

# McDonald Park School 2017 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:**

Kirsty Trahar

**Name of Governing Council Chair:**

Nerridy Miatke

**Date of Endorsement:**

February 21st 2018

## School Context and Highlights

McDonald Park School is situated in Mount Gambier and opened in 1969. It is a large primary school with an enrolment of approximately 600. It is a complex site with students coming from a wide range of socio economic backgrounds and increasing numbers of students showing signs of trauma, anxiety, delayed speech and learning difficulties, along with a deficit in social and emotional capabilities.

Highlights from 2017 include:

- Continued focus on student well being and self regulation through the introduction of circle time in all classrooms to build connections and opportunity for student voice, professional development in executive functions and the introduction of interoception to prepare students for learning.
- Throughout the year students across the school have had the opportunity to be involved in a variety of sporting activities, this has included clinics, SAPSASA, lightning carnivals and end of term tournaments focusing on the sport explicitly taught during the term. Bike safety was a focus in term 1 culminating in a very successful Ride2 school event.
- Our biannual art show was held at the end of term 1, showcasing student learning of 'Art Around the World'. Students were fortunate to work with local artists, Deborah Rogers and Anthony Hamilton focusing on replicating styles and techniques from different countries and artists around the world.
- This year's concert, 'The Sound of Australia' was a resounding success. The script was written by staff especially for our students and this was evident in the enthusiasm and skill which was demonstrated by students on the night.
- An 'Innovation Fair' was introduced to promote community involvement and creative problem solving. Students were asked to design and create a product that would help the environment, animals or people. Their designs needed to meet specific criteria and could be created with the support and help of an adult. On the day of showcasing students spoke knowledgeably to the judges about their design, the process and their learning. The event clearly met the intended aims and will be built upon for the future.
- SRC students have been active in their support of school and other charities, raising money for leukaemia, Cora Barclay and the school.
- All sectors of the school participated in a review of the school vision  
'McDonald Park School community will work collaboratively to develop respectful, thriving and engaged problem solvers.'

## Governing Council Report

2017 was another successful year with a number of first time council members. Many thanks to our new members for their contribution, it has been very much appreciated and we hope that you will continue on as council members for many years to come.

McDonald Park Governing Council continues to show the professionalism of parents and teachers working collaboratively for the best outcome of our school, we all need to be commended for our efforts. As a team it is great to see the communication, support and leadership continuing to shine through each year.

Our number of students is once again very stable with 23 classes offered again in 2018.

Our vision statement was reviewed this year, with input from school community groups a new vision has been put into place.

Through the curriculum spotlights held within our meetings we had presentations on a number of topics, the two that stood out were the Focus on Literacy and Aboriginal Perspectives.

This year the Sporting Hall of Fame was introduced, it's fantastic to see so many from our school succeeding in sport in our wider community.

We farewelled two long standing staff members; the retirement of Jill Kennewell and transfer of Gaynor Arthurson, we wish them both the best for their future endeavours.

The school concert was a fantastic success, with a team of staff writing the play themselves. A huge amount of time and effort was put in by all involved, the Governing Council wish to thank and congratulate the team of staff involved. This year a DVD was compiled and available for purchase. This was a fantastic way for families who were not able to attend the concert to still be able to see their children perform.

Sadly the Stephanie Alexander Kitchen Garden program has been let go somewhat this year due to changes in garden specialist. The retirement of Sam Baker in 2016 has certainly been felt and seen with the garden becoming overgrown and unfortunately under maintained. In the year ahead we are hoping to hold working bees each term to assist with getting it back to being a wonderful place to visit.

Congratulations to Kirsty Trahar on her first year as Principal, it has been a great year working with you and Sharon Day as Deputy Principal. We look forward to working with you both again in the coming years ahead as our school continues to improve and thrive under your leadership.

The future of McDonald Park continues to be a bright and successful one for all!

N. Miatke  
Governing Council Chairperson

## Improvement Planning and Outcomes

Overarching improvement areas for 2017 were literacy, numeracy and wellbeing with a focus on students being thriving learners as a result of the learning programs being provided to them.

As recommended in 2015's external review, making high expectations explicit for all has been a priority. This has occurred through our structured professional learning cycles, performance management structures and expectations of teams to collaboratively plan and moderate. In 2017 staff continued to develop their understanding of John Hattie's research and the impact of that research on teaching pedagogy, particularly in regards to high yield strategies and ensuring 12 months growth for each student. A book club approach was used as a means of completing professional reading and engaging in professional dialogue, 91% of staff agreed that the process was effective in reflecting on good practice.

