



McDonald Park School

2022 annual report to the community

McDonald Park School Number: 1021

Partnership: Blue Lake

Signature

School principal:

Ms Kirsty Hill

Governing council chair:

Mrs Sally Bailey

Date of endorsement:

17 March 2023



Government
of South Australia
Department for Education

Context and highlights

McDonald Park School continues to be one of the largest government primary schools within the Mount Gambier township, although 2022 felt significantly reduced at 422 with the Year 7 cohort being high school based. Students and staff soon adjusted to having additional yard and building space. We maximised the opportunities for quality learning, with effective use of human and physical resources.

The school continues to be diverse and we pride ourselves on catering for specific needs of all students. Over 2022 the school became more diverse culturally, with a wider range of families enrolling with a multi cultural background

Staff and students maintained a consistent and balanced focus on learning and being the best learner possible. A focus on feedback was consistent across the school and writing also had a major focus across the site. Additional detail regarding this focus is contained in the improvement planning section.

As a school we built upon the student leadership structure that was started in 2021, whereby more students were provided with an opportunity to have a voice and drive improvement in a particular area of the school that matched their passion, this included ambassadors, sports captains, PR and events, SRC and the environment. Students had the opportunity to engage in a variety of projects and contributed greatly to the school culture. In addition specific classes got behind projects such as the slope development and made a difference to our physical environment.

Despite camps being postponed in the first term due to COVID, they did eventually go ahead and provided students with a wonderful off site experience. Camp experiences were age appropriate and included an after hours event and sleep over at school, camps to Robe, Naracoorte, Portland and Ballarat.

Governing council report

The 2022 school year started out to be a little unpredictable as we worked our way through what the covid-19 may look like. The school community navigated its way to complete another successful year of learning.

I joined the governing council in 2021 and accepted the role as chairperson in 2022. I have really enjoyed my first year in this position as I am able to get a better understanding of how our school is run in terms of what the governance structure looks like, how and why the school strategies are set, how the budget is managed and most importantly what motivates and drives the teachers in guiding the students to be the best learners they can be.

This year seemed to be a year of facility upgrades and maintenance. We saw the installation of security cameras throughout the site. After several years, the replacement of a shade sail over the back playground was installed. Refurbishment of the school library, upgraded some of the canteen equipment, a partial rebuild of one of the classrooms after a miscellaneous incident plus more incidentals maintenance. It is great to see some of the upgrades being completed after many years of discussions and hard work.

In 2020, the governing council began the process of developing a safe drop off zone. There has been many discussions around what will be best suited for our site, had many meetings with local council around implementing a safe drop of zone for our school community. This year we were excited to implement a Safe 'Kiss and Drop' zone along North Terrace, out the front of the school. So far, this has seemed to work quite well and we will continue educate school community into 2023 and beyond, ensuring McPark students are safe.

We undertook an extensive review of the constitution with just a couple of minor changes made.

We had 2 guest speakers from Planet Youth who spoke about the misuse of alcohol and drug use in our community. This was a real eye opener for us all and gave us something to be more aware of as our children grow up.

Initial discussions have started around the lack of understanding of the house names (Cunningham, Lindner, McDonald and Watson) and whether it is timely to have review of these names. Staff, student leadership and Governing Council have developed pros and cons list. This is the beginning of the discussion and these discussions will continue into 2023. It was really great to see all school events, camps and assembly back to 'normal' as parents and the school community were able to attend.

Finally, I wish to thank all the governing council members for all their support and hard work throughout the year, I also wish to acknowledge and thank the staff who work tirelessly to ensure that all students receive the highest of quality education to achieve their potential.

I look forward to another successful year in 2023 and sincerely thank everyone that has supported me in this role as Chairperson.

Quality improvement planning

McDonald Park School has very strong improvement planning processes that ensure that staff are familiar with the SIP content and are actively involved in the reviewing processes throughout the year.

Each teaching team has a representative on 'steering committee' where one meeting per term is dedicated to the review of the SIP. Representatives feed information through this conduit and help to shape future directions for staff meetings and PD.

In 2022 our major focus was on developing students' writing skills, particularly sentence structure. This was determined as a focus area during a staff meeting where our school achievement data was analysed and prioritised. Senior leaders sought the support of the curriculum lead to develop an improvement plan which included building teacher knowledge of sentence structure. The resource 'The Writing Revolution' by J. Hochman and N. Wexler became our base document. This document was used to develop teacher PD and was the main document driving our instructional coaching model which focused on writing.

