



McLaren Vale Primary School

2020 annual report to the community

McLaren Vale Primary School Number: 251

Partnership: Sea & Vines

Signature

School principal:

Lyn Langeluddecke

Governing council chair:

Kent Brown

Date of endorsement:

8 February 2021



Government
of South Australia
Department for Education

Context and highlights

In 2020, there were 552 students in both straight and composite year-levels with provision for 20 classes. Our cohort comprises: 61% of our families outside the zone, Aboriginal 4.3%, Students with Disabilities 6.3%, School Card 24.4% of families. Our staff team comprised 40 teachers and 16 SSOs. Specialist subjects: Performing Arts, Japanese, Science and Physical Education.

Although 2020 was challenging due to Covid-19 restrictions, we were proud of the way our staff worked innovatively and collaboratively to ensure school was as normal as possible for our students.

Highlights include:

- The smooth transition for preschool to reception for all children, families and staff, thanks to a collaborative effort between Madge Sexton Kindergarten and MVPS educators.
- Staff collaborating in teams with specific emphasis on tracking, monitoring and reviewing student progress and being strategic in student goal setting in reading, writing and number. Staff aligned to action teams to embed minimum expectations across the school, ensuring continuity in teaching approaches R-7.
- The continuation and success of the school literacy intervention program using evidence based practices R-7, successfully supporting children to meet the standard of educational achievement (SEA). This aligned with the rigorous classroom literacy approaches implemented in classrooms.
- Further embedding authentic cultural perspectives and practices through a collaborative approach to developing and implementing actions on the Reconciliation Action Plan (RAP) led by students, staff and our RAP team.
- The acceleration of our school ICT plans with teachers fast tracking their learning and the increased use of technology due to home learning programs in place with Covid-19 restrictions.
- Exciting events and opportunities for children to engage in including Hutt Street, Sports Day, Kitchen Garden, ATSI, SAPSASA, End of Year performance, etc.
- A comprehensive professional learning schedule and teacher collaboration through the PLC continued whole school alignment and consistency in planning, assessment and learning environments.
- Social and personal capabilities were supported through the introduction of the 'Play is the Way program', mindfulness lessons and interoception lessons supporting many children with anxiety through the unprecedented Covid-19 situation
- Upgrades to facilities continued across the school including the opening of the new OSHC extension, refurbishment of adventure playgrounds, internal painting, shade structure on the western side of the Minniss building.

Governing council report

We have been authentic in embedding the dual role of representing parent voice to school leadership as well providing support for school leadership when decisions are made. This has occurred under extenuating circumstances with COVID, a year where our teachers and school leaders have needed our support more than ever.

Year 3 Chrome books: Some exciting projects have been undertaken including introducing Chromebooks for year 3 students to enhance educational opportunities. Significant work has been done by staff in IT to ensure we are leading rather than following with the use of delivering a well-rounded educational program students.

OSHC: We have seen the extension to the OSHC building slowly taking shape and our 2021 cohort will see the full function of this dual space in the expansion of OSHC offerings and student access for performing arts.

The Governing Council recognise the tremendous efforts of Natalie and her staff in handling the constant changes whilst still providing an exciting and fun program.

Finance: Amanda and her team have provided clear reporting and structure to the school's financial position enabling us to invest more money back into school and on items that directly influence your child's wellbeing and education.

Staff, Leadership and Education: A massive thanks to our teachers and leadership for their handling of what has been a difficult situation. Much thought and planning has gone on behind the scenes to ensure students were not disadvantaged by the external factors experienced this year. Many parents have commented that whilst it has been a tumultuous year for them their children have still had an unaffected year. The school has created a bubble where our students have just got on with the job. Congratulations to Lyn, Leanne and Matt on their efforts as well as to every teacher who has been flying by the seat of the pants but still able to deliver excursions, camps and great learning.

Grounds: Significant planning has been undertaken to realise the potential of play spaces and we are fortunate to have the team behind this constantly looking to make our school more aesthetically pleasing as well as functional and useful for our children.

Wellbeing: The school has focused on the wellbeing of students and staff with our team of Nicky, Tyson and Simon ensuring student issues are addressed, those that need help and without a voice get spoken for.

