Parent Comments 2015)

The Kids Matter training was useful and made me realise I need to use a regular social skills program in my class so I have implemented Kimochis which was also a useful training session I attended this year. The observation days were also useful to see the guided reading sessions and sight word work the students were doing. I have been able to implement strategies in my class. (Staff Comment 2015)
8.2 Relevant History Screening

All DECD processes were followed to ensure all staff / volunteers / contractors and visitors were compliant with the DECD Relevant History Screening. Morgan Primary School also undertook an audit in 2015 and no recommendations were made.


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>7</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>4.10</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$592,699.04</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$34,805.83</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$18,950.53</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>