The instructional coaching model has been extremely effective for multiple reasons and the traction to improved writing instruction in the classrooms is evident. All staff have been involved in the coaching model, with senior leaders working with teachers to develop teacher clarity in the area of explicit writing instruction. Staff were released an additional lesson per week for a term to work collaboratively with their coach and coaches devoted at least one lesson per week to team teaching in the classroom.

Writing moderation in year level teams was also introduced as a strategy to build consistency across year levels and provide professional discussions with colleagues focused on writing.

Staff meetings are structured to include PD linked to SIP priorities, including feedback (Visible Learning) and writing. Two pupil free days were allocated to Visible Learning PD in the area of feedback.

The second half of the year was due to have a numeracy focus, but as a result of staff feedback and the view that staff were only just developing an understanding of the writing focus it was decided that a full year focus on numeracy would occur in 2023.

The team regularly utilise the 'Agile leadership tools' to ensure that the review and evaluation processes are targeted and strategic. The information gathered from these reviews shapes staff meeting cycles, communication with staff, performance development foci and PD priorities.

One PFD (pupil free day) is designated to the review of student data and SIP priorities and targets. Teams are involved in reviewing data that is specific to their cohort of students and developing targets and actions to increase student outcomes further. All staff are involved in the SIP priorities as defined through their agreed targets and actions.

Learning check ins continue to be a valuable tool for gathering data about learning and reflecting on our practice and where to next.

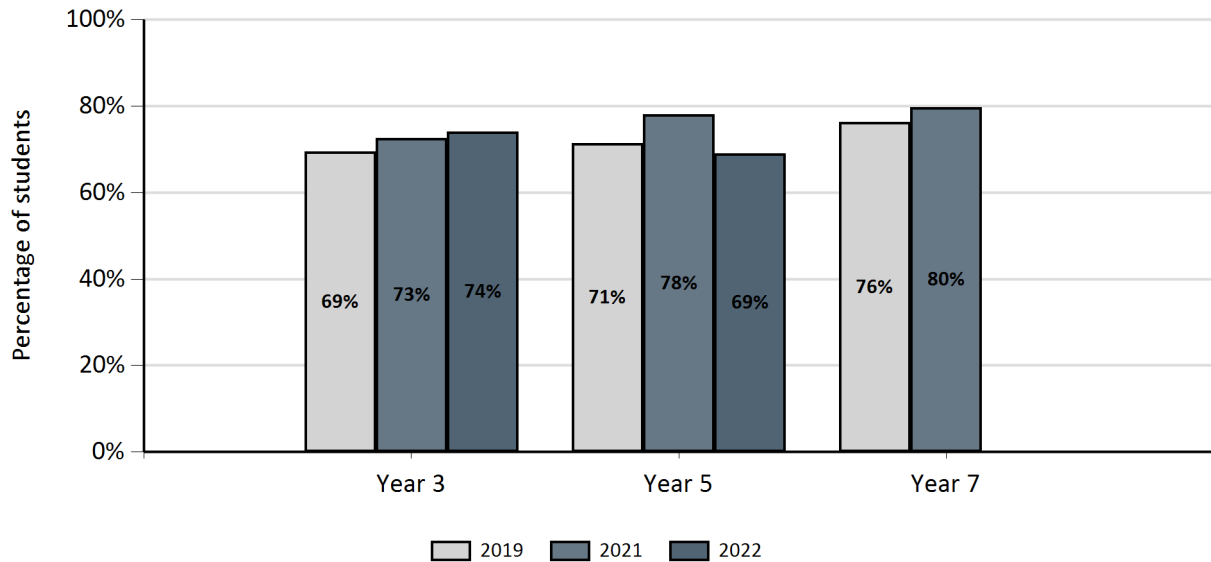
The coaching model will continue to be used in 2023 with a focus on numeracy and a core text will be used to structure PD and expectations as these processes were efficient and effective.

