Morgan Primary School
2017 Annual Report
to the School Community

Government of South Australia
Department for Education
and Child Development

Morgan Primary School Number: 282

Partnership: Waikerie

Name of School Principal: Kellie Zadow

Name of Governing Council Chair: Megan Brooks

Date of Endorsement: 5th March 2018

School Context and Highlights

Morgan Primary School is a small school with a family atmosphere. At the end of the year we had an enrolment of 35 students. Throughout the year we had 13 students transfer in and 9 students left including 4 students transitioning to high school. 75% of students were approved for school card, 8.5% of students were verified as SWD, 70% of students were receiving addition and targeted intervention. The school has an ICSEA score of 983, and is classified as Category 3 on the DECD Index of Educational Disadvantage.

Governing Council approved the decision to maintain 3 classes for 3 days per week to support Literacy and Numeracy improvement and to meet the individual needs of students.

Some standout highlights in 2017 included:
- 11 students involved in the Riverland Music Festival performing at the Chaffey Theatre
- Japanese Visitors / Japanese Sports Day / Japanese Lunches / Japanese Quiz Day
- Various performances throughout the term
- Science Interaction Day
- The continuation of our 'Outside Classroom' with a focus on 'Nature Play'
- Book Week / Literacy and Numeracy Week Activities
- Successful transition programs for all students
- Shared learning days for families
- Fundraising activities
- Whole school consistency with agreements and programs
- Attendance at YEL Environmental Expo and 4 students were involved in MPS YEL Team
- PAT Testing—with growth / improvement identified for all our students
- Representation in the Riverland SAPSASA athletics team
- Our students attended a whole school camp to Kangaroo Island and have participated in many extra curricula activities.
- Our students have been represented and involved in community special events like pageant, various competitions, council events, sporting events and more.
- Collegiality and support of staff to develop and deliver whole site agreements, approaches and programs.

I would like to thank all members of our community and volunteers who have contributed in many ways. There are many extra things that people do and these certainly don't go unnoticed and are truly appreciated.
Parent Comment - 'Positives for our family are the opportunities that the school provides for our child to participate in activities that are not readily available in a rural setting'.

Governing Council Report

The report gives the school community an opportunity to reflect on our achievements, challenges and progress throughout the year.
This year our community has had a busy year with many highlights and outstanding achievements including winning the Mid Murray Sports Day, Swimming Carnival, Japanese Sports Day, Riverland Choir, Premier's Reading Challenge, Young Environmental Leaders. A special congratulations to Aydin on his outstanding achievements from SAPSASA taking home two medals in Adelaide. Well done to all the students whom have represented our school and community.
Of course behind every achievement made by a student is a great teacher, other school staff and parents. Well done to you all!

This year we welcomed some new families to our school community, we hope the transition has been nothing but amazing.

This year's school camp the school went to Kangaroo Island and the staff and children had a wonderful time. Both my children had the time of their lives and are still talking about their adventures. I myself as chairperson would like thank our school staff for such a great job with our children whilst on camp.

I would like to this opportunity to thank my fellow GC members Jo, Wendy, Richard, Rod, Robyn and Jignesh, who joined our GC this year and took on the position of vice chairperson. Thank you for all your assistance and guidance you have given me. It's been a great pleasure meeting and working with you all and learning about all the aspects you all have to offer the school community – it has been fantastic.

Being that we are a small rural school we do rely heavily on fundraising and volunteers. Recycling cans and bottles we raised $3000. We have been well supported by the Morgan and Districts Lions Club, The Commercial Hotel Social Club, Morgan RSL and the MCDTA. All the donations added up to over $3500. Thank you all everyone who has helped it means a lot to the school and most importantly the students.

GC is a very important part of our school community and an important part of the overall operations of the school. Some of our achievements have included drafting and reviewing policies, making financial decisions, fundraising, meeting DECD expectations and assisting with special events.
Last but not least, congratulations to the students who are completing their primary school journey and are graduating in 2017.

Improvement Planning and Outcomes

QUALITY LEARNING and HIGH STANDARDS OF LEARNING ACHIEVEMENT - Literacy and Numeracy
In 2017, our key priorities were to:
*Focus on improving teaching and learning in the area of reading and writing with an emphasis on oral language, comprehension and vocabulary in Literacy .
- 100% of Reception and Year 1 students achieved running record targets with students making consistent growth each term.
- 50% of Year 2/3 students achieved reading targets, again making continual growth.
- 93% of students achieved year level targets in PAT-R with 25% meeting MPS targets to be achieving in 50th percentile or above.
*Focus on the number strand with an emphasis on problem solving and mental computation in Numeracy.
-83% of students achieving year level targets in PAT-M with 10% meeting MPS targets to be achieving in 50th percentile or above.

