

# McLaren Vale Primary School

## 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

McLaren Vale Primary School Number: 251

Partnership: Sea & Vines

**Name of School Principal:**

Vonnie Dolling

**Name of Governing Council Chair:**

Jenni Mitton

**Date of Endorsement:**

## School Context and Highlights

McLaren Vale is a semi-rural community located approximately 40 kilometres from Adelaide. There has been a primary school in the Vale since 1870 with a new school being built on the current site in 1965. The school has a Zone of Right with over half of the school's students coming from outside of the designated area. 504 students organised into 19 classes began the year; including 12 Aboriginal students, 2 students who have English as an Additional Language or Dialect and approximately 4% of students verified as Students with Disabilities. Close to 24% of families are eligible for School Card.

McLaren Vale Primary School has a deserved reputation for setting high expectations and encouraging high levels of achievement. 2016 was the first year of our new Strategic Plan, 2016-2019, and students, staff and families worked increasingly well together towards our vision: "McLaren Vale Primary School is a community of creative individuals and resilient learners who take responsibility to make a positive difference in the world."

Striving to build our whole school as a community of learners and strengthening connections with our education and parent community underpinned many highlights. A lasting symbol of our community connection can be seen in our contribution to the community mosaic in the main street.

Our regular school community events, including weekly assemblies, Sports Day in Term 1, Harmony Day, Volunteers Thank You, Smoking ceremony, Bookweek parade, school wide character hunt and the Reconciliation Assembly were wonderful opportunities to showcase student learning and a respectful student community. We welcomed hundreds of family members into classrooms to celebrate learning during our Show and Share afternoon in Term 4.

Thank you to all of our staff for their efforts on behalf of students and their families in 2016. A particular thank you goes to Melanie Jones, Irene Roe and Karen Holmes as the Leadership Team during Terms 2 and 3 during the absence of Principal, Vonnie Dolling. Teaching staff who moved elsewhere at the end of 2016 are Rob MacFarlane – retiring after 18 years at the school, and Justin Tronerud and Kimberley Higgins, leaving us after short term contracts. Temporary Support staff included Carmen Schapel, Micah Beveridge, Sam Ezard, Jody Thomas and David Cleggett and we thank them for their contribution.

Our Pastoral Care Worker, Cherie Love is moving to a new position from 2017, after 10 years at MVPS, and we wish her well.

## Governing Council Report

2016 was a busy year as usual at McLaren Vale Primary School.

Term one kicked off with another great sports day led by Mr Walker with Gloucester coming out in front. The fundraising / parents and friends group organised a great bbq and cake stall with lots of donations from school families and local business support. A second fundraising bbq was held as part of the McLaren Vale Vintage and Classic which was also well supported. Buddy benches were installed in the school grounds as a result of these fundraising achievements. There were many other great achievements throughout the year and capped off with parents and students gathering during the January holidays to decorate the school fence as part of the Tour Down Under. Their efforts were rewarded with best dressed school on the day and equal best for the overall event.

After welcoming Melanie Jones as our Deputy Principal in term 1, Melanie stepped into the role of Principal for terms 2 & 3 – her leadership was well received and she was supported by Karen Holmes and Irene Roe.

There were many academic and sporting achievements by our students throughout the year – demonstrating a willingness of our students to do their best and represent the school with pride.

In term 4 we farewelled another great bunch of Year 7 students with many fond stories of their time at McLaren Vale Primary School. We also said farewell to Vonnie Dolling as Principal and have since welcomed Lyn Langeddueke into the role.

From swimming to class performances, NAPLAN, walkathon and Jump Rope for Heart 2016 was filled with activity and it was a pleasure to represent the parents as Chair of the Governing Council.

A heartfelt thank you to all of the volunteers throughout 2016 for their efforts on Governing council and to the parents and grandparents supporting the teaching staff and children on a daily basis throughout the school.

With Lyn, Melanie and the leadership team already working hard to create a bright vision for the school I wish the new Governing Council and the entire MVPS community all the very best for 2017.

Jenni Mitton (Chairperson 2016)

## Improvement Planning and Outcomes

### Priority 1

Results ... to use a results orientation, quality pedagogy and targeted teaching to improve student' learning outcomes in literacy and numeracy.