Student well being has continued to be a priority and is strongly linked to attendance and behaviour data as well as academic performance. Our focus has been on ensuring that the students are ready for learning and are connected to their classrooms. Two of the allocated pupil free days were a well being focus, the first being 'Circle Time Solutions' to encourage connectedness and team building within all classrooms. Approximately 80% of classes consistently utilise this strategy, with the aim being that next year 100% of classes will. Explicitly teaching students executive functioning skills and helping them become aware of how their body reacts and why has been a focus through PD, performance management and the trialling of the interoception project. The significant reduction in behaviour incidents and a change in the feel across the school indicates that combined these programs are making a difference. Whilst this is an aspect of the school culture that is still being improved upon, it has been an improvement area in 2017 as an indicated need in 2016 survey results.

Regular data collection and analysis of the data and what it means for individual students is embedded into practice at McDonald Park School. Monitoring of students involved in intervention programs and those who require support occur consistently to ensure that targeted programs are meeting their needs. Reading data indicates that while numbers of students below expected levels are high in the lower year levels as they progress throughout the school the numbers more accurately reflect expectations. 72% of students have reached expected standard in Year 5, which is an increase of 8% on 2016. 85% of Year 7 students met standard which in 2015 the same cohort were at 63%. Whilst our numeracy data is consistent with previous years, staff analysis of the data has identified that place value is the area that requires greater analysis and focus. This will be addressed through professional development and intervention in the early years. Literacy and numeracy first funding will be targeted to raising the number of students attaining in the higher bands.

In 2016 school surveys reflected a contradiction in the way that giving feedback was perceived. Governing Council have provided valuable feedback in this area and processes have been put in place to ensure that there is consistency of expectation across the school, particularly for portfolios and reports. This will continue to be refined in 2018, as will the art of providing explicit just in time feedback to students which drives learning forward.

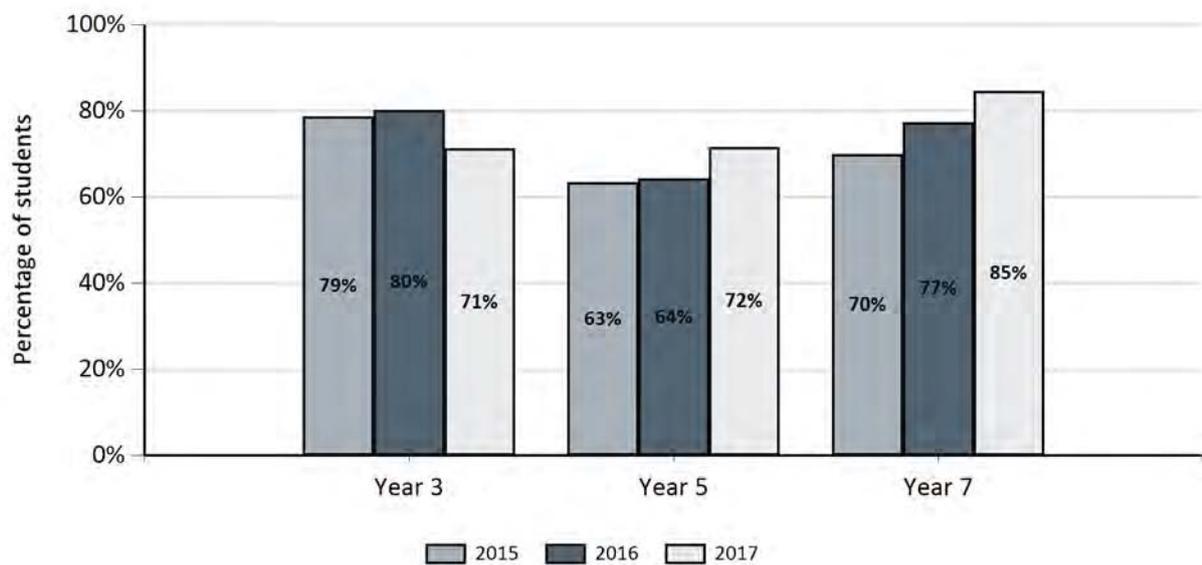
Staff highlighted the value of team planning meetings and in working with local schools to collaboratively moderate acknowledged the distance travelled for our school and the quality of the PD at McDonald Park, as they felt that staff had much to contribute to this process.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 DECD SEA for Reading and Numeracy.