IMPROVED HEALTH AND WELLBEING
Improved attendance, engagement and wellbeing for all members of our school community.
Targets included:
• 95% attendance rate for all students
• Community members will connect with the school and access support from services / agencies to benefit learners - We were fortunate to have AC Care engage with the school for a term to support families. Various information sessions were held and services and agencies were used to support students and families.
• Growth in site data - Health, Social and Emotional and Engagement data
• Continuation of the Kids Matter Wellbeing Initiative
• A decrease in the number of reportable incidents in the class or yard
Students were involved in various extra-curricula activities throughout the year focusing on healthy eating, active lifestyles, involvement in various music and creative workshops. From student surveys and engagement data students reported a strong sense of belonging, a connectedness with school and adults in the school, emotional engagement with their teacher and a strong academic self-concept.
Whole school initiatives and programs will continue to support wellbeing and engagement in 2018.

We continued to work through the second year of our External Review Plan focusing on four keys areas:
* Intellectual stretch for all learners - this was evident as we had 100% of students in Year 4-7 achieving above SEA in reading, 71% of Year 5 and 75% of Year 7 students achieving in the upper two bands in NAPLAN reading.
50% of Year 3, 57% of Year 5 and 50% of Year 7 students achieving in the upper bands in NAPLAN numeracy.
* Assessment for learning strategies, including feedback from students to teachers - Our work and commitment with the Corwin - Visible Learning Project allowed staff to reflect on practice, collect data and make data visible to the students and focus on receiving and providing feedback as part of the teaching and learning process to move learning forward. Staff focusing on pedagogy and next steps in learning for students. Learning tasks were made clear with learning intentions and steps to success for students to achieve and challenge themselves.
* Strengthening student influence and decision making in authentic learning to further personalise student management and raise performance - Student voice was a focus where students had regular input into learning tasks, analysed their data and made choices and decisions with planning opportunities and activities.
* Improve school partnership with families through communication, productive relationships and shared understanding about learning - Shared learning days allowed families to view, discuss and participate in learning activities. Communication channels and use of technology allowed students and staff to share learning, success and achievements. Engagement meetings allowed families to share information and work on goals together to support students.