Key actions:

- The SLIC designed a four-part numeracy block that incorporated effective practices in Numeracy.
- Lauren Cole was released in Terms 2 and 3 to work with teachers in developing the understanding and planning to implement this learning sequence in their classrooms.
- Staff were involved in professional learning in number - Di Siemon, writing - Louise Dempsey, Spelling - Chris Killey
- Identified staff were involved in professional learning in Jolly Phonics and the CAFÉ approach to literacy.
- Additional intervention programs in literacy (MacqLit) and in mathematics were implemented with Yrs 3 and 4.
- Teachers worked collaboratively in moderation and assessment of two whole school writing tasks.

### Priority 2

Wellbeing ... to promote the wellbeing and resilience of children by inspiring, engaging and empowering.

Key actions:

Eight staff attended a two-day professional learning in Positive Education facilitated by Geelong Grammar School in September. • These staff facilitated whole staff introduction to the key principles of Positive Education at a staff meeting.

- The Growing with Gratitude Program was introduced to the school by the Adelaide Football Club during Term 1.

The group did some initial work on the promoting the Social and personal capability with a focus on the first 2 weeks of school and building relationships with others.

### Priority 3:

Futures ... to foster deep learning competencies (6Cs) through solving real-life problems in digitally enabled learning environments that engage students in authentic partnerships. Key actions:

- The Futures Learning Team devised a plan that would support ongoing learning for students using digital technologies. This saw the school purchase a number of Chromebooks and a 3D printer.

- Teachers undertook professional learning in Digital technologies, the use of Makers Empire software and design thinking in a student free day in Term 3.

- 20 students and two teachers participated in Science, Technology, Engineering and Mathematics (STEM) learning with Willunga Primary and High School students and Flinders University Centre for Innovation at Tonsley.

Outcomes:

For 2017, DECD released a set of scaled scores that demonstrate expected Standard of Educational Achievement (SEA) for DECD students. The following data is relative to the SEA.

Year Level % of students demonstrating achievement of the standard in PAT-R - Reading and the standard in PAT-Maths

Year 3 Reading 94% 94% Mathematics

Year 4 80 % Reading 80% Mathematics

Year 5 84% Reading 89% Mathematics

Year 6 85% Reading 85% Mathematics

Year 7 91% Reading 88% Mathematics

Improvement in students' writing has been targeted over recent years.

The improvement of mean scores over time in NAPLAN Writing demonstrates this improvement.

Year 3 Improvement close to 100 points from 343.9 (2014) to 443.5 (2016)