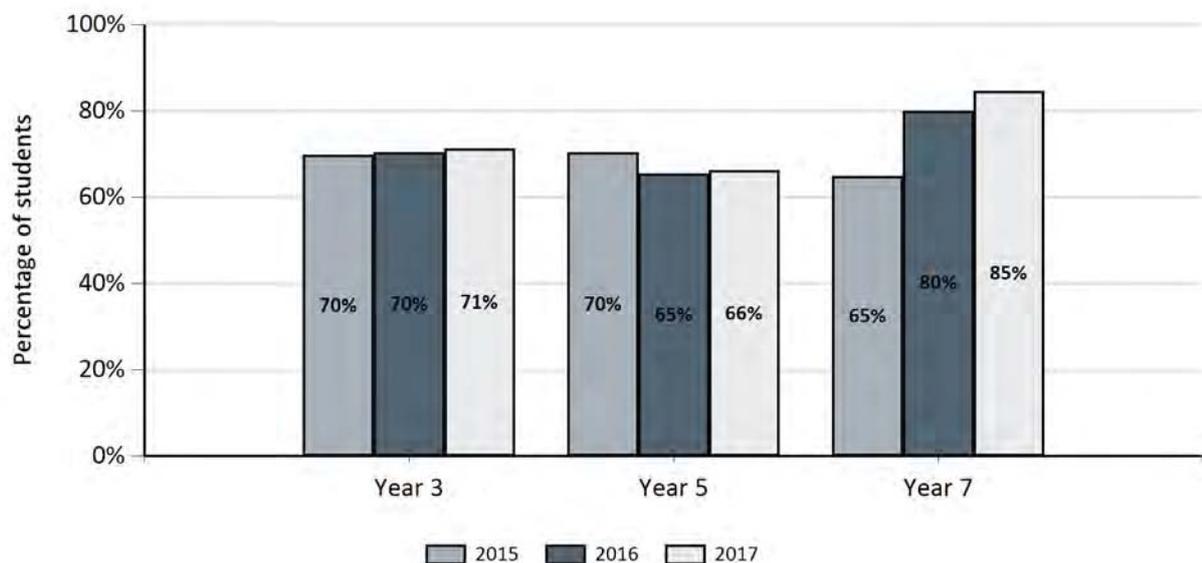
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 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	18%	25%	25%
Middle progress group	57%	54%	50%
Lower progress group	25%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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	10%	21%	25%
Middle progress group	57%	56%	50%
Lower progress group	33%	23%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 2017	73	73	18	13	25%	18%
Year 3 2015-17 Average	76.3	76.7	25.0	13.3	33%	17%
Year 5 2017	74	74	18	7	24%	9%
Year 5 2015-17 Average	76.3	76.3	17.0	8.7	22%	11%
Year 7 2017	65	65	16	13	25%	20%
Year 7 2015-17 Average	71.0	71.3	14.7	11.3	21%	16%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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

Analysis of site data by teaching and leadership staff (including PAT-R, PAT-M, NAPLAN, Running Records and other collected data) reveals some key directions.

Site level analysis of informal running records reveals that the percentage of students achieving reading benchmarks improves as students move through the year levels, indicating that our small group intervention programs at Foundation, Year 1, 2 and 3 are having a positive impact.

Number, and in particular place value, is revealed as a need for future improvement and deeper analysis across the site. Consequently, numeracy has been identified as a focus for professional learning in 2018, and a small group intervention program for year 1 students will be put into place.

Running record data, which indicates fewer students in higher bands compared to the state although more consistent with our partnership, is impacted by a site decision to cease testing at level 20 in year 1 and 26 in year 2; this practice will be reviewed in 2018.

Continued site-level focus on high-yield strategies, growth mindset, rigour/high expectations, collaborative moderation and formative assessment are expected to impact positively on all data sets.

## Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	94.2%	93.3%	91.5%
Year 1	92.8%	94.1%	93.6%	94.9%
Year 2	93.8%	93.9%	94.5%	92.0%
Year 3	94.4%	93.5%	94.5%	94.2%
Year 4	93.8%	93.7%	93.9%	93.5%
Year 5	94.0%	93.3%	94.5%	92.9%
Year 6	91.5%	94.2%	93.0%	93.3%
Year 7	93.7%	90.8%	94.6%	89.7%
Primary Other	71.5%			
Total	93.4%	93.5%	94.0%	92.8%

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

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

## Attendance Comment

Regular analysis and monitoring of student attendance processes are in place. Persistent non-attendance is followed up by the Wellbeing Leader either by phone or home visit. Contact is made, strategies and attendance goals are set with families. Chronic non-attendance is referred to DECD Attendance and Engagement team. The school has connected with outside agencies, Hyper, Re-engage, Wellbeing Practitioners and Pangula Mannamurna to individualise and reconnect students and families to a learning environment. Bus tickets have been supplied for students in financial hardship.