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

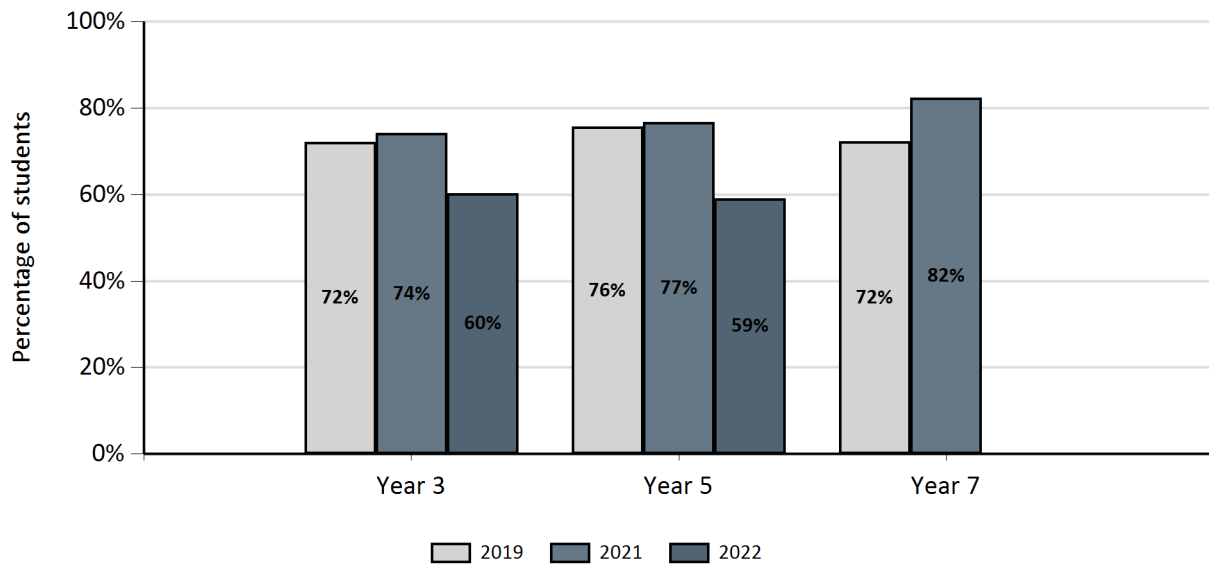


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	58	58	13	4	22%	7%
Year 03 2021-2022 Average	60.0	60.0	15.0	7.5	25%	13%
Year 05 2022	71	71	14	4	20%	6%
Year 05 2021-2022 Average	72.0	72.0	16.0	7.5	22%	10%
Year 07 2021-2022 Average	74.0	74.0	7.0	11.0	9%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

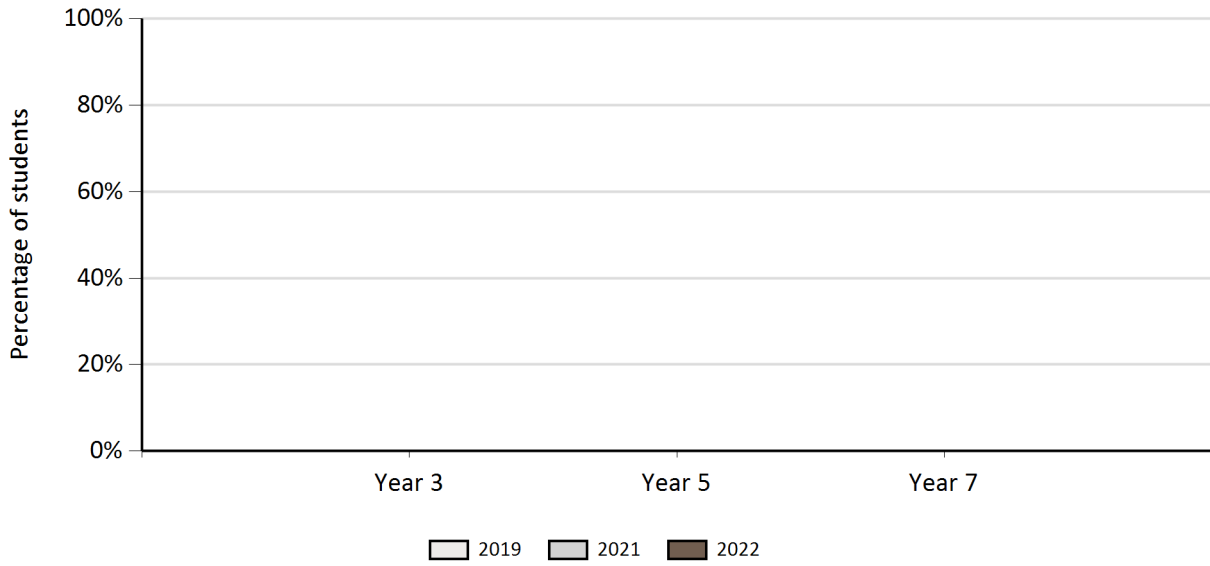
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