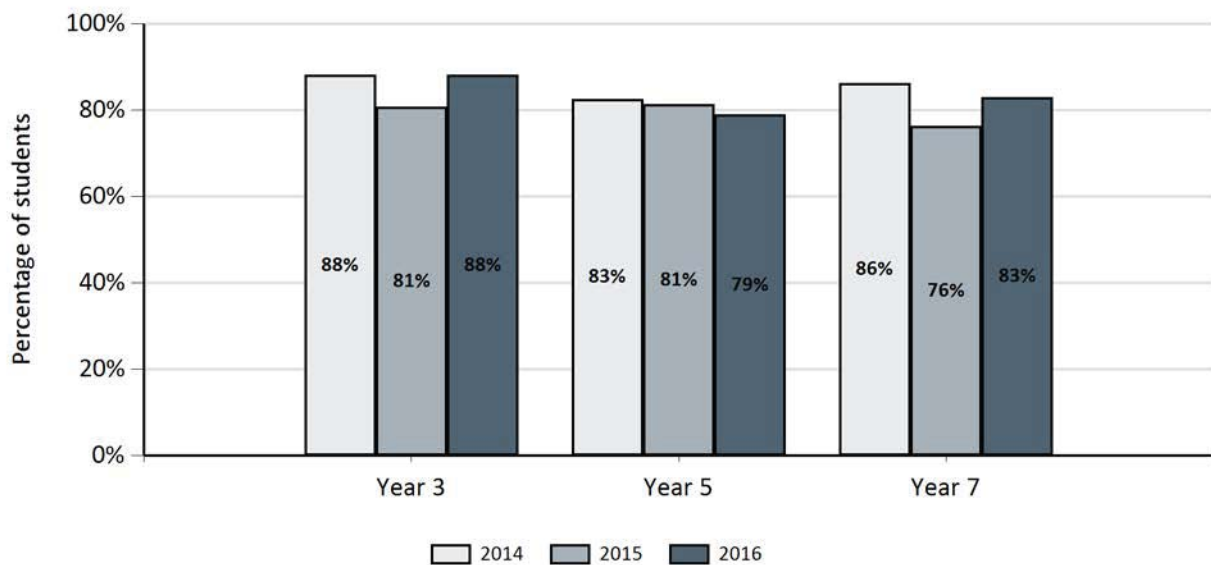


## Performance Summary

### NAPLAN Proficiency

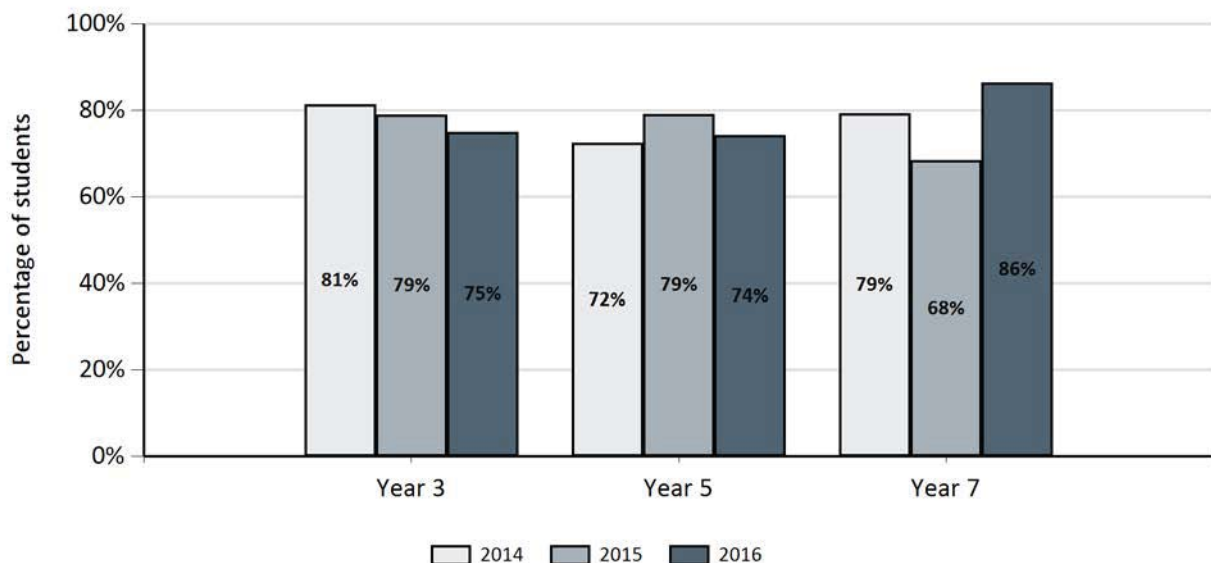
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

#### Reading



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

#### Numeracy



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

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	29%	23%	25%
Middle progress group	47%	44%	50%
Upper progress group	24%	33%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	35%	17%	25%
Middle progress group	46%	63%	50%
Upper progress group	19%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

## NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	68	68	38	32	56%	47%
Year 3 2014-16 Average	61.3	61.3	30.7	20.0	50%	33%
Year 5 2016	62	62	21	10	34%	16%
Year 5 2014-16 Average	58.0	58.0	19.0	8.3	33%	14%
Year 7 2016	59	59	17	14	29%	24%
Year 7 2014-16 Average	42.0	42.0	9.3	8.3	22%	20%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

NAPLAN Proficiency: High numbers of students achieved the DECD Standard in 2016, in particular when referenced against an historic average for the school, calculated from 2008 – 2012.