Finally, I would like to thank each member of the Governing Council and committees. Without the time and effort of our volunteers we would not have the vibrant inclusive school community we have. We are very fortunate to be part of the community of McLaren Vale Primary School.

Quality improvement planning

Instrumental to our success are Improvement Plans that focus on a small number of evidence-informed goals and targets, a focus on literacy and numeracy, clear involvement and ownership by teachers and school leaders, measurable targets linked to SEA and higher bands, precise actions linked to goals and built in monitoring and review processes. The collective commitment by staff has led to significant gains in achievement for our students in reading, writing and number. Our success is defined through the following actions:

Building the capacity of staff through targeted PD opportunities: targeting effective practices in each domain has resulted in consistency in planning and pedagogical approaches. This is supported with whole school agreements and school based scope and sequences which has led to consistent understandings of both content and subject matter and practices that bring the most leverage.

Evident in all classrooms across all subjects is the adoption of the explicit direct instruction (EDI) model through a defined process of concept development, guided practise, and independent practise of skills, reflection and feedback. This has had a profound impact on learner achievement.

Collaborative work in professional learning communities (PLC) resulting in educators analysing student learning needs and reflecting on how they can continuously improve their practice e.g. being more responsive to data, adopting a case management approach, mapping the year's curriculum, strengthening planning using LDAM (connecting learning with the AC, assessing in line with achievement standards, tasks moderated for grade consistency), utilising each other's knowledge, strengths and resources, collective responsibility for each other's growth and amplifying best practices to showcase techniques.

Increasing teacher performance: through ongoing reflection, feedback, observation, coaching, and planning and higher levels of accountability through a cycle of reflective practice with leaders and coaches. Coaching supports professional collaboration, working one to one with teachers to plan and deliver lessons in the 3 goal areas. Staff are far more willing to try new practices, use more authentic assessments and modify teaching to meet individual student needs.

A daily, targeted intervention program: in both literacy and numeracy for students well below SEA is provided by well-trained SSO staff with regular tracking of progress, assessments which inform content and alignment to the class program.

The use of formative assessment strategies: teachers check in with learners, provide ongoing learner feedback, making adjustments to learning in response to assessments, clarity around learning intentions and success criteria and students acting as a learning resource for each other.

A rigorous approach to tracking and monitoring student progress: a whole school assessment schedule provides various points where staff assess and use data for targeted programming and differentiation of learner needs. Teacher-student conferences provide tangible feedback and allow for individual student goal setting. Goals are practiced, measured and assessed in an authentic context.

We have accessed a range of data sets to determine learner achievement. These include: teacher judgement against the AC using formative and summative processes, conversations with students about their learning, NAPLAN numeracy and literacy, Running Records, Pat M&R, attendance, Phonics Screening and One Plans.

Improvement: Aboriginal learners

Improving Planning-Aboriginal Learners: Parents were involved in 3 ATSI parent and student excursions onto country (with a "Parents in Education" grant). These fostered relationships with parents and other family members. Staff had frequent conversations with all parents establishing trust between Ab Ed team and parents. There was parent involvement in the RAP. Literacy and numeracy intervention: All ATSI students work one on one each week with the AET, APAS targeted students work with APAS tutor, and there are SMARTAR goals in One Plans for all ATSI students.

Reconciliation Action Plan: The RAP has been a useful driver for staff involvement and engagement. Cultural competency training for all staff, both online and onsite. It has also provided a focus and practical applications in implementing Aboriginal perspectives into the curriculum and in developing a whole school ethos. The ATSI Room provides a safe meeting place for students to connect and to share stories. Learning Kaurua language has been a focus in classrooms. Monitoring Learner Achievement: There is a whole school approach to tracking and monitoring Aboriginal children's learning. SMARTAR goals are reviewed every term, regular assessments through RR, PAT Tests, BIIN, and input and support to teachers is given to teachers re Aboriginal ways of learning by AET/ACEO. Central to this are regular discussions between leadership, ATSI team, Special Educator, classroom teachers, parents and students.

