



Murray Bridge North School R-7 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Murray Bridge North School R-7 Number: 299

Partnership: Murraylands

Name of School Principal:

Kevin Lee

Name of Governing Council Chair:

Kylie Green

Date of Endorsement:

School Context and Highlights

Student number grew significantly and 2017 became a bumper year! We had planned on beginning the year with 540 students. Midway through 2017 the number of students in the school had grown to 650 students. The student population included Aboriginal students (9%), Students with Disabilities (12%), students with English as an Additional Language or Dialect (EALD) (15%) and children in care (5%). Slightly less than half of the families in our school were eligible for School Card Assistance. The school hosts the Regional Junior Primary and Primary Special Option classes.

With the return of Dr Kevin Lee as the Principal, Kay McInerney resumed her role as Deputy Principal. Amanda Johns served as the Counsellor and Linda Fox as the Senior Leader – Daily Organisation. The Leadership Team was further supported by Tiahne Wareing as the STEM Coordinator and Beverly Sharrad-Jones as the Literacy Coordinator.

The school had received a grant of \$1 Million for a STEM (Science, Technology, Engineering and Mathematics). This project began during the year and, with the increased enrolment and the loss of several classrooms for the STEM works, every corner of the school was occupied. By the end of the year we could see the STEM vision taking pace and the redevelopment becoming a reality. In addition we had completed the work on our kitchen. This created a highly functional space in an area of the school that was previously not fully utilised.

In December 2017, the school was greeted with the news of a State Government 'Better Schools Grant' of \$5m which would be used to re-develop and modernise other sections of the school.

There are a multitude of reasons why the North School is developing a strong community. Key amounts these reasons is the following:

- We have an expectation that every child reads aloud to an adult every day;
- We are a safe language zone, which means that offensive language is not acceptable at school;
- Our school does not tolerate violence or harassment of any kind.

During the year we adopted the Play is the Way practices for our school. We dedicated a full student free day to training the whole staff in Play is the Way and consequently we have whole staff agreement of moving forward with common language and common practices.

I would like to thank the Governing Council. Council adjusted the 2017 budget upwards, by considerable amounts, thus acknowledging the importance of continued quality professional learning for teachers.

Governing Council Report

2017 we welcomed back Kevin Lee as Principal. He then moved his office to the front of the school, to give parents easier accessibility to him.

We were given one million dollars to build our new STEM building. This building will give our school a new way of teaching and a great new way of learning for our kids.

Our new kitchen was finished which gives our children a chance to cook up a storm. This kitchen also helps with our breakfast club which we run in the mornings before school.

We decided to have a Governing Council member on all our committees to help us have better communication between our committees and council.

The school employed a speech pathologist and an intervention coordinator we also employed more staff for our boost program this was to help bring kids up in there learning. The boost takes 5 kids from class for intense learning which are then rotated through the class. This program is to help bring the bottom of the class kids up which brings all kids up.

Our kids did the \$20 boss again this year which went really well the kids loved being part of. They raised a lot of money for their chosen charities.

Improvement Planning and Outcomes

Our school priority continues to centre on Reading with the focus of 'every student is expected to read aloud to an adult every day.' Each classroom has a 'Data Wall' which shows the number of nights each student has read. This has a significant impact on students and parents when they see the correlation between practising reading and their results.

Nightly reading is expected to be recorded in a Communication Book or a Student Diary. Students were rewarded for their reading with excursions such as to the movies, the zoo or Victor Harbour. A significant number of students read in excess of 200 nights each year with some reading over 300 nights. Pleasingly, it was noted that many students who had read large numbers of consecutive nights continued to read in the desperate hope of not breaking their routine.

Teachers used Fountas and Pinnell (fluency and comprehension assessment) twice a year to monitor student progress and to identified students who are making good progress and little progress. Fountas and Pinnell also focused on comprehension and provided teachers with valuable data about the impact of their classroom practices.