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.
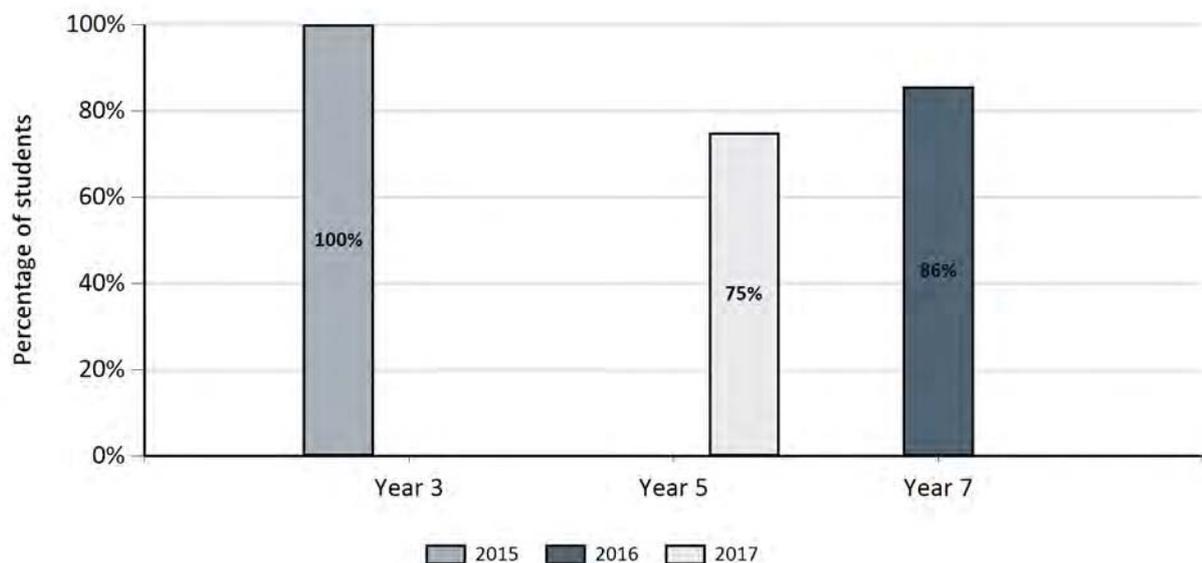
Reading
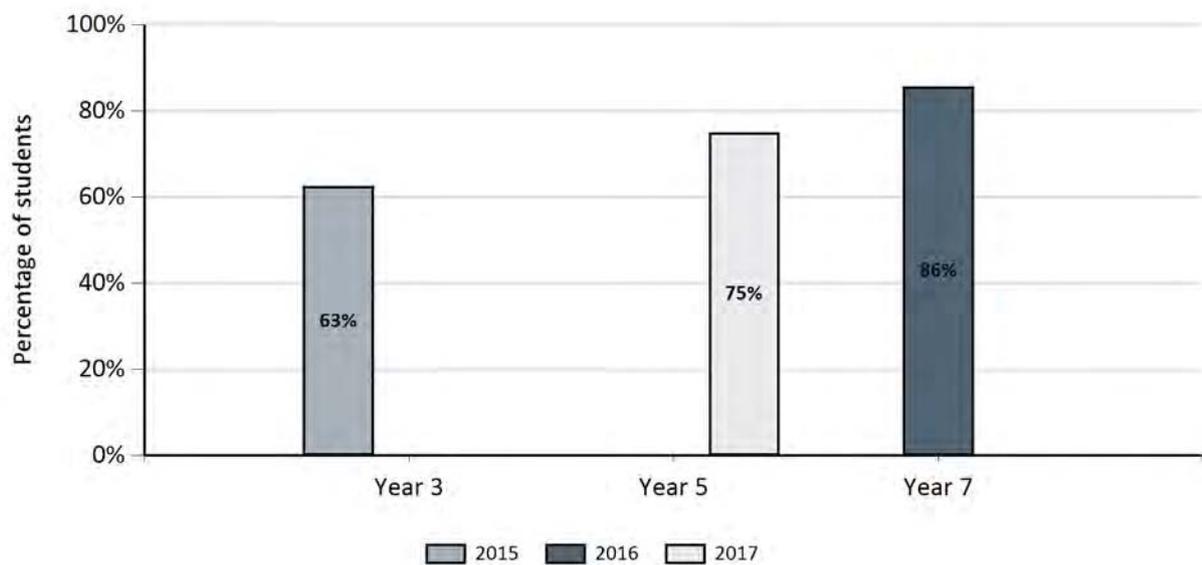
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	29%	*	25%
Middle progress group	57%	*	50%
Lower progress group	14%	*	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	14%	*	25%
Middle progress group	29%	*	50%
Lower progress group	57%	*	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	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	8	8	2	0	25%	0%
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Staff interrogate data to know where our students are at and need to be achieving in relation to the DECD Standard of Educational Achievement (SEA) and our own MPS targets. This is very individualised for each student.
Students are represented across the board as not achieving SEA targets, demonstrating SEA targets and achieving in the higher bands.
Emphasis and direction is placed on students achieving middle to upper levels of growth and to be working towards the 50th percentile and above with PAT-R / PAT-M data. Targeted intervention and resourcing allows intense support to ensure all students are achieving at or above their year appropriate level.

NAPLAN - Year 5
The Year 5 Reading data identifies 25% of students achieving in the upper two bands in Reading.   86% of students are represented in the middle / upper progress group in reading.
0% achieved in higher bands in Numeracy and 43% achieved in the middle / upper progress in Numeracy.

Professional Development throughout 2017 and beyond will continue to assist teachers to continue to improve their pedagogy based on current research.
Our focus:
• provide students with more open ended tasks to challenge and stretch thinking
• provide feedback to ensure students have direction about next learning steps
• ensure students can demonstrate and articulate their levels of understanding
• use data to set learning goals and to be transparent with families
• use steps to success so students are clear about learning intentions

Analysis of data and identifying needs of our students has identified key areas for improvement. Programs / frameworks will be used in 2018 to support teacher pedagogy. These are supported by current research and will be implemented as a whole school and are being supported by the Waikerie Partnership. These include:
* Numeracy - Big Ideas in Number
* Writing - Seven Steps to Writing Framework / BrightPath Project
* Memory Mates - to support students with strategies to support working memory
We will maintain and consolidate our work on reading improvement and social / emotional learning.

Every child will be making 12 months growth in Literacy and Numeracy through targeted, explicit teaching, feedback, clarity, learning intentions and engagement.

Attendance

Year level	2014	2015	2016	2017
Reception	94.4%	90.5%	78.0%	98.0%
Year 1	95.3%	91.6%	92.6%	97.5%
Year 2	88.6%	95.2%	91.6%	87.2%
Year 3	92.4%	94.1%	98.0%	93.0%
Year 4	96.8%	94.0%	94.1%	96.9%
Year 5	92.4%	97.3%	88.9%	95.2%
Year 6	85.7%	93.9%	87.5%	85.8%
Year 7	92.2%	94.9%	97.2%	99.2%
Total	91.4%	93.8%	91.4%	94.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance is monitored daily and our attendance improvement plan and attendance guidelines were followed by all staff. Students were acknowledged daily for attendance with Class Dojo and information was shared with the community on a regular basis through newsletter, Governing Council and other systems in place.
There were some exceptional family circumstances, family holidays during term time, illness that effected our data and with small cohorts this had considerable effects.
In 2017, we came very close to meeting the DECD target of 95%. A team approach, supported by staff and community.

