

Details below:

## MURRAY BRIDGE NORTH SCHOOL – 2020 ANNUAL REPORT

### Site details

Site name	Murray Bridge North School
Site ID	0299
Name of school principal	Mr James Parkin
Name of governing council chairperson	Kylie Green

### Overview

#### Site context and highlights

In 2020 Murray Bridge North, a Category 2 School, had an average 576 students from Reception to year 7. In addition to 27 mainstream classes there were two Special Options classes hosted on behalf of the local Partnership and one Bridge class of students not eligible for Special Options but who were identified as needing extra support. There were 285 students in receipt of School Card assistance, approximately 80 Aboriginal students, and 72 students with disabilities not included in the Special Options class numbers.

While the Covid obviously impacted on school and community activities it also provided opportunities to develop some new educational strategies. Parent and community participation in Sports Days, assemblies and Gala day were curtailed, but the use of technology enabled parents and families to learn about their children's classes through apps.

From the first lock down at the end of term 1 Teachers and SSOs quickly turned their attention and expertise to preparing Learning Packs for at-home students and developing their expertise in Edmodo, Class Dojo and SeeSaw. They were well prepared to support students online during the anticipated lockdown at the start of term 2 with timetabling and extra classroom support in place to manage classes. Despite the required return to school there were significant numbers of students- up to 85 at some points- who did not return because of Covid concerns or absenteeism and teachers did an amazing job juggling their at-school and on-line for different cohorts of students. This flexibility and innovation by staff was again evident at the end of term 3 when the second lockdown was anticipated and they responded with quick preparation to look after their classes at home. While it ended up not being required we were proud of the commitment and energy staff brought to the task of keeping in touch with the welfare and learning of their students.

School assemblies also adapted to the Covid requirements with a fortnightly Teams assembly on line providing a

format where all students in their classes could see each other present their learning and receive awards without the challenge of moving them all to the gym to meet.

Sports Day, despite not having families present, was a highlight and undertaken with a wonderful spirit of friendly competition and House Cheers.

The Year 7s managed to get their much anticipated Aquatics days in at the Murraylands Aquatics centre before Covid but unfortunately the whole school swimming instruction had to be stopped.

Despite the Covid it was a settled year at the North this year.

Despite the Covid interruptions the North School had a settled year in 2020. New principal James Parkin worked with the leadership team and staff to provide a consistent educational program all year that implemented the school's Site Improvement Plan with the focus on students' reading strategies.

Covid restrictions reduced parent and carer access to the school but kept staff and students safe and were reassuring during some unsettling times.

Teachers and SSOs quickly change direction to support children and families when at home teaching was requested and new skills for on-line learning were acquired by staff.

It was disappointing that families could not attend important community events like Sports day and that the annual Gala day had to be postponed.

The OSHC service continued to address a number of issues including Quality Assurance and planning for some renovations and remains in a sound financial position

Governing Council remained active despite the Covid restrictions and has increased in parent numbers participating. Continuing this growth will be a priority for 2021. Thank you to all our GC members for their support in 2020.

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Kylie Green  
Governing Council Chair

Governing council  
report

The School had one goal on the Site Improvement Plan - Reading - with a focus on R-3 and 4-7 strategies.

The R-2 classes focussed on implementing Heggerty phonemic awareness strategies in a 35 week daily block of instruction. This proved to be highly successful with nearly all students at each year level completing and meeting the Heggerty test requirements. Heggerty success also supported students towards learning their 44 sounds.

R-2 students also began using the Dandelion decodable Readers with a significant budget outlay to acquire these. The feedback about their use is substantially good with a note that students learn their "Tricky" sight words more slowly because of less exposure to them through the decodable readers. This will be monitored in 2021.

There was an improvement in the year 1 phonics checklist data over 2019 and while it is not huge, commentary

Improvement  
planning - review  
and evaluate  
(school)

from JP teachers is that they are seeing solid improvement across their years of students being able to decode unfamiliar and "nonsense" words. The year 1s were retested with the phonics test at the end of the year with a very significant improvement in their results.

The Year 2 data was solid among continuing students and highlighted a cohort of students who through attendance, trauma or other issues have not made progress- a group of about 25% of each class. This cohort remains a focus for the Well Being team.

There was a significant cohort of students from years 3 to 7 across the school who were not able to decode well enough to engage with texts at their year levels. Setting level 30 RR as the benchmark, an intervention teacher worked with the Literacy Guarantee Unit consultant to develop daily phonemic and phonics lesson to lift those students. Focussing on students just below SEA and whose attendance was good, about 40 students had daily lesson to lift them towards level 30. School data shows that while 48% of year 4s in 2019 achieved SEA in PAT R, in 2020, of the same cohort (not including new enrolling students) 73% of year 5 students achieved SEA PAT R. This is testament to the intervention program and the careful Phonics program implemented and led by the teachers who participated in the Partnership literacy leaders program.