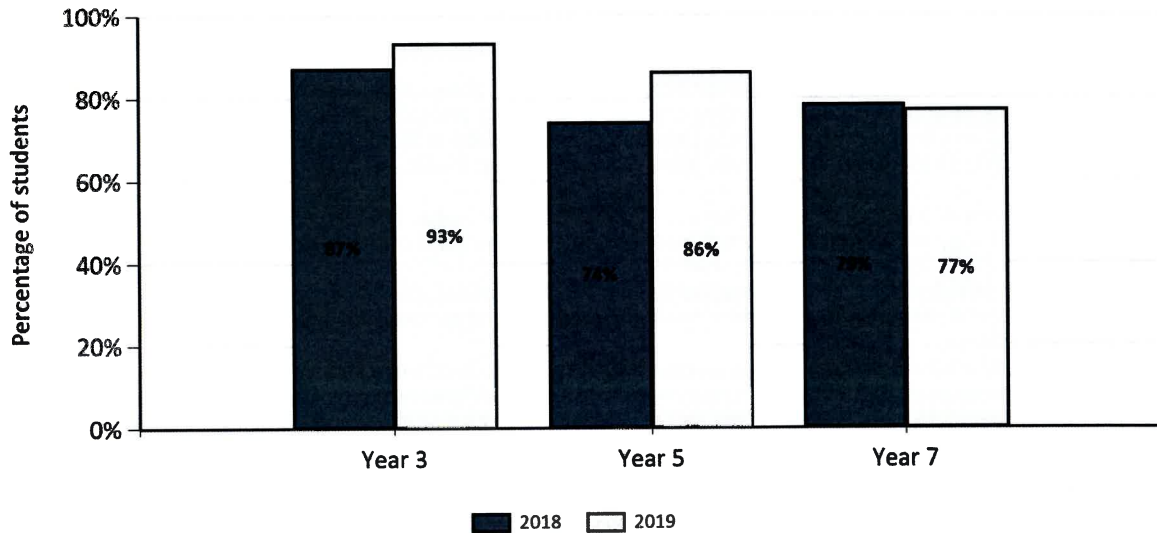
Attendance: is regularly monitored by classroom teachers, Aboriginal Education team and leadership. Support is offered by ACEO for any issues impacting on attendance.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

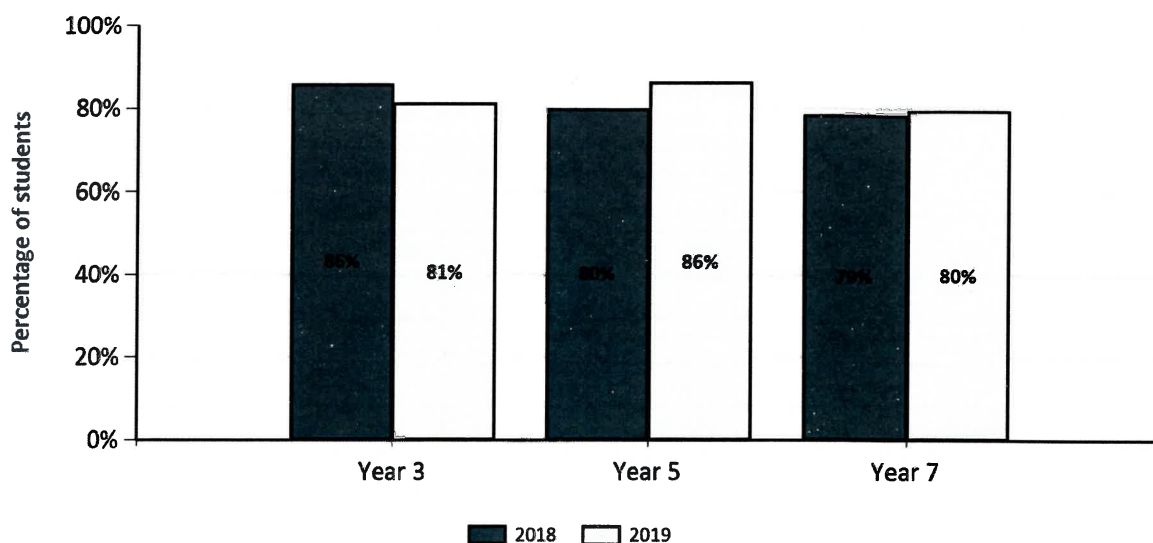


*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	23%	17%	25%
Middle progress group	62%	66%	50%
Lower progress group	14%	17%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	13%	17%	25%
Middle progress group	49%	60%	50%
Lower progress group	38%	23%	25%

