



McDonald Park School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

McDonald Park School Number: 1021

Partnership: Blue Lake

Name of School Principal:

Sandy Davey

Name of Governing Council Chair:

Nerridy Miatke

Date of Endorsement:

School Context and Highlights

McDonald Park School is situated in Mount Gambier and opened in 1969. It is a large primary school with an enrollment that has remained stable at approximately 600 students over the last 10 years. A complex site, our students come from a wide range of socio-economic backgrounds. AEDC data indicates an increase in complexity with an increased number of students showing signs of trauma, anxiety, delayed speech and learning difficulties along with a deficit in social and emotional capabilities.

Highlights from 2017:

We started our year with a focus on setting up for success, building relationships, understanding about learning and growth mindset, goal setting and being a good citizen.

Our Kitchen Garden program continues to provide amazing learning opportunities. It was featured in "The Endless Pleasures Exhibition" at the Main Corner with many visitors coming to see the garden.

Students from our Green Team participated in the Youth Environment Leaders Program and developed a vision for our slopes, which is becoming a reality thanks to two classes, who have designed a wonderful natural environment, and the many staff and families who helped to plant shrubs and create a dry creek bed.

We celebrated the importance of reading through "Book Week", "Premier's Reading Challenge" and "Reading to Rio", which saw our students reading their way to Rio and back and reminded us of the significance of home reading.

Our "Family Fun Day" was a celebration of community and collaboration, with each class contributing to the event and learning skills of budgeting and planning along the way.

Many excursions and incursions enriched our children's learning, including visits to a Nuclear Fuel Cycle Forum, the fire station, farms, Bridgewater Bay and visitors such as Questacon Science Show, Bangarra Dancers, the Maths' Roadshow and RSPCA.

Mad Minute was described by one of our students as 'a very happy and scary experience for all the contestants'. This is the third year we have participated in the Lions public speaking event and each year the number of students involved has grown.

A Japanese language and culture exchange involving Japanese exchange students visiting from Nishi Takarazuka High School, who presented five workshops.



Governing Council Report

2016 Governing Council may have been slightly down on numbers compared to previous years however with the professionalism of parents & teachers it has been another successful year for the council regarding communication, support and leadership.

Our Bi-Annual Family Fun night proved to be another fun and exciting night for the school. All the students enjoyed working on their class stalls with a fundraising total of \$6763. A big thank you must go to the community stall holders and all staff & students involved in making it another successful event.

The Stephanie Alexander Kitchen Garden program has continued to thrive throughout the year with lots of new & exciting areas created in the Garden. It is a very happy & colourful place to visit not only by the students, but also the wider community who wander through. A huge thankyou to Sam Baker who came to McDonald Park as our Garden Specialist in 2013. It is a true credit to Sam and her husband Ken (who is often found assisting her with projects), on the transformation over the past four years. We wish Sam and Ken all the very best for their next venture in life, They will be sadly missed by all the Staff, Students and Parents. They have left behind a wonderful area for the next Garden Specialist to uphold.

Another highlight and transformation at the school this year has been the slope area at the side of the oval. Many families have assisted with developing this area by attending our weekend working bees. Many hands make light work & their assistance is greatly appreciated especially since both days we had to battle against rain. The slope area will look fantastic when all the trees that have been planted grow and mature.

Sadly this year we are farewelling our Principal Sandy Davey. Sandy, it has been a pleasure working with you on the Governing Council and we wish you all the very best for your retirement. You will be greatly missed by the whole school community. We wish to congratulate Kirsty Trahar on her appointment as Principal and Sharon Day on her appointment as Deputy Principal. We look forward to working with you both in the coming years and are excited for the future of our school to continue to grow and succeed.

The future is bright at McDonald Park!

Improvement Planning and Outcomes

Continuing to monitor and analyse student data with a particular focus on individual growth exceeding one year's achievement will be a whole school focus in 2017. As recommended in 2015's external review, making explicit the school's high expectations for all, in order to increase the percentage of students achieving at higher levels is an ongoing improvement area. In 2016 there was a whole school focus on differentiation and targeted instruction as part of the staff meeting learning cycles, thus developing a common understanding of how high support can be structured within a consistent school approach of high expectations. 94% of staff agreed or strongly agreed that this focus helped better cater for individual student needs. To increase the level of rigor and challenge staff provide within their learning programs they will continue to develop their understanding of programming to include appropriate tasks at surface, deep and transfer levels, as described by John Hattie's research.