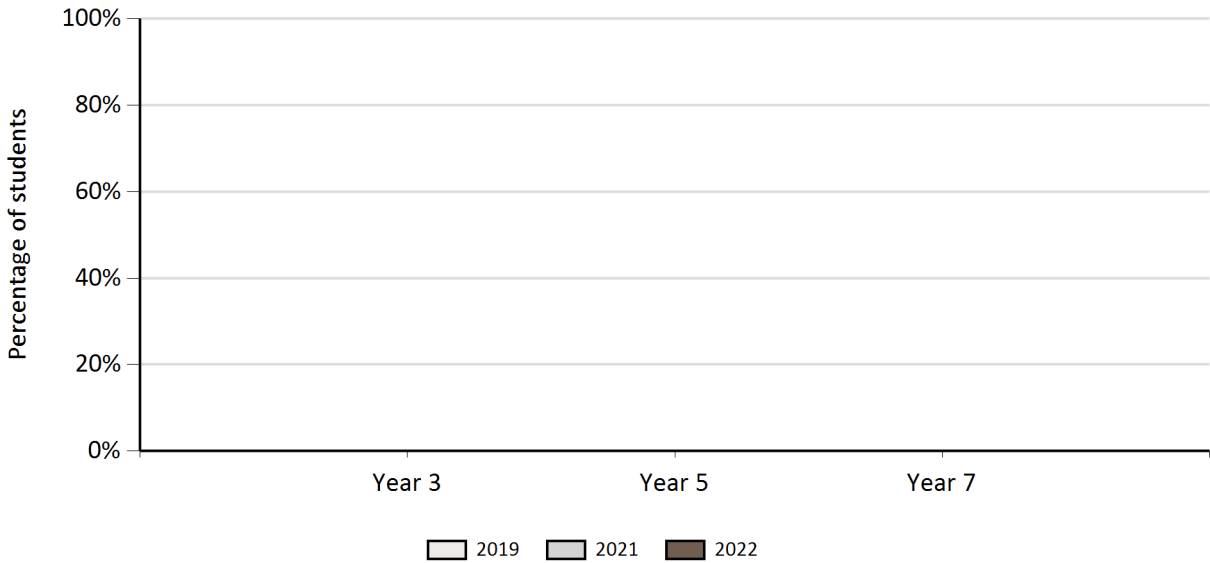
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

As well as teachers monitoring the progress of their individual students, the AET reviews data, identifying patterns and analysing the growth of all ATSI students. The collaborative work that the AET then does with individual teachers has been significant in raising the achievement of Aboriginal students. One plan goals are closely aligned to data and designed to move students forward in their learning. Goals are reviewed termly and adjusted to ensure continuous growth. Writing samples are analysed by AET against NAPLAN writing rubric and discussed with individual teachers to further progress literacy.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

PAT maths data shows that as a cohort, there has been an increase from 25% to 45% of ATSI students achieving high growth. Additionally, there has been an increase of students achieving a stanine above 4, moving from 8% in 2021 to 22% in 2022.

The PAT reading data shows the stanine spread is similar to the previous year. The most significant aspect is some of the individual student growth that has been made. For some students, particularly in the upper primary, this growth has exceeded well over what is expected within 12 months. These achievements have been celebrated with families. Several of these students have had a history of non attendance and are CIC students; at least two of these students made an 18 point increase in their scale score.