A significant percentage of student comprehension were below age level while student reading fluency was often at or above the expected age level. The school identified nine areas of comprehension, resources were developed/ shared and comprehension explicitly taught in every classroom using the Guided Reading approach. Teaching practices were shared between teachers within the Professional Learning Groups (PLGs). PLG's allowed a sharing of expertise and experiences and provided teachers with an opportunity to reflect on student learning outcomes.

In term 2 staff identified a number of student who were performing below their expected Reading level. These students were taken out of their classroom each day for an intense literacy program lasting around 30 minutes. This BOOST program was intended to give student literacy a Boost, however, an unexpected anecdotal outcome was a boost in student connectedness to school and motivation to learn. Within the Boost program teachers often talked about 'rigor' and the intent was that Boost would be target through data and the process would be short, regular and rigorous.

The School Improvement Plan (SIP) also provided a focus on Mathematics and the need for this focus was clearly demonstrated through the school data. In 2017 our resources were directed more at Literacy however, class teachers were directed to follow the strategies learned through professional learning with Ann Baker. With the completion of the STEM (Science, Technology, Engineering and Mathematics) facilities late in 2017 and our school moving towards being a show case for STEM, more emphasis and greater priority will be placed on the pedagogies around STEM.

The External School Review in 2016 had identified the need for staff and students to focus on authentic feedback and feed forward to develop common purpose and confidence throughout the learning process. Clear feedback identifying what the next step in the learning process will be, combined with the growing voice of students via the SLC will give students a clear view of what they are doing well and how to improve their progress and therefore grades.

The work of the Student Learning Community (SLC) in 2017 was to identify student voice in the reading process. SLC responded to questions such as what do students like to read, when do they prefer to read and in what environment do they best read?

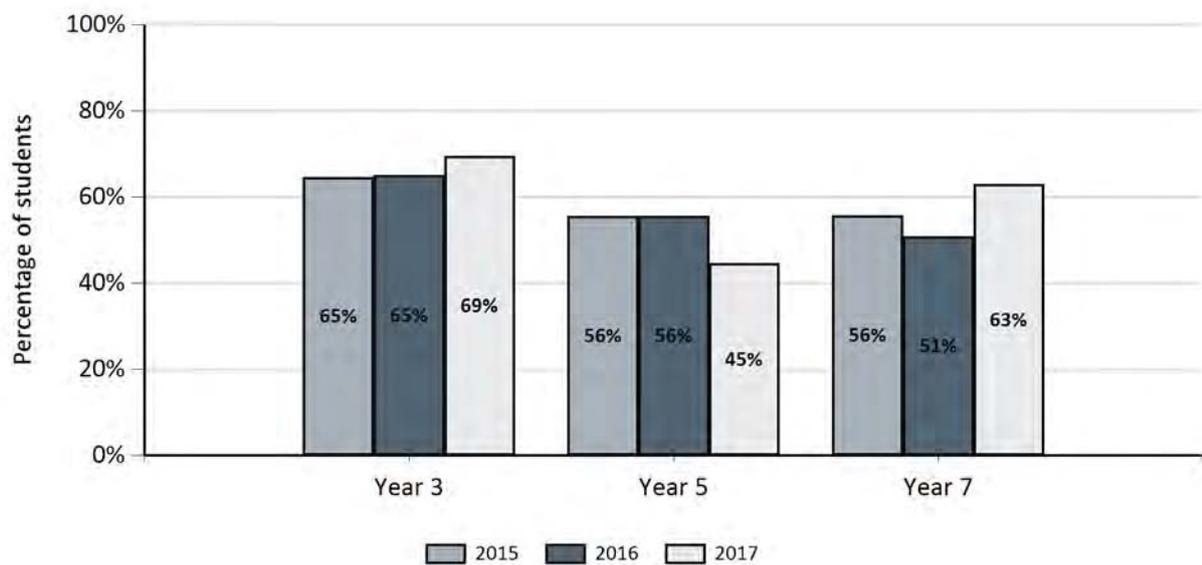
At Murray Bridge North School we have identified the importance of accounting for the learning of every student. In addition, we value frequent and positive communication between the school and student caregivers.

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.