The school performance summary comment provides specific target data as achieved against the site's SIP targets, based on DECD standards of educational achievement. These targets were generally met or exceeded with the exception of Year 5 reading where targets were not met and Year 3 and 5 numeracy where there was little or no change. Consequently the focus on explicit teaching of literacy and numeracy skills will be maintained and extended to reflect the above focus as a vehicle to improve student achievement.

Survey comments from staff, students and parents, albeit limited, reflect dissatisfaction regarding the management of student behaviour. Further investigation is required in this area as specific data regarding the number of violent incidences has decreased and student wellbeing data indicates that students feel safe in the school, which would indicate that the site has effective processes in regards to creating safe learning environments and managing issues when they arise. Perhaps additional work needs to be done in regards to communicating information to the school community, whether this be individuals, staff, parents and students. It may be perception that is preventing accurate information from being distributed. This is an area to be investigated at staff and parent level.

Another area of contradiction according to the survey results is the quality of feedback given. Students rated the feedback given as 4.3, indicating that it is effective and assists them to drive their learning; parents however rated this area as below 3.0. As this has been a focus area for staff over a number of years it is plausible that students are understanding the feedback processes that class teachers are providing at a deeper level than parents and the improvement opportunity is teachers communicating with parents the feedback processes used within their classes, their learning purpose and value to drive learning forward.

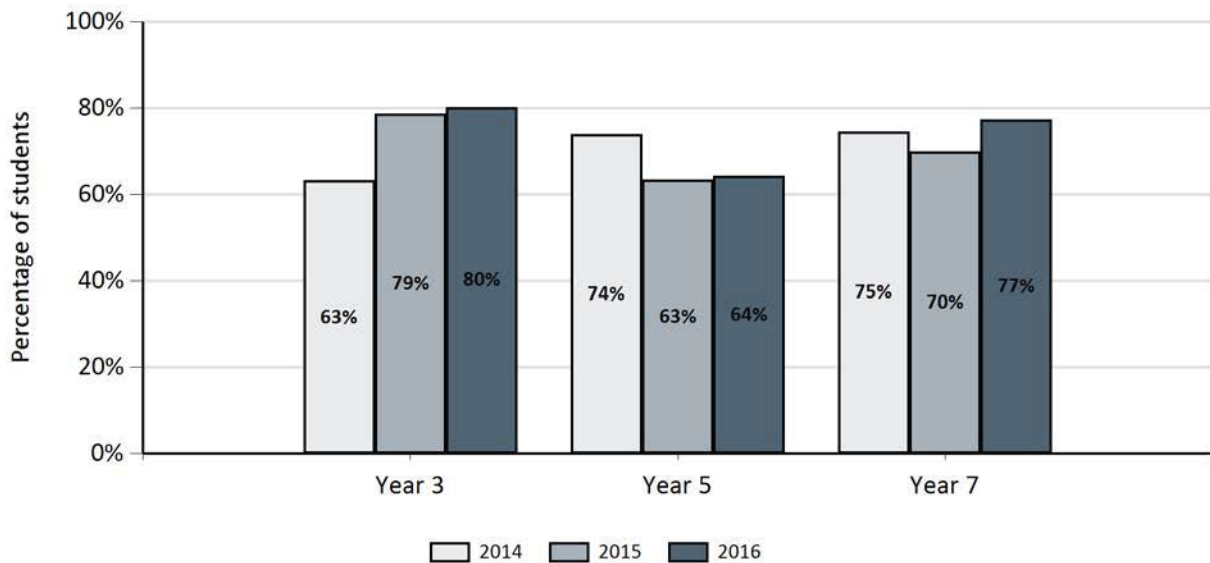
The staff survey clearly highlighted the value that staff place on team release, rating this as the the most supportive performance development process to support individual professional growth, staff meeting professional learning cycles and team moderation activities also ranked highly, behind this. Therefore 'Better Schools' funding will continue to be used to strengthen professional learning through collaboration.