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		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 2019	75	75	44	24	59%	32%
Year 3 2017-2019 Average	69.7	69.7	31.7	21.7	45%	31%
Year 5 2019	66	66	22	10	33%	15%
Year 5 2017-2019 Average	64.7	64.7	22.0	10.7	34%	16%
Year 7 2019	44	44	10	8	23%	18%
Year 7 2017-2019 Average	37.7	37.7	9.7	7.0	26%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

School performance comment

Running Records Achievements 2020 – Students achieving at SEA or above
Number of students achieving SEA or above JP R-2 195/232 84% Primary 3-4 121/143 85% Middle Years 5-7 154/171 90%

Running Records Achievements 2020 – Students achieving at SEA or above (WHOLE SCHOOL)
Number of students achieving SEA or above 470/546 86%

Reading achievement across the school was high with each year level achieving 81% or above. The year level teams have achieved 84% and above and the whole school achieving 86%. Students below have been identified and in class and withdrawal intervention has been supporting these students to increase their levels.

Reading Goal - Increase the number of student meeting SEA and increase high band status in reading across R-7.

PAT- R DATA:2020

The increase of students in HB in reading in 2020 (in years 2-5) was 31%.

Number of student meeting SEA and above in:

2019 Year 3 - 67/70 96%: Year 4- 53/71 75%: Year 5- 63/67 94%: Year 6- 52/63 78%: Year 7- 34/44 77% TOTAL 3-7 269/315 85%

2020 Year 3 - 59/70 84%: Year 4-65/70 93%: Year 5- 46/62 74%: Year 6- 60/66 91%: Year 7- 28/36 78% TOTAL 3-7 258/304 85%

The data shows the same cohort of students from 2019-2020 and their achievements in SEA or above in PAT R.

PAT-M DATA:2020

Number of student meeting SEA and above in:

2019 Year 3 - 59/63 86%: Year 4- 50/70 71%: Year 5- 62/67 92%: Year 6- 55/63 87%: Year 7- 34/44 77% TOTAL 3-7 259/312 83%

2020 Year 3 - 60/70 86%: Year 4-63/69 91%: Year 5- 35/70 50%: Year 6- 52/67 78%: Year 7- 23/34 67% TOTAL 3-7 233/310 75%

The data shows the same cohort of students from 2019-2020 and their achievements in SEA or above in PAT-M.

Attendance

Year level	2017	2018	2019	2020
Reception	91.8%	94.6%	92.3%	90.4%
Year 1	92.1%	92.8%	92.6%	90.6%
Year 2	91.2%	93.8%	92.3%	92.3%
Year 3	92.9%	91.9%	92.9%	92.2%
Year 4	93.4%	91.9%	93.0%	91.7%
Year 5	89.4%	93.8%	92.7%	88.8%
Year 6	91.8%	91.0%	93.1%	89.5%
Year 7	95.3%	91.4%	92.0%	89.4%
Total	92.1%	92.8%	92.6%	90.7%

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

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

Attendance comment

Attendance

Our student attendance rate for 2020 was 92%, slightly lower than 2019 at 92.6%. The Year 2 cohort achieved highest attendance at 93.4%.

Student Attendance is a focus in our school Wellbeing Plan, and our strategies include:

- creating inclusive classroom culture,
- regular communication between classroom teachers and families
- ensuring teacher follow up regarding unexplained absences
- promoting the connection between school attendance and student health/ opportunities
- early identification of students experiencing attendance difficulties,
- supporting students and families to overcome barriers to attendance,
- working with Education Department support services to address difficulties

Behaviour support comment

We have continued to consolidate our Behaviour Management and Anti-Bullying Policies, ratified in 2019 by Governing Council. We use restorative practices in mediating and resolving issues around bullying and conflict. Our Counsellor and Wellbeing leaders play an important role in supporting students around behaviour choices and incidents of bullying. A wrap around model of support is provided

Our suspension data overall has reduced from 2019:

Take Home – 2 down from 5 (2019) and 13 (2018)

Internal Suspension – 4 down from 7 (2019) and 6 (2018)

Suspension – 11 up from 2 (2019), lower than the 27 in 2018.