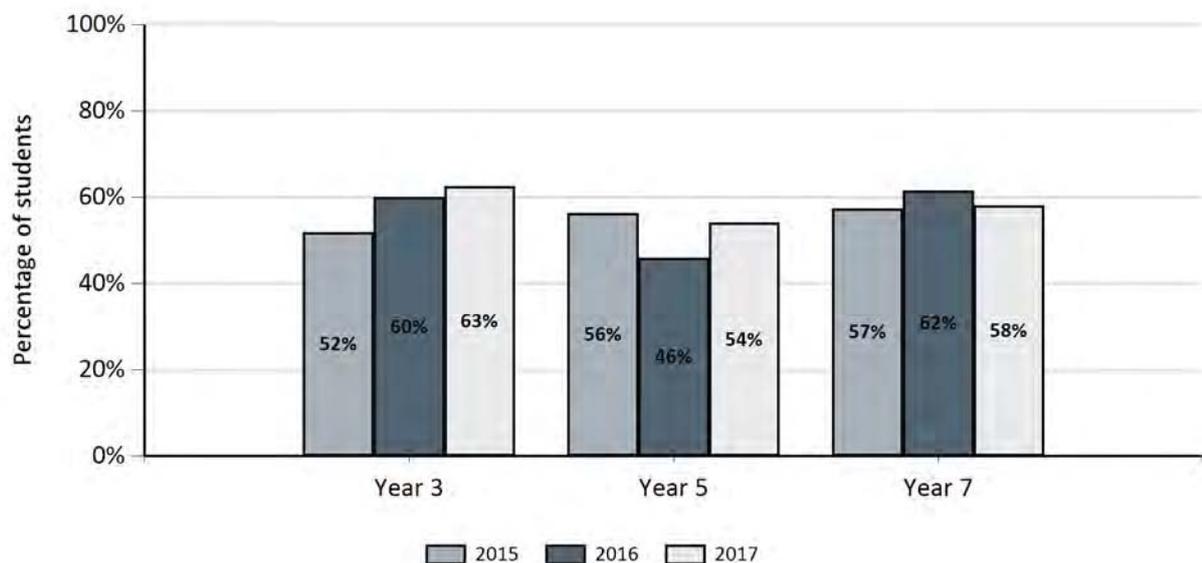
Reading



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	8%	28%	25%
Middle progress group	55%	50%	50%
Lower progress group	38%	22%	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 5-7	Year 3-5	State (average)
Upper progress group	11%	10%	25%
Middle progress group	62%	56%	50%
Lower progress group	26%	34%	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 [^]		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 2017	72	72	16	9	22%	13%
Year 3 2015-17 Average	70.3	70.3	13.0	6.3	18%	9%
Year 5 2017	74	74	4	5	5%	7%
Year 5 2015-17 Average	69.7	70.0	8.7	5.0	12%	7%
Year 7 2017	81	81	7	9	9%	11%
Year 7 2015-17 Average	69.0	69.0	7.7	5.7	11%	8%

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

[^]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

NAPLAN Proficiency:

Data from the NAPLAN Proficiency demonstrates some improvement in most areas for all Years 3-7 in both Maths and Reading.

The Reading result for Year 5 is disappointing at 45% achieving at or above their appropriate Year level. All other areas are improving and the Year 3 result demonstrates the highest percentage of student achieving at or above the national benchmark with 69% in Reading and 63% in Mathematics.

NAPLAN Progress:

This table demonstrates the progress of students from Year 3 into 5, and Year 5 into 7. The results for both Reading and Numeracy are very encouraging with significant percentages of the student in the middle and upper grouping. While there is variation when compared with the State Average, all sets of data demonstrate higher results achieved in the middle progress group than that of the state. In Reading the Year 5-7 group is outstanding with the Middle and Upper Groups achieving a total of 78% (State 75%).

NAPLAN Upper Two Band Achievement:

This data also demonstrates improvement in NAPLAN for our students. The vast majority of student who are eligible to participate in NAPLAN are encouraged to do so, with very few omission. Therefore our NAPLAN participation is reflective of the nature of our students and category of our school.