The year 6/7 cohort of students data was similar to the 2019 results. In term 4 funding was provided for literacy intervention with a teacher which began to demonstrate growth for those students' results as the term progressed. This remains a priority into 2021. Teacher focus on close and modelled reading was a priority in 2020 and a continuing focus into 2021.

The School's Professional Learning Groups (PLGs) at each level remain the engine room for improvement across the school. The alignment of the Site Improvement Plan with the PLG term teaching sprints, each teacher's PDP and their planning, is showing improving outcomes for our students.

PLGs will next year continue their focus on student being able to decode texts, learn Close Reading and have explicit oral language opportunities. These are our areas for greatest lift.

Improvement  
planning -

Due to Covid interruptions the appointment of an Aboriginal Education Teacher happened in term 2 and this enabled closer attention to Aboriginal students' attendance, One Plans and assessment data, with weekly meetings between the Ab Ed team and school leadership. Identified Aboriginal students were included in the intervention

Aboriginal Learners (optional)

program and their data tracked by that teacher and the Ab Ed team.  
The ALALR focus this year was ensuring continuity between Aboriginal Students' academic and attendance data and the interventions put in place to attend to them. This was addressed by:  
AET and Aboriginal Education team meeting with well Being team and leadership weekly to review relevant data. Clarity between Well being and Aboriginal Ed team about care and follow up of Aboriginal students' attendance and One Plans.  
The AET identifying relevant students from data and coordinating with Intervention teacher and APAS tutor about appropriate learning for those students.  
Intervention teacher and APAS tutor (in term 4) providing daily lessons in phonemic awareness and phonics knowledge.  
AET coordinating with class teachers in preparing OCOPs for Aboriginal students.  
AET and ACEO staff providing follow up with families and wellbeing intervention within school for Aboriginal students.  
Aboriginal students PAT Reading data demonstrated average growth of 7.0 each year between years 3 to year 7 across last three years compared to expected average for all students of 5.33. (This figure needs to be treated with caution as some Aboriginal students achieved much higher than 7.0 eg 13.4 and more in a year- bringing the average up substantially, while other students continue to make low growth due to other complexity in their lives.)  
In 2021 APAS tutoring will be implemented earlier in the year with identified students and with fewer Covid restrictions the Ab Ed team will increase liaison with Aboriginal families.

#### Performance and attendance

School performance comment

In the absence of NAPLAN data due to the Covid interruptions the Site relied on PAT R, phonics checklist, Running Records and Heggerty to measure progress.  
The Site data showed:  
Heggerty- (phonemic awareness) for Reception, Year 1 and 2 students- Most students achieved satisfactory outcomes of completing the 35 week Heggerty course successfully. The areas of lowest achievement were in rhyme recognition and rhyme reproduction. as a result JP teachers in 2021 will be focussing on Heggerty as well as oral language and vocabulary development strategies as a priority.  
  
Phonics check data for years showed 35 of 81 (43%) students achieved the minimum 28 of 40. compared with 2019 where 19 of 55 (34%) achieved the 28, an improvement of 9%. The tests were repeated with the year 1 students at the end of the year and the percentage achieving 28 had substantially improved.  
  
PAT R data was analysed identifying growth at each year level and more closely the growth of the students who

had been retained at the school for more than twelve months. There are numbers of enrolments and departures of students across the year that dissipates the effective analysis of the growth of students and the effectiveness of pedagogies being implemented.

The year 4 cohort of students in 2020:

48% had achieved the SEA of 95 as year 3s in 2019.

73% had achieved the SEA of 106 in 2020 (students continuing in both years)

The year 5 cohort of students in 2020:

65% had achieved the SEA of 106 as year 4s in 2019.

79% had achieved the SEA of 112 in 2020 (students continuing in both years)

School analysis of these outcomes attributes the result to tightly focussed small group intervention for identified students operating below SEA.

PAT M data demonstrated:

consistent growth in years 2, 3, 4, and 6 with growth at or above expected SEA PAT growth. Years 4 and 7 had lower than expected growth but with groups of excellence in classes.

The functional needs-based funding model (Inclusive Education Support Program) has been utilized to support Wave 2 and Wave 3 Interventions for Students with Disabilities. This is inclusive of the-

- o School Funded Bridge Class – a class of 15 students requiring supplementary and substantial adjustments (as per Nationally Consistent Collection of Data on School Students with Disabilities: NCCD criteria). Each of the students within the Bridge Class have an individualised plan (One Child, One Plan) and a number of the students have been placed based on NDIS Provider Assessments and Recommendations. A number of students within the Bridge Class historically did not attend school (school refusal) and had a number of behaviour escalations due to sensory processing/ overload concerns, high anxiety and cognitive, social and emotional needs.