Higher level incidents including violence have remained lower.

Our Wellbeing Team is also working with staff to develop cohesive class communities, embed the school values, implement "Play Is The Way" program, develop with students organisational and collaborative group skills and dispositions such as caring, compassion, empathy and resilience.

Client opinion summary

In 2020 the Department for Education collected information through the School Parent Engagement Survey. In total 116 parents responded to the survey from McLaren Vale Primary School.

Areas of strength were:

- "People respect each other at this school" with 76% either agreeing or strongly agreeing with this statement. This is consistent with summary results for all schools.
- "Teachers and students treat each other with respect at the school" with 77% either agreeing or strongly agreeing with this statement. This is consistent with summary results for all schools.

Areas for improvement indicated through the survey include:

- "I know what standard of work the school expects of my child" with only 45% agreeing or strongly agreeing.
- "The school provides an opportunity for me to have input about my child's learning" with only 54% agreeing or strongly agreeing.
- "I would like more help from the school with my child's learning" with 59% indicating they would either like help or for the school to do this better.
- "The school provides me with useful tips on how to help students learn at home" with only 48% agreeing or strongly agreeing.

These areas for improvement indicate that we need to further address strategies around our communication with families around learning. This information was indicated previously in our 2019 survey from the Education Committee around the school's communication methods with children's learning. As a result, we have worked on a consistent approach to the use of Seesaw as both a communication tool to families and as a way of sharing student work.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	1.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	35	35.0%
Transfer to SA Govt School	64	64.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All staff (teaching, SSOs, volunteers, cleaners etc) have a current DHS Working With Children Check while undertaking their work with the school.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	58
Post Graduate Qualifications	19

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	30.7	0.4	16.3
Persons	0	39	1	27

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

Financial statement

Funding Source	Amount
Grants: State	\$5,116,897
Grants: Commonwealth	\$20,000
Parent Contributions	\$213,226
Fund Raising	\$10,340
Other	\$451,265

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Class activities include building supportive communities where treatment of each other is based around school values, support for students to self manage and be more independent. A one on one counselling service exists.	Data included with this report indicates a decrease in behavior incidents.
	Improved outcomes for students with an additional language or dialect	Individual assessments and the development of One Plans with SMARTA goals allow for targeted intervention by SSOs and speech therapists and supported through play based programs with a strong oral language focus.	Intervention is resulting in improved reading achievement.
	Inclusive Education Support Program	Individual assessments and One Plans with targeted SMART goals enable scaffolded programs to be provided to students.	Intervention is resulting in improved growth for all identified students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Additional resourcing is provided across R-7 for increased intervention in reading, oral language, phonic development and numeracy. Children are supported in small groups for an 8 week program with pre and post testing with lessons including phonological awareness activities, sounds cards, reading strategy, alphabet work and trust the count activities. Aboriginal students are supported in an integrated literacy and numeracy, small group intervention program supported by an ACEO and AET. SMARTA goals in One Plans are used for targeted programs.	Improved aboriginal attendance 67 % of year 3 students in 2020 were above SEA in reading. Decreased numbers of students in intervention programs.
Program funding for all students	Australian Curriculum	Improved A-E reporting processes through moderation for consistent judgement, educator professional learning in formative assessment and writing and regular sessions in PLC for LDAM planning units in reading and number.	Teacher confidence in using learning design framework, increased consistency.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional SSO hours in literacy, supporting reading and spelling for students below SEA, extension program for students in high bands, purchasing decodable readers, additional educator release in PLC for planning.	Greater levels of student engagement.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Educator professional learning to improve knowledge and application of differentiated learning through the Explicit Direct Instruction procedure. Extension program in maths for 3 - 7 students.	Maintaining students from 3-5 in higher bands.
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