With the exception of the current Year 5 group who have scored at 5% and 7% for Reading and Numeracy top two bands, all other categories of students performed well. The current Year 3 group achieving 22% and 13% for Reading and Numeracy was the top performing group in this variable. A 5th of the cohort of students in the top 2 bands for Reading is a significant achievement and gives our school great promise for years to come.

Other School Data:

Other data collected as part of our Data Cycle confirms that of the NAPLAN results. Students have made significant gains within Spelling and Reading. We use Fountas and Pinnell as our data measures in Reading. Our data indicates that a high percentage of students are progressing, however, those students struggling with Reading have been identified and their needs catered for.

Attendance

Year level	2014	2015	2016	2017
Reception	93.2%	90.3%	89.2%	91.1%
Year 1	90.1%	91.8%	91.0%	90.9%
Year 2	91.6%	92.0%	90.0%	90.6%
Year 3	92.4%	90.9%	90.8%	91.6%
Year 4	91.7%	91.8%	91.1%	91.7%
Year 5	90.2%	91.8%	90.9%	90.1%
Year 6	93.2%	89.8%	87.0%	92.5%
Year 7	93.4%	92.5%	86.4%	89.0%
Primary Other	87.2%	92.2%	91.0%	90.7%
Total	91.9%	91.4%	89.6%	90.9%

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

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

Attendance Comment

Student attendance at school of 90.9% is slightly up on last year (89.6%) and within the range of the previous 3 years.

We have found that more than 50% of the absences are attributed to less than 20% of the students. In the future considerably more effort will be needed to support those students with exceptionally high absences.

Our school also celebrated with certificates a huge number of students who achieved 100% attendance.

Behaviour Management Comment

During 2017 there were 40 suspension, which included 2 suspensions with the intention to exclude.

We had a whole school approach to the 'Learning Behaviour Policy.' That is, we use the 'step' approach in the management of our students with the first step being a casual warning and the last being 'take home.' Teachers are encouraged to allow significant time between steps to allow the students to calm.

Client Opinion Summary

During 2017 the DECD Opinion Surveys were not completed.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	16	10.7%
Other	1	0.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	15	10.1%
Transfer to SA Govt School	115	77.2%
Unknown	2	1.3%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All people working at Murray Bridge North School have met the relevant screening checks, as have all volunteers.

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	79
Post Graduate Qualifications	19

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	1.6	40.6	0.7	14.6
Persons	2	45	1	21

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

Financial Statement

Funding Source	Amount
Grants: State	\$6,846,000
Grants: Commonwealth	\$22,500
Parent Contributions	\$184,900
Fund Raising	\$24737
Other	\$37295

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	These funds were used to support the BOOST program. This is an intervention program to support and provide a boost to student literacy (Reading) whose needs are identified through school data.	Improved engagement at school (Yard Audit).
	Improved Outcomes for Students with an Additional Language or Dialect	These funds are used to provide students with small group lesson time. This provides targeted learning and personalised support for each student.	EALD outcomes indicate improvement in student literacy.
	Improved Outcomes for Students with Disabilities	These funds were used on SSO support for individual students and classroom support. In 2017 we also employed a Speech Pathologist to help identify and meet the needs of the students.	Personalized teach programs and targeted learning > improvement (BOOST Data).
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	These funds were used to employ additional teachers and reduce class size across the school. We also employed a Literacy Co-ordinator to ensure that the needs of the students were being identified and met. In 2017, we employed a co-ordinator, teachers and SSO staff to run targeted BOOST classes. All ATSI students form part of the BOOST program and in 2017, this was overseen by using additional time for the ACEO and SSOs. In addition we employed a Speech Pathologist to work with teachers, especially in the JP area. This resulted in additional resources for the early teaching of literacy. This was funded through these funds.	BOOST Data and School data cycle indicated improvement in a range of areas.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	These funds were used to support language classes in the JP section of the school and Identity Groups.	High participation rate in ATSI Identity groups.
	Better Schools Funding	The Better Schooling Funding was used to reduce class size by employing additional teachers.	Class sizes were initially reduced.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	These funds were used to employ a primary counsellor.	Counsellor employed and effective.