

# Morgan Primary School and Morgan Kindergarten

## 2018 annual report to the community



Government  
of South Australia

Department for Education

Morgan Primary School Number: 282

Morgan Kindergarten Number: 6558

Partnership: Waikerie

Name of school principal:

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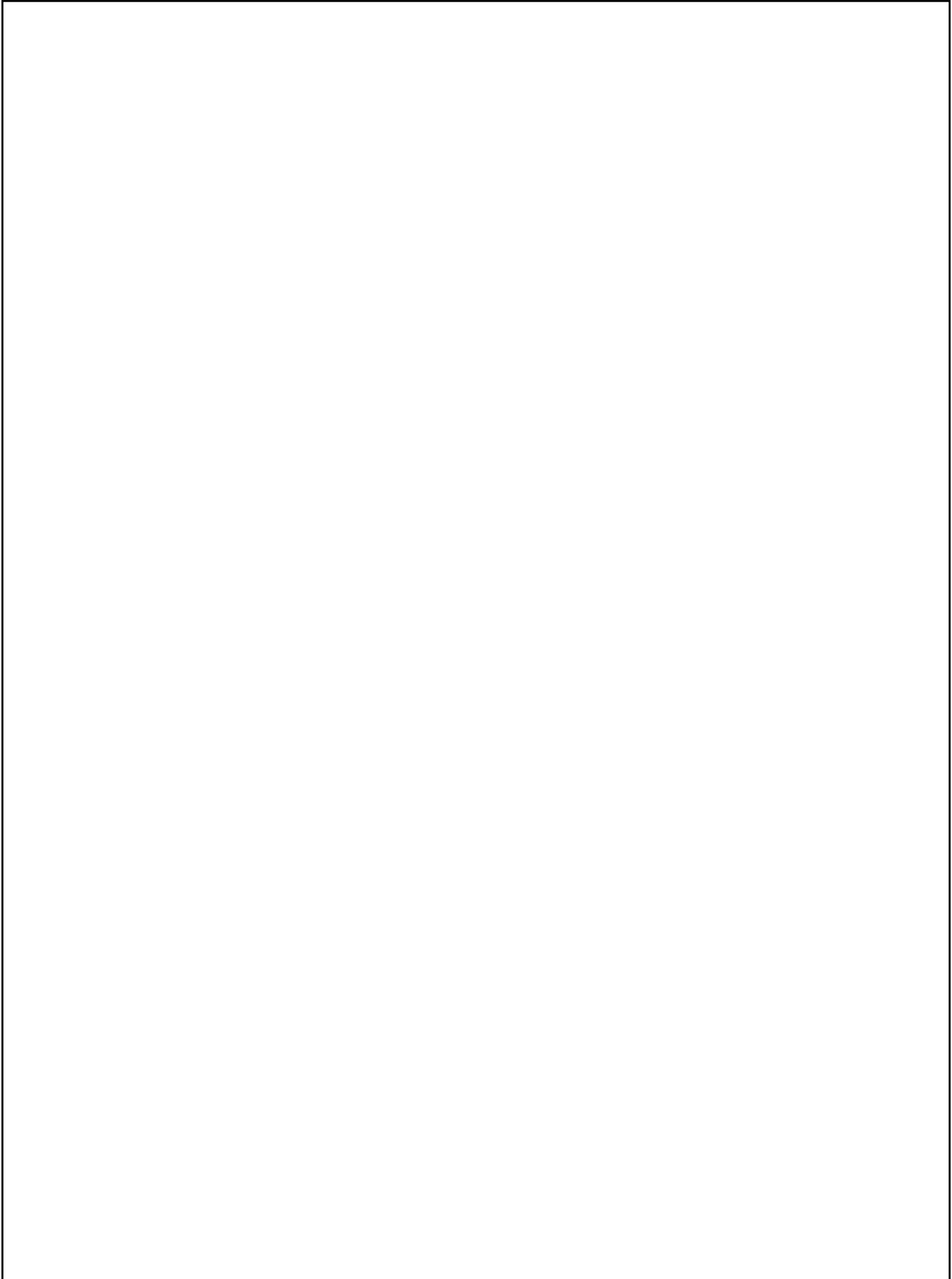
Name of governing council chair:

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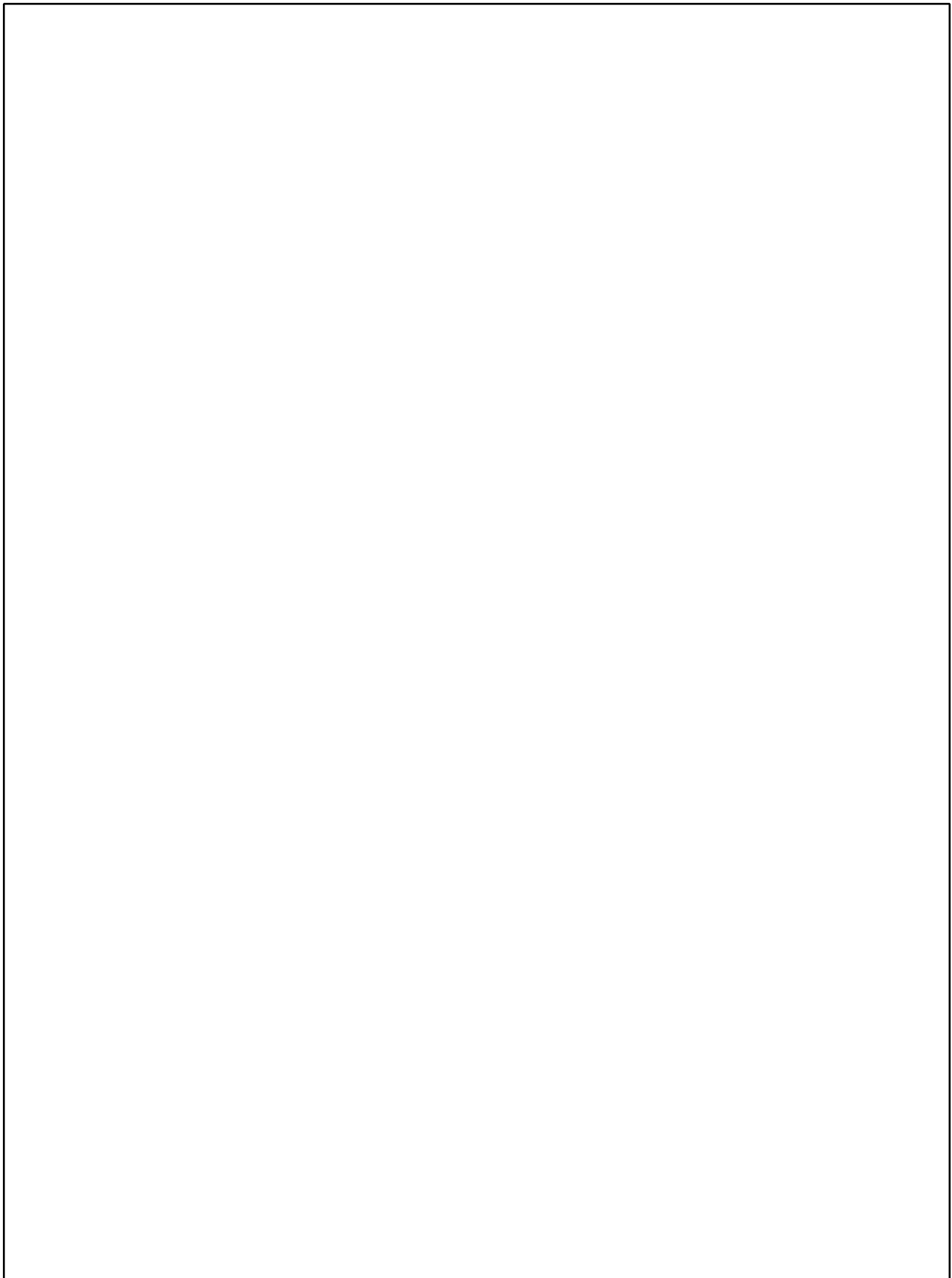
Date of endorsement:

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## Site context and highlights