In Reading, results represent an improvement when compared with historic average at all year levels, and in Numeracy, little or no change for Years 3 and 5, and an improvement at Year 7. There are not consistent trends of improvement over the last three years for any year level. Students who were absent from the tests and did not demonstrate that they could meet the Standard, affect the reading of trends. We need to be clear about the achievement levels and capacities of all of our students and use a range of measures to achieve this clarity.

In 2016 in NAPLAN Reading, of the 66 students who sat the test at Year 3, 91% achieved SEA. 6 students did not and 2 were absent.

Of the 59 students who sat the test at Year 5, 83% achieved SEA. 10 students did not and 3 were absent.

Of the 55 students who sat the test at Year 7, 89% achieved SEA. 6 students did not and 4 were absent.

In 2016 in NAPLAN Numeracy, of the 65 students who sat the test at Year 3, 78% achieved SEA. 14 students did not and 3 were absent.

Of the 57 students who sat the test at Year 5, 81% achieved SEA. 11 students did not and 5 were absent.

Of the 55 students who sat the test at Year 7, 93% achieved SEA. 4 students did not and 4 were absent.

NAPLAN Upper two Bands of Achievement

These results confirm that our consistent approaches and explicit teaching are having an impact. Percentages of students achieving in the upper two bands is an improvement on the average for the last three years, in both Reading and Numeracy, at every year level.

Higher Bands Retention: Our aim is that students enrolled at MVPS at the time of NAPLAN testing who had previously attained Higher Bands status in their Year 3 test, maintain that status in later year levels.

In Reading, 61% of these students achieved in higher bands at Year 5 and 56% at Year 7. This is an improvement when compared with the school's historic baseline.

In Numeracy, 38% of these students achieved in higher bands at Year 5, a decline when compared with historic baseline, and 64% of these students at Year 7. This is an improvement when compared with the school's historic baseline.

These results show that we are making headway in supporting sustained levels of high achievement.

Running Records

The DECD SEA describes expected broadband instructional RR levels.

At Year 1, 38 of 64 students or 59% were Level 13 or above.

At Year 2, 45 of 65 students or 69% were Level 21 or above.

## Attendance

Year level	2014	2015	2016
Reception	91.5%	90.8%	93.3%
Year 01	93.0%	92.4%	91.2%
Year 02	92.3%	93.4%	91.0%
Year 03	93.3%	91.3%	93.1%
Year 04	95.3%	93.6%	91.0%
Year 05	93.2%	92.5%	93.2%
Year 06	94.5%	92.8%	92.0%
Year 07	89.7%	91.4%	93.6%
Total	92.9%	92.3%	92.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Attendance rates are the same as recorded in 2015.

The school continues to liaise with families about the impact of attendance on students' learning. The Senior Leader follows up concerns directly with families. When there are instances of absences that the school has not been previously made aware of, families are sent text messages as a student safety measure, decreasing the number of absences for reasons unknown.

The appointment of a Child Wellbeing Officer has the potential for more intensive involvement with families of students who have chronic non-attendance.

## Behaviour Management Comment

McLaren Vale Primary School takes a restorative approach to sorting through issues amongst people and an emerging focus on positive education is building respectful relationships within the student community. Use of violence is unacceptable in any circumstances.

In 2016, there were 78 incidents recorded, involving 32 students, that were referred for additional levels of support or intervention.

11 of these incidences were for violence – threatened or actual, and 9 were for threatened safety or wellbeing. Consequences included 29 suspensions, 2 internal suspensions and one exclusion. Other consequences included Lost and Restricted Play, Time Out supervised by the leadership team and additional supervision.

## Client Opinion Summary

This year, our focus was on Wellbeing and we will continue to monitor and improve our processes to maximise both personal and collective wellbeing at the site.

Students: 94 students in Years 6 and 7 were surveyed using the DECD Survey of Wellbeing and Student Engagement. The survey is a complex instrument and engagement with the data can support planning and action within programs, cohorts and communities. In many ways, responses from students at our school mirrored those from across the State. Students answered survey questions about their happiness, optimism, life satisfaction, perseverance, emotion regulation and sadness / worries.

The most positive responses from students at MVPS were with regard to Sadness. 11% of students indicated that they feel unhappy a lot of the time. 53% of students responded positively to prompts in the Happiness Domain – I feel happy, I have a lot of fun, I love life and I am a cheerful person.