Behaviour Management Comment

Our Morgan Primary School Anti-Bullying Policy and Behaviour Code was again reviewed in 2017 and adhered to. The school ensured prevention, intervention and post-intervention strategies were implemented and support was sought to assist students, staff and families. All members of the school community were responsible for implementing the policy.
Major incidents were followed up with the student, staff, families and DECD to assist the school in supporting the child, family and school community. Having a Pastoral Care Worker, dedicated staff and SSO support through DECD funding assisted the teaching and learning program in the classroom and safety and belonging in the yard .
In 2017, there were no suspensions or exclusions.

Client Opinion Summary

In 2017, a school opinion survey was offered to all. We received 7 responses (28%). Various other forms of data were collected throughout the year.
Quality of Teaching & Learning
100% of parents agree / strongly agree that our school maintains high expectations of their child.
85% of families feel their concerns are followed up.
Areas for improvement: Ensuring families are aware of student progress, needs are being met and continuing to work together to support student learning.

 Support of Learning
100% of families agree / strongly agree that they are aware of adult learning opportunities.
100% of families agreed there is someone at school they can talk to if they had a problem.
100% of families felt encouraged to participate in school activities.
100% of families strongly agree about the importance of attending school daily.
95% of students agree / strongly agree that they feel challenged and encouraged to 'have a go'.
95% of students agree / strongly agree that their teachers expect them to do their best.
100% of staff feel supported by the school in the management of students' behaviour, students are encouraged to achieve the best of their ability, providing a safe and secure environment and students have a sense of pride in their achievement.

Relationships and Communication
90% of students felt there was someone at school they could talk to if they had a problem.
85% of staff felt there was good communication; they are encouraged to share teaching methods, can express concerns freely and feel appreciated for what they do.

Leadership and Decision making
100% of responses felt confident in how the school is being managed and that there is effective leadership.
100% of staff felt they are encouraged to pursue professional development, the school is well organised and they are supported by leadership.
Primary (3-7): 95% of students feel happy, like being at school and feel safe at school.
All data was analysed and all parties were encouraged to provide examples, acknowledge positives and to make suggestions for improvements. (Parent Comments:)Thank you for another great year. The staff commitment and dedication is truly appreciated. A lovely little school with magnificent resources- lets hope it continues to grow.

This feedback and information will be taken into consideration with 2018 planning and will remain a focus throughout the year. ◼

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	12.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	14	87.5%
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

The DECD Screening and Suitability -Child Safety Procedure was followed. The currency of staff certificates and licenses were regularly monitored throughout the year. Volunteers, Governing Council members, employees for contractors and support agencies who worked on site had their identification sighted at their initial visit and recorded on our site records.
Our volunteer policy was reviewed and ratified including an induction checklist. We continued to maintain high standards at MPS to ensure the safety and wellbeing of all students, staff, families and 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	8
Post Graduate Qualifications	1

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	3.8	0.0	2.3
Persons	0	5	0	6

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

Financial Statement

Funding Source	Amount
Grants: State	$630,820.48
Grants: Commonwealth	$21,641.69
Parent Contributions	$19,635.00
Fund Raising	$8,300.00
Other	$5,241.14

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	Employing SSO to support and mentor individual students to improve basic literacy and numeracy skills, self-regulation and to develop a sense of belonging.	Progress towards outcome as identified on individual plans.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	
	Improved Outcomes for Students with Disabilities	Intense support in class and with an SSO to focus on identified goals from NEP and individual program from psychologist and speech pathologist.	Progress towards outcome as identified on NEP.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Whole school programs and activities to support student Literacy and Numeracy learning in a real life context. Staff professional learning, funding an SSO for intervention and targeted support for identified students.	Progress towards outcome as identified on individual plans.
	First Language Maintenance & Development	Funding converted to SSO support to focus on individual programs for identified students. Maintain small groups for explicit teaching and hands on learning.	
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant	Professional development and release time for staff to engage in Australian Curriculum PD, moderation, transforming tasks, school and Partnership priorities, data, assessment and planning.	
Program Funding for all Students	Australian Curriculum	Not applicable	
	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding	Converted to SSO time and salaries to ensure continuation of whole school programs, explicit teaching in Literacy and Numeracy and implementation of whole school Literacy and Numeracy Improvement Cycle.	Progress towards outcomes identified on site and individual plans.
Other Discretionary Funding	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Funding was allocated to staffing to assist us to maintain small class sizes with a focus on whole school wellbeing, engagement and social skills programs. Up-skilling all staff to assist all students and families.	Progress towards outcomes as identified on SIP / Wellbeing Plan.