## Governing council report



## Quality improvement planning (preschool)

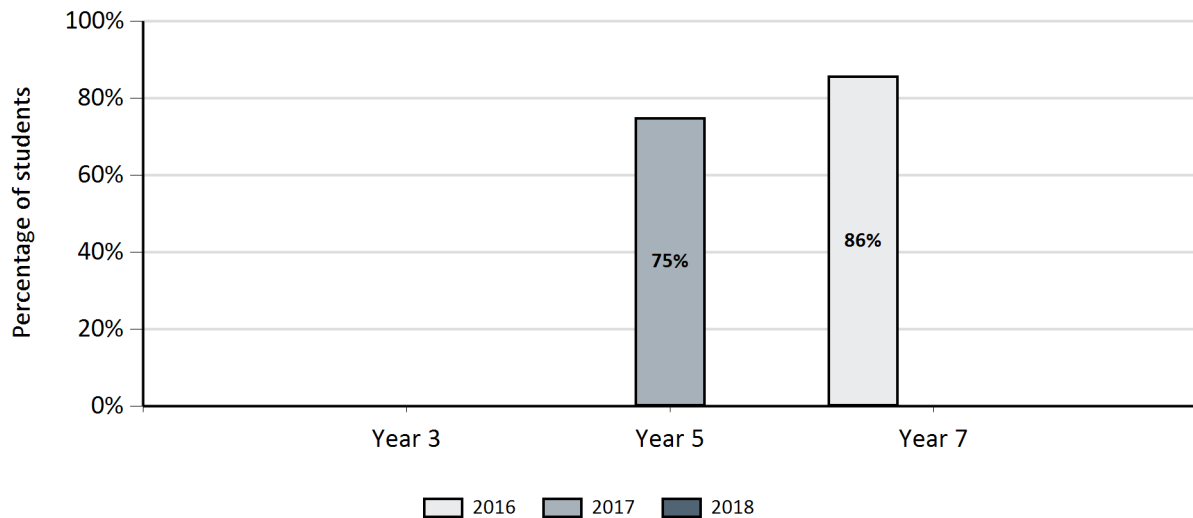


## Performance summary

### NAPLAN proficiency

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

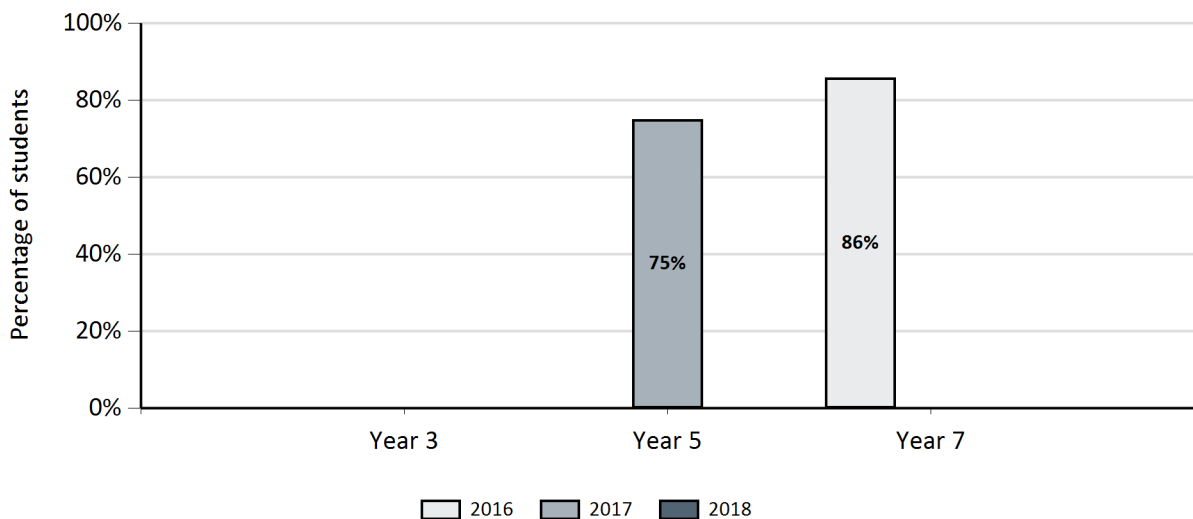
#### Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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 2016 to 2018 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 | *        | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group  | *        | *        | 25%             |
| Middle progress group | *        | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

|                        | No. of students who sat the test <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|------------------------|-----------------------------------------------|----------|--------------------------------------------------|----------|--------------------------------------------------------------|----------|
|                        | Reading                                       | Numeracy | Reading                                          | Numeracy | Reading                                                      | Numeracy |
| Year 3 2018            | *                                             | *        | *                                                | *        | *                                                            | *        |
| Year 3 2016-18 average | *                                             | *        | *                                                | *        | *                                                            | *        |
| Year 5 2018            | *                                             | *        | *                                                | *        | *                                                            | *        |
| Year 5 2016-18 average | *                                             | *        | *                                                | *        | *                                                            | *        |
| Year 7 2018            | *                                             | *        | *                                                | *        | *                                                            | *        |
| Year 7 2016-18 average | *                                             | *        | *                                                | *        | *                                                            | *        |

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## School performance comment

## Preschool attendance

| Year        | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2015 centre | 90.0%  | 84.8%  | 93.5%  | 70.7%  |
| 2016 centre | 91.4%  | 88.6%  | 95.0%  | 85.0%  |
| 2017 centre | 91.4%  | 93.3%  | 92.3%  | 71.0%  |
| 2018 centre | 100.0% | 100.0% | 100.0% |        |
| 2015 state  | 92.3%  | 89.6%  | 87.7%  | 87.8%  |
| 2016 state  | 91.0%  | 88.9%  | 87.1%  | 87.4%  |
| 2017 state  | 90.4%  | 88.1%  | 85.7%  | 87.0%  |
| 2018 state  | 90.6%  | 88.2%  | 86.8%  |        |