With regard to relationships and learning in school, ie support and engagement, the strongest positive responses were in the domain of Friendship intimacy (78%), followed by Emotional engagement with the teacher (68%) and Academic self-concept (65%).

Staff: In Term 3, during August, all site staff were surveyed with regard to the Psychological Health Checklist. Agreement with the prompts is a positive response and a protective factor and disagreement is a negative response and a risk factor for psychological health promotion.

The strongest agreement was for Role Clarity (94%) with 6% of respondents having no opinion, followed by Supportive Leadership (79%) with 13% in disagreement and 7% indicating no opinion and Co-worker interaction (77%) with 9% disagreeing with prompts and 15% recording no opinion.

The lowest level of agreement was for Appraisal and Recognition, with 63% of respondents in agreement with the prompt statements, 14% in disagreement and 22% indicating no opinion.

Other areas covered by the checklist include Participative Decision-making, Goal alignment, Employee development, Work demands, Individual and Group morale / distress and other questions in the area of Staff Psychological Health. Parents

Once again, we implemented the survey online using the nationally generated questions. The 9 responses is far too small a sample from which to draw any valid conclusions.

The challenge for the future is to ascertain ways of obtaining feedback from the parent community that can be utilized for school improvement.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	8.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	25	27.8%
Transfer to SA Govt School	57	63.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

McLaren Vale PS takes its responsibilities towards ensuring a safe environment for students seriously. A range of processes is in place to support a child-safe environment:

- \* Staff are aware of the requirements for regular volunteers to have Relevant History Screening through DCSI and are able to easily access hard copies of the required documentation.
- \* All families new to the school are invited to apply for a Relevant History Screening.
- \* Records for staff are managed through the HR Management system monitored by the Principal and Finance Officer.

There are currently 148 support personnel, parents/caregivers and volunteers with a DCSI clearance.

## 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	47
Post Graduate Qualifications	3

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

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

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.4	25.0	0.2	9.4
Persons	1	29	1	13

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

## Financial Statement

Funding Source	Amount
Grants: State	\$23,370
Grants: Commonwealth	\$28,149
Parent Contributions	\$140,969
Fund Raising	\$20,539
Other	

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

## 2016 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	This School Counsellor resource of \$25 029.80 is used to support students within a preventative and developmental learner wellbeing framework. The influence of Positive Education is a guiding framework.	Intervention and case management in attendance, behaviour and learning. <sup>+</sup>
	Improved Outcomes for Students with an Additional Language or Dialect	These students are supported in access and achievement of the curriculum through dedicated support from school services officers in the classroom setting.	Students are supported in improved learning outcomes.
	Improved Outcomes for Students with Disabilities	All students identified as Students with Disabilities receive targetted support in the classroom and the school builds and maintains positive relationships with families and service providers for positive outcomes.	Students are supported in improved learning and performance.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal students are supported by the Aboriginal Education Teacher and through family engagement facilitated by the ACEO.  Improved Literacy and Numeracy outcomes are supported by a range of intervention programs in reading at both Wave One and Two level, as well as additional professional learning for Early Years' staff and bringing a level of currency to Early Years reading resources. The Students with Learning difficulties grant also supports additional SSO support in classrooms during dedicated Literacy blocks.  PAC funding supported staff learning in mathematics, writing, spelling and the use of digital technologies.	Dedicated support for Aboriginal learners. Improved results in literacy and numeracy outcomes for Early Years' learners. Improved capacity of teachers.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	not applicable	
	Better Schools Funding	Intervention programs in reading - MacqLit and Mathematics for Learning Inclusion were implemented. Teacher learning in catering for students on Autism Spectrum. Support for particular students in transition.	Intervention programs for improved learning outcomes in literacy and numeracy.
	Specialist School Reporting (as required)	not applicable	
	Improved Outcomes for Gifted Students	not applicable	
	Primary School Counsellor (if applicable)	This resource is allocated to the Senior Leader: Student Support and Engagement. The Senior Leader facilitates access to relevant programs and initiatives for staff and students. This role supports students in care.	A safe, supportive and respectful environment for engagement and achievement.