NAPLAN
 Maths
 Year 3 - 66.7% met SEA
 Year 5 - 25% met SEA - 75% in band just below
 Writing
 Year 3 - 100% met SEA
 Year 5 - 50% met SEA
 Reading
 Year 3 - 100% met SEA
 Year 5 - 75% met SEA or above

School performance comment

Phonics:

Phonics screening results: in 2021 55% of year 1 students reached the standard of educational achievement (SEA) or above. This result of 55% demonstrates continued strong growth in comparison to the previous three years as outlined below. The implementation of the Read Write Inc program having a positive impact on our students' phonics understanding. We are now at a stage of maintaining this achievement level, with a slight decrease in levels for 2022.

Percentage of year 1 students reaching SEA in Phonics screening by year:

2018: 15%

2019: 33%

2020: 42%

2021: 55%

2022: 52.5%

Reading:

Reading results from PAT demonstrates that on average across the school 76.9% of students are reaching the SEA. Whereas in 2020 the average across the school meeting SEA was 71.66% and in 2021 the average was 75.6%. This shows an improvement of 5.24% across the school since 2020. In 2019 we saw on average 72.3% of our students meeting SEA for reading and 78.2% in 2021. This year in NAPLAN we have 73.64% of our students meeting SEA. Comparisons are not able to be made for this NAPLAN cohort of students due to NAPLAN not being conducted in 2020.

Percentage of students by year level meeting SEA in PAT-R for 2022 (previous year for same cohort of students)

Year 3: 68.5% (not mandatory to sit PAT as year 2)

Year 4: 77.1% (2021: 71% as year 3s) an increase of 6.1%

Year 5: 76.8% (2021: 71% as year 4s) an increase of 5.8%

Year 6: 85.2% (2021: 80% as year 5s) an increase of 5.2%

School average: 76.9%

NAPLAN Reading

Year 3 in 2019 69.4% 2021 72.58% 2022 74.14%

Year 5 in 2019 71.4% 2021 78.08% 2022 69.01%

Year 7 in 2019 76.3% 2021 79.73% 2022 77.78%

Numeracy:

In 2022 we had 75.68% of students reaching SEA in PAT-M. This is a small improvement on 2021 of 74.8% and 74.2% reaching SEA in 2020. This shows a steady level of achievement. In NAPLAN numeracy testing we saw an usual drop in results across all year levels. For our year 3 and 5 students this was the first time they had sat NAPLAN. However, when comparing the PAT results and grading data, the NAPLAN data is a significant outlier.

Percentage of students by year level meeting SEA in PAT-M for 2022 versus 2021 as the same cohort

3: 76%

4: 75.8% (2021: 76% as year 3s) decrease of 0.2%

5: 75.4% (2021: 62% as year 4s) increase of 13.4%

6: 81.1% (2021: 76% as year 5s) increase of 5.1%

Percentage of students reaching SEA in NAPLAN maths in 2019, 2021 and 2022:

Year 3: 2019: 72% 2021: 74% 2022: 60.34%

Year 5: 2019: 75.71% 2021: 76.71% 2022: 59.15%

Year 7: 2019: 72% 2021: 82% 2022: 57.14%

Attendance

Year level	2019	2020	2021	2022
Reception	91.0%	90.2%	91.7%	83.4%
Year 1	91.8%	88.8%	91.0%	88.2%
Year 2	92.8%	89.2%	93.4%	88.4%
Year 3	93.2%	92.1%	91.7%	89.0%
Year 4	92.7%	92.7%	92.0%	88.4%
Year 5	92.7%	91.0%	93.4%	87.8%
Year 6	93.0%	91.5%	92.7%	87.4%
Year 7	91.4%	90.6%	91.8%	N/A
Total	92.4%	90.8%	92.3%	87.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance rate has dropped to 88.4% from 92.3% in 2021. We started the year with online learning due to Covid19 and throughout the year families were hesitant to send their children due to the risk. As a site we kept communication open with our families and ensured all protocols were being followed. We had some new families attend our site with significant attendance concerns, as documented. We were able to conduct home visits weekly for three families, provided support to overcome some barriers and obtained advice and referrals through the social work duty line and other outside agencies to connect families with. Four families needed consistent phone contact and meeting with the Student Wellbeing leader to understand school policies around attendance. In term four support from the Truancy officer was obtained and the process with the families resulted in improved attendance. Two families required multiple assistance from our site, such as home visits, attendance contract, other family members supporting the family, Social Work Duty line, and daily phone calls. However, the families were still unable to have their child attend school.