Performance Summary

NAPLAN Proficiency

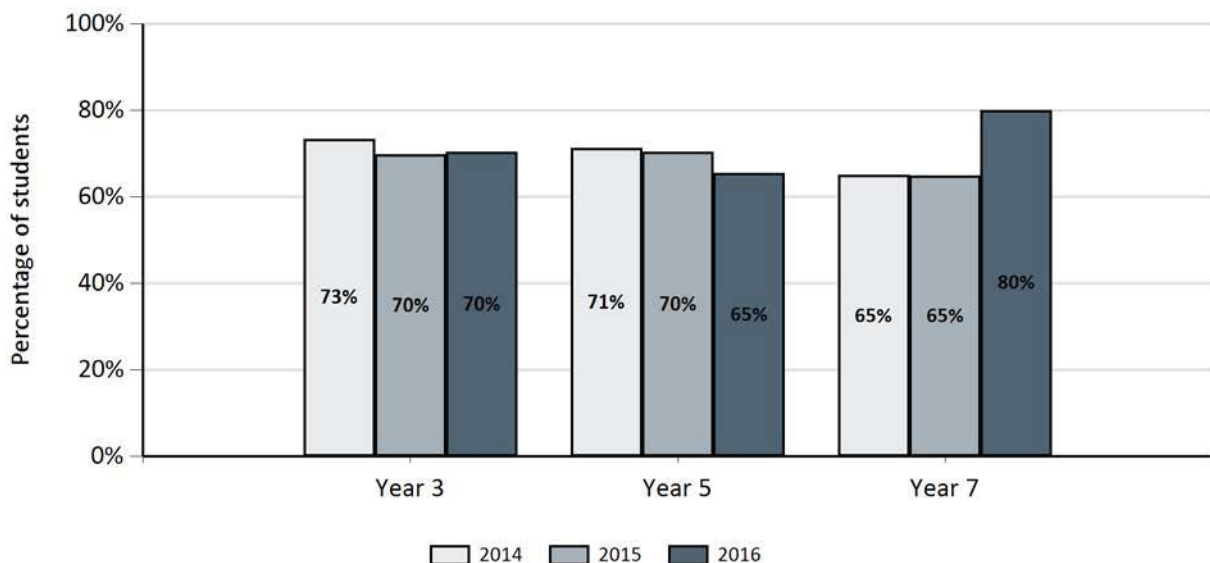
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	15%	19%	25%
Middle progress group	67%	60%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	36%	23%	25%
Middle progress group	41%	45%	50%
Upper progress group	23%	32%	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	81	81	26	16	32%	20%
Year 3 2014-16 Average	78.3	78.7	26.3	15.7	34%	20%
Year 5 2016	84	84	17	11	20%	13%
Year 5 2014-16 Average	76.0	76.0	17.0	9.0	22%	12%
Year 7 2016	75	75	17	12	23%	16%
Year 7 2014-16 Average	70.3	70.7	12.7	9.3	18%	13%

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

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

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

School Performance Comment

As detailed in the 2016 School Performance Report:

- met or exceeded target for percentage of year 1 and 2 students who demonstrated expected achievement (DECD Standard Educational Achievement)
- met or exceeded target for percentage of year 3 and 7 students who demonstrated expected achievement in NAPLAN reading (DECD Standard Educational Achievement)
- target not met for percentage of year 5 students who demonstrated expected achievement in NAPLAN reading (DECD Standard Educational Achievement)
- little or no change in the percentage of year 3 and 5 students who demonstrated expected achievement in NAPLAN numeracy (DECD Standard Educational Achievement)
- met or exceeded target for percentage of year 7 students who demonstrated expected achievement in NAPLAN numeracy (DECD Standard Educational Achievement)
- little or no change in the percentage of year 3 students who achieved in the higher bands in NAPLAN reading and numeracy (DECD Standard Educational Achievement)
- little or no change in the percentage of year 5 who, having achieved in the higher bands in year 3, were retained in the higher bands in later years in NAPLAN reading (DECD Standard Educational Achievement)
- met or exceeded target for percentage of year 7 students who, having achieved in the higher bands in year 3, were retained in the higher bands in later years in NAPLAN reading (DECD Standard Educational Achievement)
- met or exceeded target for percentage of year 5 and 7 students who, having achieved in the higher bands in year 3, were retained in the higher bands in later years in NAPLAN numeracy (DECD Standard Educational Achievement)

Attendance

Year level	2014	2015	2016
Reception	93.1%	94.2%	93.3%
Year 01	92.8%	94.1%	93.6%
Year 02	93.8%	93.9%	94.5%
Year 03	94.4%	93.5%	94.5%
Year 04	93.8%	93.7%	93.9%
Year 05	94.0%	93.3%	94.5%
Year 06	91.5%	94.2%	93.0%
Year 07	93.7%	90.8%	94.6%
Primary Other	71.5%		
Total	93.4%	93.5%	94.0%

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

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

Attendance Comment

DECD target of 95.0% was not achieved, however improvement was made.