## Behaviour Management Comment

Our behaviour data shows a decrease in recordable behaviour incidents when compared to 2016 statistics. Violence-threatened or actual decreased by 103; threatened good order decreased by 248 and persistent and wilful inattention decreased by 224.

Implementation and a whole school focus on student well-being has reflected positively on our data. This has been achieved by the implementation of circle time, case management of individual students which includes personalised goal setting, strategies to improve social skills, self regulation and the introduction of the interoception room in term 4.

The Primary Wellbeing Surveys reflected fewer students indicating they had been bullied and would be supported by a teacher at school.

## Client Opinion Summary

There was a significant increase in responses for 2017; 52 parent responses, compared to 4 in 2016 and 49 staff compared to 29 in 2016. This provides a greater balance and representation across the community, making the survey more statistically viable than in previous years.

Children feeling safe at school continues to rate at 4.0, with the questions relating to teachers expecting students to do their best and children liking being at this school rating above that. This is indicative of the focus on high expectations and also the implementation of programs to assist students to self regulate and connect to learning and the school environment.

Student behaviour management continues to receive the lowest rating of 3.0, although this is an improvement upon last year when it was below. This will continue to be an area of improvement as the school refines processes, including informing parents of incidents, consequences and support strategies and also continues to implement strategies consistently across the site to support all students.

Staff responses consistently reflected in the 3.9 to 4.2 range, generally showing a high level of satisfaction of the school, with the exception being management of behaviour and students feeling safe at 3.4. Staff also acknowledged that this school looks for ways to improve at 4.4, demonstrating continuous improvement and a growth mindset. Behaviour management will continue to be refined and improved upon. The site will continue to build a culture of high expectation regarding good pedagogical practice through performance management structures, professional learning and collaboration.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	8.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	6.5%
Transfer to SA Govt School	105	85.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

Relevant criminal history screening data and information is entered onto EDSAS for all volunteers and school services officers. The school's administration officer monitors update information according to reminder emails and information sent through. Staff are kept informed about requirements and their legal obligations, through staff meetings and written documentation. Site processes have been updated to ensure that recent adjustments are reflected, ie monitoring of volunteers attending camps and sleepovers in comparison to attending a class excursion with one's child.

## 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	59
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	32.6	0.4	12.3
Persons	0	39	1	18

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$31 270.00
Grants: Commonwealth	\$6 600.00
Parent Contributions	\$167 1442.50
Fund Raising	\$6512.59
Other	\$1660.00

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

## 2017 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 2017 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	Targeted plans developed and implemented to support highly disengaged and non attending students, including use of outside agencies.	1 student reconnected and transitioned to HS. Plans in place for another student
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	A level students (7) and D level students (16) received 1 hour/4 hours SSO support working in class/withdrawal towards literacy and numeracy SMARTAR goals as outlined on NEP	Progress towards NEP SMARTAR goals
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	A proportion of funding used to direct SSO support to Foundation classrooms for first 5 weeks of term 1, to support transition from preschool. This funding was then gradually redirected towards speech programs for students identified by speech pathologist, and towards phonological awareness intervention program for identified students. Additional funding used to provide SSO support for small group literacy intervention programs; 40 Foundation students, 66 year1/2 students, 8 year 3-5 students. APAS - 1 student received 1:1 Multilit literacy support  Focus for the Australian Curriculum has been on moderation and consistency of achievement	All students made growth, measured by running records  Student progressed to expected standard
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding  Specialist School Reporting (as required)	Funding provided release for teacher to plan and moderate common assessment tasks. Teachers were also released to observe each other and provide specific feedback about high yield strategies.	SEA targets met or exceeded, feedback indicates that team approach is successful
Other Discretionary Funding	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Site receives 0.7 funding, site chooses to increase to 0.8, with a focus on engagement, building student resilience and supporting teachers to develop safe supportive environments.	Behaviour data and feedback indicates progression in this area.