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the Department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

| Year level | 2015  | 2016  | 2017  | 2018  |
|------------|-------|-------|-------|-------|
| Reception  | 89.0% | 80.1% | 92.9% | 92.5% |
| Year 1     | 90.8% | 93.7% | 96.1% | 94.3% |
| Year 2     | 95.6% | 90.7% | 89.2% | 92.1% |
| Year 3     | 94.0% | 95.5% | 91.9% | 95.4% |
| Year 4     | 90.7% | 94.0% | 86.5% | 89.3% |
| Year 5     | 98.0% | 87.1% | 90.3% | 98.0% |
| Year 6     | 94.5% | 90.7% | 86.1% | 93.1% |
| Year 7     | 94.5% | 95.7% | 97.8% | 91.1% |
| Total      | 93.3% | 91.3% | 91.4% | 92.7% |

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

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

## Attendance comment

## Preschool enrolment

|      | Enrolment by Term |        |        |        |
|------|-------------------|--------|--------|--------|
| Year | Term 1            | Term 2 | Term 3 | Term 4 |
| 2015 | 5                 | 5      | 6      | 8      |
| 2016 | 8                 | 8      | 9      | 9      |
| 2017 | 7                 | 6      | 6      | 7      |
| 2018 | 3                 | 2      | 3      |        |

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool enrolment comment

## School behaviour management comment



## Intended destination from preschool

| Feeder Schools (Site number - Name)     | 2016  | 2017   | 2018   |
|-----------------------------------------|-------|--------|--------|
| 0282 - Morgan Primary School            | 77.0% | 100.0% | 100.0% |
| 0456 - Waikerie Primary School          | 11.0% | 0.0%   | 0.0%   |
| 8400 - Waikerie Lutheran Primary School | 11.0% | 0.0%   | 0.0%   |
| Total                                   | 100%  | 100%   | 100%   |

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

## Intended destination from school

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 0      | NA    |
| Other                       | 1      | 9.1%  |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 2      | 18.2% |
| Transfer to SA Govt School  | 7      | 63.6% |
| Unknown                     | 1      | 9.1%  |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Destination comment

## Relevant history screening

## 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 | 9                        |
| Post Graduate Qualifications | 1                        |

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

### School workforce composition including Indigenous staff

|                       | Teaching Staff |                | Non-Teaching Staff |                |
|-----------------------|----------------|----------------|--------------------|----------------|
|                       | Indigenous     | Non-Indigenous | Indigenous         | Non-Indigenous |
| Full-Time Equivalents | 0.0            | 4.0            | 0.0                | 2.9            |
| Persons               | 0              | 6              | 0                  | 5              |

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

## Financial Statement

| Funding Source       | Amount |
|----------------------|--------|
| Grants: State        |        |
| Grants: Commonwealth |        |
| Parent Contributions |        |
| Fund Raising         |        |
| Other                |        |

## 2018 Preschool annual report: Improved outcomes funding

| Improved outcomes category<br>(where applicable to the site)                       | Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):* | Outcomes achieved or progress towards these outcomes: |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Improved outcomes for numeracy and literacy                                        |                                                                                                                                                       |                                                       |
| Improved ECD and parenting outcomes<br>(children's centres only)                   |                                                                                                                                                       |                                                       |
| Improved outcomes for children with disabilities                                   |                                                                                                                                                       |                                                       |
| Improved outcomes for non-English speaking children who received bilingual support |                                                                                                                                                       |                                                       |

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2018 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 2018 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 behaviour management and engagement                                                                                                                                                                                                                                                                                  |                                                                                                                           |                                                           |
|                                          | Improved outcomes for students with an additional language or dialect                                                                                                                                                                                                                                                         |                                                                                                                           |                                                           |
|                                          | Improved outcomes for students with disabilities                                                                                                                                                                                                                                                                              |                                                                                                                           |                                                           |
| Targeted funding for groups of students  | Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development<br>Students taking alternative pathways<br>Students with learning difficulties grant |                                                                                                                           |                                                           |
| Program funding for all students         | Australian Curriculum                                                                                                                                                                                                                                                                                                         |                                                                                                                           |                                                           |
| Other discretionary funding              | Aboriginal languages programs initiatives                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                           |
|                                          | Better schools funding                                                                                                                                                                                                                                                                                                        |                                                                                                                           |                                                           |
|                                          | Specialist school reporting (as required)                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                           |
|                                          | Improved outcomes for gifted students                                                                                                                                                                                                                                                                                         |                                                                                                                           |                                                           |
|                                          | Primary school counsellor (if applicable)                                                                                                                                                                                                                                                                                     |                                                                                                                           |                                                           |