- o Supporting the Wave 2 Small Group Literacy Intervention Program based on Learning Sprints (included 13 groups of students from Year 3-7) in Term 3 and 4 – students were selected to participate based on SEA benchmark results in 2019 and the Student Review Team (SRT) processes.

- o Supporting the Speech Program – A Speech Pathologist working with individual students two times a week for 30 minutes on an intensive program. These students have profound Speech, Language and Communication needs.

Attendance comment

School overall attendance for 2020 in the Covid year was 85.84% down from 88.65% in 2019. The Well Being team increased their tracking and following up of attendance, and the Aboriginal Education Team implemented new protocols around tracking and following up Aboriginal students' attendance. The weeks during and following the Covid shutdown had a reasonably long lag time for some families to return to school which the Well Being team were monitoring and following up.

#### Behaviour and client opinion

Behaviour support comment

In 2019 there were 353 Suspensions and Take Homes  
In 2020 there were 235 Suspensions and Take homes.

The school implemented a "Step Up" positive behaviour program in 2020 which is beginning to impact student behaviour. Professional development for staff around Trauma informed practice is planned for early 2021 and the school has engaged with the "Connected-Self" program to support staff in their work with students experiencing trauma.

Staff perspective survey data showed an increase in 2020 of engagement from 55 to 85%. and school culture grew from 45 to 75%.

Client opinion summary

Student wellbeing data showed a connectedness to school of 93% in 2019 compared with 87% in 2020  
Emotional engagement with teachers was 98% in 2019 and 96% in 2020.

Student Learning readiness for school showed 81% for perseverance, (83% 2019) 85% Cognitive engagement (85% 2019) and 93% academic self-concept (91% 2019) There was a lower figure of "important adult at school" (50%) compared with 2019 (55%) which is a trend across the last few years. On the other hand "connectedness with school" is an increasing trend and emotional engagement with teachers remains high.

Parent opinion survey data shows that parents and carers view the school positively across most elements of the survey in the range of 55-65% with 10-15% neutral and the remainder negative. The lowest positive responses were in the area of communication with parents and carers. This will be addressed in 2021 with a review of school communications processes, and class apps, and with the end of Covid, more opportunities for parent teacher interaction.

#### Screening history

Relevant history screening

All teachers have relevant screening through their Teacher Registration.

SSOs have screening completed as they are employed or screening expires.

Volunteers (around Covid) are screened as they become involved in the school. A record is kept of all screening for volunteers.

#### Financial statement

Grants: State	\$7050378
Grants: Commonwealth	\$42000
Parent contributions	\$162448
Fund raising	\$465
Other	\$9090

#### Tier 2 Funding (part 1)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

During Covid over two thirds of our students were determined to have low, medium or high levels of vulnerability. Funding supported the appointment of an extra well being (school engagement) coordinator.

Outcomes achieved or progress made towards these outcomes

increased attendance and tracing of "lost" students. Better class engagement.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

0.6 EAD teacher provided Classroom support for multiple EALD and ATSI students across all classes in Big 6.

Outcomes achieved or progress made towards these outcomes

increased literacy outcomes in Running Records and Phonics Check data

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funding was used to support Wave 2 and 3 interventions including Bridge Class, wave 2 Literacy interventions, intensive speech pathology (o.4), and addressing individual students functional needs from SSOs and teachers.

Outcomes achieved or progress made towards these outcomes

Improved attendance and student engagement, less behavioural escalations.

#### Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

ATSI students participated in Intervention lessons and APAS tutoring. Ngarrindjeri Language taught to all ATSI students weekly.

Outcomes achieved or progress made towards these outcomes

Increased PAT R data for ATSI students and confidence with Ngarrindjeri language vocabulary.

### Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funds contributed to intervention teacher salary - tight focus on phonemic awareness and synthetic phonics and decodable readers as identified highest level of need.

Outcomes achieved or progress made towards these outcomes

See performance data above- substantial improvement for continuing students 2020

### Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funding was used to support the Ngarrindjeri Language and Culture program across the school including acquisition of Ngarrindjeri language picture books and other materials.

Outcomes achieved or progress made towards these outcomes

Clear Scope and Sequence and themes for Ngarrindjeri language being taught.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Funding was used to support the year 3 to 5 intervention teacher's salary.

Outcomes achieved or progress made towards these outcomes

14% increase in continuing year 5 students at PAT R SEA.  
25% increase in year 4

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

STEM funding was used to provide increased resources and SSO management of these.

Outcomes achieved or progress made towards these outcomes

2020 was a maintenance year with STEM resources available for staff.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes

Opportunities through IMS, choir and reading strategies offered to extend gifted students.

Outcomes achieved or progress made towards these outcomes

Increased numbers engaged with the IMS and Choir. Close Reading prioritised.