Behaviour support comment

Wellbeing and behaviour support continued to be refined in 2022. Data indicates students are more self-aware, have an improved ability to self-regulate and know their interoception needs. Behaviour incidents have decreased by 30% across all behaviour types. The data for each year level also showed a decline. The year 3 cohort work with the wellbeing leader to improve self-regulation and self-awareness and even though the incidents are above 100 they are 15% less than last year. The behaviour recorded for the year 5 cohort is only from 5 students and the improvement through wellbeing programs, process, teacher upskilling and whole school wellbeing approach, shows that for these students behaviour incidents have decreased. The year 6 data was also above 100 and can be accounted for by 2 students. Both these students have special needs and were supported by a TAC committee, site interventions and department agencies. They required 1:1 support through the day. Suspension, internal suspensions and take homes have decreased by 45% and are in the low 20's.

Parent opinion survey summary

Data N/A

Intended destination

Leave Reason	Number	%
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Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

McDonald Park School is compliant with screening processes. Front office staff and leadership are aware of the requirements and all volunteers comply with this. Teachers are reminded of the general requirements regarding volunteers that may be working within their classrooms at the beginning of each year and are vigilant in ensuring that their volunteers comply with these expectations. Documentation of history screens and when updates are required are maintained and volunteers are stepped through the online process if required. All staff comply and are aware of the policy. A review of the camp policy has further reinforced site requirements regarding screening. Risk assessments also reflect this awareness.

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	45
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	30.1	0.0	16.0
Persons	0	35	0	24

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$13,816
Grants: Commonwealth	\$7,995
Parent Contributions	\$128,144
Fund Raising	\$4,374
Other	\$74,744

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

2022 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 2022 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	Case management / regular checkins for students at risk of disengagement. Yard support / games SSO funded. SSO2 wellbeing support for restorative conversations following breaks	Behaviour data and suspensions shows improvement when compared to 2021 data.
	Improved outcomes for students with an additional language or dialect	All EALD and Aboriginal students screened for reading and numeracy in February. Eight students accessed Multilit / Minilit 3 x 30 mins / week. Three students accessed numeracy support 3 x 30 mins / week	PAT data shows growth of 12 months
	Inclusive Education Support Program	16 students receiving IESP disability funding received SSO support to the limit of their funding or above. One plans written by teachers and reviewed once per term in staff meeting, communicating with SSO re program delivery. 24 students accessed IESP grant which was used for intervention programs and One Plan goal wave 2 and 3 support. Site processes support teachers to gain support services involvement with leadership support where investigation is required.	Data collected pre / post intervention shows accelerated growth for students accessing programs.
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	Funding used to equitably support camps and excursions. Release time funded to support initial writing and review of One Plans, which were reviewed once per term in staff meeting. Additional SSO support during transition times at beginning and end of year for targeted year levels. Additional SSO hours allocated to systematic phonics teaching in early years classes for 4 terms. Literacy and numeracy intervention programs (Read/Write/Inc, Minilit/multilit/ TooSmart / QuickSmart) provided at all year levels following initial screening of all students below standard. All Foundation students screened for hearing and parents informed if required	Progress monitored towards One Plan goals and adjustments put into place, supported by leadership. Students transition smoothly to new settings. Early years phonics and reading data shows steady improvement from 2021 data. Data closely monitored by leadership.
Program funding for all students	Australian Curriculum	Teaching staff supported through line management process to program for high quality QDTP, incorporating Australian Curriculum and Visible Learning strategies (3 year commitment). Targets as per SIP regularly reviewed by staff	Increased focus on 12 months growth in literacy and numeracy across curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	AET and leadership review learning data of Aboriginal students once per term, providing intervention support as needed or seeking Support Services involvement. APAS funding used to provide intervention programs and wave 2 support in class as per teacher instruction.	APAS funded students made 12 months growth or more in reading as demonstrated by PAT / reading data
	Better schools funding	Teaching teams released each semester for half day planning and moderation release to moderate and assess work samples and ensure cohesion and consistency of planning and curriculum delivery. Leadership staff align site processes to ensure consistency through performance management processes.	Consistency and cohesion of curriculum delivery across year levels and site.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Teachers analyse data and provide for gifted students through high quality teaching and designing high quality learning tasks which are designed to provide opportunity for stretch at all levels	Increased focus on higher bands in teacher professional learning.
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