All absences are followed up and a weekly analysis of roll books conducted. This regular analysis allows prompt action and support to families if necessary. Initial contact is made by class teachers. Incidents of persistent non-attendance are followed up by the counsellor, often with a home visit. Chronic non-attendance is referred to DECD Social Worker (Attendance and Engagement).

Behaviour Management Comment

Behaviour data shows a decrease in the number of incidences of violence and interfering with the rights of others. Term 4 reflected very positive data following the implementation of the BEAR wellbeing program. We will continue to monitor, act upon and intervene for improvements in all areas of behaviour.

Junior primary Wellbeing Surveys indicated that both boys and girls felt safe and happier at school. Primary Wellbeing Surveys reflected fewer students indicating that they had been bullied.

Client Opinion Summary

Parents, staff and students completed 'School Surveys' generated by Education Services Australia and ACARA.

Only four parents responded to the survey, despite the fact that all families were given the opportunity to respond, which does not provide a statistically viable sample.

Of the parents who responded, the following areas scored 4.0 or more:

- the school is well maintained
- my child feels safe at school
- I can talk to my child's teacher about my concerns

Areas that scored 3.0 or below included:

- teachers at this school provide my child with useful feedback
- student behaviour is well managed at this school
- the school works with me to support my child's learning.

Sixty students were surveyed and a summary is included below:

- students indicated that teachers have high expectations (4.7) and motivate them to learn (4.5)
- students indicated that teachers provide useful feedback (4.3), which is not consistent with parents' perception
- students indicated that they feel safe at school (4.5)
- students indicated that they have opportunities to do interesting things (4.3) and like being at school (4.3)
- the area that achieved the lowest rating was management of student behaviour (3.7), which is consistent with parents' feedback

Twenty-nine staff responded to the survey and a summary is included below:

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	16	12.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	7.1%
Transfer to SA Govt School	100	79.4%
Unknown	1	0.8%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Relevant criminal history screening data and information regarding RAN training are entered onto EDSAS for all volunteers and school services officers. The schools administrative officer provides information to class teachers and issues reminders to volunteers and staff three months prior to expiry.

Staff are kept informed about requirements and ensure that volunteers have relevant history screening in place as required by legislation.

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	61
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	0.0	34.0	0.6	13.9
Persons	0	40	1	20

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
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	ICAN Case Management funding used to support 2 students with case management by Re-Engage./ Behaviour Support was used to provide 1:1 support in the yard and classroom to reduce violence and increase engagement.	2 students successfully transitioning to High school. Reduced violence.
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	A level students (8) and D level students (16) received 1 hour/ 4 hours of SSO support, working in-class/withdrawal towards literacy and numeracy SMARTAR goals as outlined in NEP.	The majority of students have achieved the goals set in their NEPs.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS - 2 students received 1:1 support using MultiLit to support their literacy learning. Literacy intervention - 21 Reception students, 65 Year 1/2 students and 13 year 3-5 students received small-group evidence-based intervention programs 3 times per week. Programs were provided by school services officers (SSOs), who reported progress to class teachers. The Senior Leader met with the SSOs on a regular basis to review programs and results. Progress made towards reading SEA benchmarks was measured by running records. Primary Australian Curriculum funding was used to release teachers in teams for planning and moderation activities.	All students made progress, with some students achieving as much as three years growth. A small group of students didn't achieve the goal of one+ years growth.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Funding provided release for teachers to plan and moderate common assessment tasks. Teachers were also released to observe each other and provide specific feedback about high yield strategies.	Results indicate DECD SEA targets were met or exceeded in a number of areas.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The school received 0.7FTE funding to employ a counsellor. Our focus was on increasing engagement and improving student wellbeing.	Behaviour data indicates a reduction in violence and increased engagement.